Academic Senate
for California Community Colleges

EXECUTIVE COMMITTEE MEETING

LEADERSHIP, EMPOWERMENT, VOICE.

Thursday, August 18, 2016 to Saturday, August 20, 2016

Embassy Suites
100 Capitol Mall, Sacramento, CA 95814
Meeting Room: Central Pacific

Thursday, August 18, 2016

9:00 a.m. to 10:00 a.m. Breakfast
10:00 a.m. to 12:00 p.m. Challenging Conversations Presentation
12:30 p.m. to 1:00 p.m. Lunch
1:00 p.m. to 3:30 p.m. Presentation Continues
3:30 p.m. to 5:00 p.m. Post Presentation Discussion
6:00 p.m. to 8:00 p.m. Dinner
Rio City Café – 1110 Front Street, Sacramento, CA 95814

Friday, August 19, 2016

8:00 a.m. to 8:30 a.m. Breakfast
8:30 a.m. to 10:45 p.m. Orientation Follow-Up
11:00 a.m. to 12:00 p.m. Executive Committee Meeting Begins (*time certain presentation*)
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:30 p.m. Executive Committee Meeting
6:00 p.m. to 8:00 p.m. Dinner
Il Fornaio – 400 Capitol Mall, Sacramento, CA 95814

Saturday, August 20, 2016

8:00 a.m. to 8:30a.m. Breakfast
8:30 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Working Lunch
12:30 p.m. to 2:00 p.m. Meeting Continues

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

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

I. **ORDER OF BUSINESS**
   A. **Roll Call**
   B. **Approval of the Agenda**
   C. **Public Comment**
      This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter <u>not</u> 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. **May 20, 2016 Meeting Minutes, Stanskas**
   B. **AAC&U 2017 Annual Meeting, Smith**
   C. **Organization of American Historians Presentation Opportunity, Davison**
   D. **SLO Annual Symposium, Bruno**

III. **REPORTS**
   A. **President's/Executive Director's Report – 30 mins., Bruno/Adams**
   B. **Foundation President's Report – 10 mins., May**
   C. **Liaison Oral Reports** *(please keep report to 5 mins., each)*
      Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. **ACTION ITEMS**
   A. **Legislative Update – 25 mins., Stanskas**
      The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
   B. **2016 – 2017 Budget – 10 mins., Adams/Freitas**
      The Executive Committee will consider for approval the annual budget for 2016 – 2017.
   C. **CTE Leadership Committee – 30 mins., Bruno**
      The Executive Committee will consider revising the CTE Leadership Committee in response to the Governor's Budget Trailer Bill.
   D. **Committee Appointments – 35 mins., Committee Chairs**
      The Executive Committee will consider for approval the ASCCC Standing Committee membership.
   E. **Committee Priorities – 30 mins., Adams/Committee Chairs**
      The Executive Committee will consider for approval the priorities for the 2016 – 2017 Standing Committees of the ASCCC.
   F. **Regional Meeting Dates – 20 mins., Adams/Committee Chairs**
      The Executive Committee will consider for approval meeting dates for the fall regional meetings.
   G. **Regional Re-Entry Trainings – 15 mins., Smith**
      The Executive Committee will consider for approval the proposal for Re-Entry

Student Trainings.

H. Fall Plenary Planning – 20 mins., Bruno/Adams
The Executive Committee will consider for approval the theme for the 2016 Fall Plenary Session, discuss keynote speakers and possible breakout session, as well as remind members about the timeline and other requirements related to the event.

I. Academic Academy Institute – 215 mins., Foster/Beach
The Executive Committee will make recommendations and consider for approval theme ideas and a preliminary draft program for the 2016 Academic Academy.

J. Resolutions Topics – 10 mins., Beach
The Executive Committee will review the current resolution topics and recommend possible modifications.

K. System Advisory Committee on Curriculum Charter Update – 20 mins., Davison/Freitas
The Executive Committee will consider for approval changes to the charter for SACC.

L. Periodic Review – 30 mins., Adams
The Executive Committee review the current criteria and guidelines for the ASCCC Periodic Review and will provide guidance to staff about the process to use in the evaluation of the organization.

M. Community Practice for Supporting Formerly Incarcerated Students – 10 mins., Smith
The Executive Committee will consider for approval a community of practice for supporting formerly incarcerated students.

N. ACCJC Request for Support Letters from Administrators and Faculty in the California Community Colleges – 15 mins., Rutan
The Executive Committee will consider for approval how to advise faculty about the request for support letters being distributed by ACCJC.

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

C. Strong Work Force Implementation – 30 mins., Bruno/Adams
The Executive Committee will be updated on the status of the implementation of the Strong Work Force implementation.

D. Technology and Telecommunications Advisory Committee Update – 10 mins., Freitas
The Executive Committee will receive an update on the latest Technology and Telecommunications Advisory Committee (TTAC) meeting.

E. Optimizing the Statewide Value and Opportunity of Digital Textbooks for Community Colleges – 20 mins., Adams *(Time Certain 11:00 a.m. 8/19)*
The Executive Committee will consider for approval ways that the ASCCC can partner with Apple to provide services to faculty.

F. System Advisory Committee on Curriculum Update – 15 mins., Davison
The Executive Committee will receive an update on the latest System Advisory Committee on Curriculum (SACC) meeting.

G. California State University Task Force on Quantitative Reasoning, 15 mins., Stanskas
The Executive Committee will discuss the final report from the CSU Task Force on Quantitative Reasoning and will be appraised on proposed changes that will impact our primary transfer insitutions.

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

A. Standing Committee Minutes
   i.   Educational Policies Committee, Davison
   ii. Online Education Committee, Davison

B. Liaison Reports
   i.   CA Education Round Table Intersegmental Coordinating Committee, Stanskas
   ii. General Education Advisory Committee Annual Report, Stanskas

C. Senate and Grant Reports

VII.   **ADJOURNMENT**

Executive Committee Agenda Item

SUBJECT: Calendar		Month: August	Year: 2016
•Upcoming 2016-2017 Events		Item No I. D	
•Reminders/Due Dates		Attachment: YES	
•2016-2017 Executive Committee Meeting Calendar			
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Annie Wilcox-Barlettani	Consent/Routine	
		First Reading	
STAFF REVIEW[1]		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings
- **September Executive Meeting** – Riverside – September 9 – 10, 2016
- **October Executive Meeting** – Sacramento – September 30 – October 1, 2016
- **Academic Academy** – Costa Mesa – October 7 -8, 2016
- **Session Executive Meeting** – Costa Mesa – November 2, 2016
- **2016 Fall Plenary Session** – Costa Mesa – November 3 - 6, 2016

Please see the 2016-2017 Executive Committee Meeting Calendar on the next page for August 2016 – June 2017 ASCCC executive committee meetings, academies and institutes.

Reminders/Due Dates

August 24, 2016:

- Agenda Items

- Committee Reports

- Action Tracking updates

- Area Representatives to update Area Meetings page on the ASCCC website

- Draft Program for Academic Academy due

- Draft papers for Fall session due for first reading

- Breakout topics for Fall Session due

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.
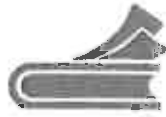
September 14, 2016:

- Agenda Items

- Committee Reports

- Action Tracking updates

- Final Program for Academic Academy due to Executive Director

- Draft papers due for second reading for Fall Session

September 16, 2016:

- Pre-Session resolutions due to Executive Director

October 3, 2016:

- Rostrum articles due to Julie Adams

Academic Senate
for California Community Colleges

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2016-2017 EXECUTIVE COMMITTEE
MEETING DATES

*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.[1]

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 18 – 20, 2016	Embassy Suites	Embassy Suites
Executive Meeting	September 9 – 10, 2016	San Bernardino Valley College	Mission Inn
Executive Meeting	September 30 – October 1, 2016	American River College	Sacramento Sheraton
Area Meetings	October 14 – 15, 2016	Various	Various
Session Executive	November 2, 2016	n/a	Westin South Coast Plaza
Fall Plenary Session	November 3 – 5, 2016	n/a	Westin South Coast Plaza
Executive Meeting	January 6 – 7, 2017	Alameda College	Oakland Marriott City Center
Executive Meeting	February 3 – 4, 2017	Long Beach City College	Hotel Maya Long Beach
Executive Meetings	March 3 – 4, 2017	Foothill College	Hotel De Anza
Area meetings	March 24 – 25, 2017	Various	Various
Session Executive	April 19, 2017	n/a	San Mateo Marriott
Spring Plenary Session	April 20 - 22, 2017	n/a	San Mateo Marriott
Executive/Orientation	June 2 – 4, 2017	n/a	Monterey Plaza Hotel
Faculty Leadership	June 15 – 17, 2017	n/a	Sacramento Sheraton
EVENTS[3]			
Career Technical Ed	January 12 - 13, 2017	n/a	ON HOLD
Accreditation Institute	February 17 – 18, 2017	n/a	Napa Valley Marriott
Innovation and Instructional Design	March 17 – 18, 2017	n/a	San Jose Marriott
Career Technical Edu. Institute	May 5 – 6, 2017	n/a	San Jose Marriott
Curriculum Institute	July 12 – 15, 2017	n/a	Riverside Convention Center/Mission Inn and Marriott
Academic Academy	October 7-8, 2016	n/a	Westin South Coast Plaza
Fall Plenary Session	November 2 – 4, 2017		Irvine Marriott

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

[2] Staff to investigate if there are other large events in Santa Clara that might impact our attendees.

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

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

Friday Set Up
- Meeting from 11:00 am to 6:00 pm – verify timing with ASCCC staff.
- Room set up in a hollow square for 25 (provide large room with enough space for Exec members to spread out and the public to observe, 2 people to one 6 foot table)
- Table in hall way for registration and handouts.
- Provide space for lunch inside or outside the meeting room.
- Provide internet access for 15 people – and guest if available.
- Provide power for computers and an LCD if requested.
- Printer access, if needed.

Information to be supplied to the ASCCC Staff from the College
- Specific room location. Sign outside of the room indicating it is the "ASCCC Executive Committee Meeting."
- College map.
- Parking passes if needed.

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

Any questions should be directed to Annie Wilcox-Barlettani; annie@asccc.org or 916-445-4753 x 103

Academic Senate

2016 - 2017

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 18 – 20, 2016	August 1, 2016	August 10, 2016
September 9 -10, 2016	August 24, 2016	August 31, 2016
September 30 – Oct. 1, 2016	September 14, 2016	September 21, 2016
November 2, 2016	October 17, 2016	October 24, 2016
January 6 – 7, 2017	December 14, 2016	December 22, 2016
February 3 – 4, 2017	January 18, 2017	January 25, 2017
March 3 – 4, 2017	February 15, 2017	February 22, 2017
April 19, 2017	April 3, 2017	April 11, 2017
June 2 – 4, 2017	May 17, 2017	May 24, 2017

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Completed/Incomplete	Month Complete	Year Complete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Adams	September	In progress			Communication flowchart was approved by Exec at its May meeting and will be modified to include more connections. This item will be included in the Executive Committee Livebinder.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	Future	TBA		EDAC will discuss this year.	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
The Best of the Rostrum	5. January	2015	II. F.	Adams	December	In progress			Each standing committee reviewsx the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period. The Executive Director will work on how best to display this information.
Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Davison	Fall	In progress			SACC is working on reviewing Title 5.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Conan/Rutan	Fall	TBA		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.
TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	A. Foster	Fall	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	II. D.	Smith/Adams	Fall	In progress			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Curriculum 101 Module has been complete and will be available Fall 2016. The Governance Module is in progress and will also be available in Fall. The Incarcerated student module outline is in process and should be available in Spring.
Strategic Plan	January	2016	II. L	Adams	Fall	In progress			A report on the activities of the Strategic Plan will be published for Fall 2016
Resolution to be created to discuss issues around the Multiple Measures Assessment Project	March	2016	IV. F.	Rutan	Future	In Progress			
Agenda Item for August - Apple leadership to present some of their technology toolls	March	2016	III. A.	Adams	August	In Progress		On August Agenda	
Academic Senate Policy	May	2016	IV.C	ASFCCC Foundation	Fall	In Progress		In Progress	AS Foundation to discuss the Executive Committee members donation responsibilities and work with Standard and Practices regarding possible policy and changes to the ASCCC Bylaws. Item to be brought back to the August meeting.
Academic Senate Foundation Research	May	2016	IV. B.	May	Fall	In progress		In Progress	ASFCCC to include description of the literature review on its website with a disclaimer. Standards & Practices to develop a process for how long the ASCCC/ASFCCC partners with other organizations on research
Part Time Faculty Task Force - Recommendations of Priorities	May	2016	IV. D.	Adams/Freitas	September	In progress			Once committee is formed and has reviewed the strategic plan, the plan will be brought to the board with a charge.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	Future	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading.
2016 - 2017 Budget	May	2016	IV. G.	Adams/Freitas	August	In progress		On August Agenda	Budget committee to meet in July 2016 and bring the new 2016-2017 budget to the August meeting for discussion and approval.
EDAC Stretegic Plan	May	2016	IV.H.	Smith	August	In progress, will be on website before August meeting			Staff will post the EDAC Strategic Plan on the EDAC committee page on the ASCCC website.
Annual Committee Reports	May	2016	IV. I.	Adams	August	Incomplete			Annual committee report will be updated and posted on the ASCCC website by staff.
Communication	May	2016	IV. J	Adams	August	Complete /In Progress			Staff will send out members Assignment letters to the Exec members for review. Once approved, letters will be sent to the college and senate president. Staff will bring the Assignment Agreements to the August meeting to be reviewed and signed by the Exec members.

Friday, May 20, 2016 to Saturday, May 21, 2016

I.   ORDER OF BUSINESS
A. Roll Call
President Morse called the meeting to order at 12:34 p.m., and welcomed members.

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

Guests Present – Incoming Executive Committee Members: Sam Foster, Fullerton College; Conan McKay, Mendocino College; Lorraine Slattery-Farrell, Mt. San Jacinto College

B. Approval of the Agenda
Resolutions assignment added to IV. L.
The agenda was approved by consensus.

C. Calendar
Members were updated on item deadlines:
- Final descriptions for Curriculum Institute by Tuesday, May 24, 2016.
- Rostrum articles due mid-August for the September 2016 edition.

D. Action Tracking
This item will be discussed under Action Item IV. K.

II. CONSENT CALENDAR
A. **April 20, 2016 Meeting Minutes, Stanskas**
B. **Executive Committee Dates and Locations, Adams**
C. **Relationship with @ONE, Adams**
D. **Curriculum Institute 2016 Final Draft Program, Freitas**
E. **Academic Senate Foundation Bylaws Revision, May**
F. **Academic Senate Foundation Strategic Master Plan, May**
G. **Revision of the ASCCC Caucus Guidelines, Stanskas**
H. **Academic Senate Foundation Directors, May**
I. **A²MEND, Adams**
J. **Small and Rural Caucus, Adams**
K. **Faculty Leadership Institute, Bruno**

MSC (Rutan/Freitas) to approve the consent calendar as presented.

Action items:
A. April meeting minutes will be posted on the ASCCC website.
B. Executive Committee meeting dates will be posted on the ASCCC website under the Executive Committee meetings and the calendar.
C. Adams will work with @ONE to determine how best to partner with @ONE.
D. Final curriculum program will be published and posted on the website.
E. ASFCCC Bylaws Revisions posted on the Foundation website.
F. ASFCCC Strategic Plan posted on the Foundation website.
G. ASCCC Caucus Guidelines posted on website.
H. EDAC will recommend how best to partner with A²MEND.
I. Website will be updated on the caucus confirmation.
J. Final program will be published and posted on the ASCCC website.

MSC (Rutan/Freitas) to reconsider Consent Item II. E., particularly the recommendation that mandatory dues for Foundation Directors.

MSC (Davison/Gould) approve Item II. E. after striking section 3.02. See discussion below under Item IV. C.

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

   President's Report – David Morse
   Morse updated members on the feedback he received from faculty members who attended this year's Spring Plenary Session. The vast majority provided positive feedback regarding the event and noted it was a valuable meeting and plan to participate again in future plenary sessions. Some attendees noted it was heavily focused on Career Technical Education (CTE).

   Morse informed members that the CEOs have formed two workgroups around the Accreditation Task Force in order to move items forward. The two groups consist primarily of CEOs and college presidents. Morse suggested the Academic Senate continue to have discussions about how to stay involved in the conversations on accreditation over the next four years. The goal is to have a plan in place with a 2-3 year goal rather than the original plan of 8-10 years. The Accreditation Task Force is working with Western Association of Schools and Colleges (WASC) to develop a process. A report will be sent to the Accrediting Commission for Community and Junior Colleges (ACCJC) in June.

   Morse discussed the upcoming elections for the ACCJC. R. Beach of the ASCCC put his name on the ballot to be part of the nominating committee. Additional candidates were included on the ballot and the election will take place in one week, via email.

   Morse reported that the search for the new CCC Chancellor continues as interviews took place again last week with the Board of Governor's. Morse noted that Erik Skinner will remain in the interim position until further notice.

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Morse concluded that there were no major changes with the 50% Law since the last meeting, and restated that the "Sacred Cow" proposal was forwarded in March 2016 to the Consultation Council, which was well received. Chancellor Harris recommended formation of a workgroup on California Community Colleges Regulations. The budget will have a positive impact and going forward there will be regularly scheduled meetings surrounding the 50% Law.

Executive Director's Report – Julie Adams
Adams briefed members on the status of the CTE Data Unlocked Faculty Fellows positions. She noted that recruitment will be necessary to receive more applicants for the positions.

Adams announced the transition with Julie Bruno, incoming President, and John Stanskas, incoming Vice President is going well.

Adams is continuing to have bi-monthly check-ins with Lynn Shaw. At their last meeting they discussed the Executive Committee priorities and the status of Strong Workforce Taskforce.

Adams reported on the CTE Leadership meeting and noted the event was successful with over 53 CTE liaisons present out of a total of approximately 180 attendees. She found the recruitment efforts and cost-saving offers for the event boosted the number of liaison attendees.

Adams briefed members on the Institutional Effectiveness Partnership Initiative (IEPI) committee member change. A couple of member positions to be filled. Craig Rutan of the ASCCC will remain the co-chair on the committee.

Operationally: The Academic Senate office is working on closing the 15-16 fiscal year by June 30, 2016.

B. Foundation President's Report

May announced the AS Foundation will be holding their board elections in the near future. Collectively, the board is working towards highlighting the Foundation's importance and appointing more members to the committee.

May reported the Spring Fling was a success during the Spring Plenary. A meeting date will be set in the near future to begin planning for next year's event. She also noted that due to the venue's size the Silent Auction was not easily accessed by the attendees.

May concluded that the AS Foundation may need to obtain a business license if the board decides to continue having silent auctions. It was reported that the Academic Senate may potentially have to charge tax on the items auctioned off. More research is being done to confirm what action needs to be taken.

IV. ACTION ITEMS

A. Legislative Update

Members were updated on the recent state and federal legislation and reviewed a number of bills. Bruno shared that on the recent resolutions that have passed, letters have been drafted and submitted to the legislature. A majority of these letters went to appropriations as well as the bills authors. All letters were included in the packet that was handed out on Legislative Day.

Members briefly reviewed the outcome of Legislative Day. The majority found the event to be successful and will plan again for next year. Most members found the legislators and staff they spoke with to be very supportive of the ASCCC's concerns.

Members discussed the status of AB 1985 (Williams) Advanced Placement credit. The ASCCC's opposition of the bill still stands. Members are encouraging the UC and CSU system to look at the language of the policy and work with the ASCCC to create new language to share with Assembly member Williams. It was suggested at a recent Consultation Council meeting that the Chancellor's Office needs to voice their opposition on the bill as well.

Members briefly discussed AB 1914 (Bonilla) Public postsecondary education: academic materials, textbooks, and access codes. The bill was amended in March 2016 setting timelines with the college bookstores and costs associated with textbooks. It was noted that there were concerns shared by part-time faculty and has since been clarified that exceptions can be written into the policy surrounding part-time faculty.

Members were updated on AB 2412 (Chang) Community Colleges: Incentive Grant Program for Completion of Industry-Recognized Credentials. Currently legislature is unable to meet the ASCCC objections to the bill.

Members discussed the Strong Workforce program:
- Positive changes:
  - Funding 60% to the districts and 40% to the regions.
  - Budget trailer, no more than 60% should be seen as ongoing funding, the remaining is one time funding. The Senate has removed the one-time funding from the bill, for this specific instance.
- The legislature trailer bill language suggests the Academic Senate form a subcommittee, with no less than 70% CTE faculty on the committee. Concerns around this suggestion were discussed. Concern was raised that the current language gives the subcommittee the ASCCC purview and not the ASCCC. Interim Vice Chancellor of Finance and Facilities is assisting the ASCCC to correct this oversight.

- Curriculum process – six months to a year. The Academic Senate needs to work with the Chancellor's Office (CO) on the compliance and technology portion. The CO's support is needed in order to fit within the timeline suggested.

Bruno reported $300,000 of the funding planned for the Academic Senate is in the budget augmentation. The Department of Finance and Governor's office included the funds in the budget, and it is plausible that the Academic Senate will receive the resources. A letter will be written to the legislature with the support of the Academic Senate, California Community Colleges Chief Instructional Officers (CCCCIO), Association of California Community College Administrators (ACCCA), Faculty Association of California Community Colleges (FACCC), and the Community College League of California (CCLC). In order to have funds stay in the budget legislative support from all partners is needed.

Lastly, Bruno concluded that approval of stand alone courses locally was approved by the Board of Governors and is moving forward.

B. Academic Senate Foundation Research
Members discussed the AS Foundation's partnership with the Faculty Association of California Community Colleges (FACCC) on the research project, *Impact of Fulltime Faculty on Student Success*. This research project is the first under the AS Foundation's direction and is looking for guidance from the Executive Committee. Members discussed how research papers, literature reviews, and other documents developed by or with support of the AS Foundation are recognized by the ASCCC, in particular, how the research is used and published.

Members suggested a disclaimer should be posted on the AS Foundation website noting the ASCCC has not come to a final conclusion or opinion regarding research done for the literature review. Included on the website should be a brief description of the literature review. Additionally it was suggested to have FACCC remove the AS Foundation from the literature review in order for FACCC to continue to move forward with the paper.

Members discussed the need for a process for how the ASFCCC partners on initiatives and research with other organizations. It was proposed that a Standards and Practices to develop policies on partnerships and the ASFCCC's involvement with these projects.

MSC (Smith/Aschenbach) to cite research, make no conclusions, add a disclaimer-use one similar to the one on the resolutions packet- inform the field, and ask FACCC to remove the Foundations name and logo from the report. ASFCCC to include a description of the literature review on its website with a disclaimer. Bring this item to the August meeting for further discussion.

Action:
- ASFCCC to include a description of the literature review on its website with a disclaimer.
- Put on the August agenda for further discussion.
- Standards and Practices to develop a process for how the ASCCC/ASFCCC partners with other organizations on research.

C. Academic Senate Policy

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

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

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

MSC (Rutan/Freitas) to reconsider Consent Calendar Item, II. E., Academic Senate Foundation Bylaws Revision

MSC (Davison/Goold) to approve bylaw changes with the exception of Article 3.02 and bring topic back in the fall if necessary.

Action
- AS Foundation to discuss the Executive Committee members donation responsibilities and work with Standard and Practices regarding possible policy and changes to the ASCCC Bylaws. Item to be brought back to the August meeting.

D. Part Time Faculty Task Force – Recommendations of Priorities

Members discussed the approval of establishing a Part-Time Faculty Standing Committee for the purpose of providing professional development opportunities to part-time faculty. The committee would also advise the president on academic and professional matters as they affect part-time faculty.

The focus of the committee is on professional development for part-time faculty,

including advice on policies and research needed to better inform decision-making.

MSC (May/Davison) to approve formation of the Part-Time Task Force Standing Committee.

Action
- Once the committee is formed and has reviewed the strategic plan, the plan will be brought to the board in September with a charge.

E. **Outline for Revision of the 2009 Noncredit Instruction Paper**
Members surveyed the outline for the revision of the ASCCC paper, *Noncredit Instruction Opportunity and Challenge*. The Noncredit Committee is recommending the paper shift from a historical emphasis and perspective (2009 paper) to an implementation guide to include updates on issues, advocacy for use of noncredit as a curricular tool to serve students, and identify on-going challenges.

Members recommended modifications to the outline for the paper. A resolution for adoption of the paper is expected to be presented at the 2017 Spring Plenary.

MSC (Freitas/May) to approve the outline as discussed.

Action:
- Paper will return to a future meeting for first reading.

F. **Strategic Plan Update and Priorities for 2016 – 17**
In spring 2015, the three-year strategic plan was adopted by the body. Members reviewed the status of the 2015 – 16 ASCCC Strategic Plan and considered the adoption of the priorities for 2016-17 fiscal year.

MSC (Grant/Smith) to approve Strategic Plan priorities.

G. **ASCCC 2016 – 17 Budget**
Members reviewed the ASCCC budget development process and the 2015 – 16 budget performance including current assets, accounts receivable, and liabilities. Members considered approval of the ASCCC budget for the 2016 – 17 fiscal year.

The Academic Senate is working with the Chancellor's office to have funds due to the ASCCC come directly to Senate rather than going through the district. There is a direct impact on the Academic Office if the payments are not received in full.

MSC (North/Gould) Should the money owed to the ASCCC for work with C-ID not be in hand by June 30, the Executive Director and President are authorized to stop work on C-ID and communicate this to the Chancellor's Office.

MSC (Goold/May) approved to tentatively adopt the budget through August 31, 2016.

Action
- Budget committee will meet in July, bring new budget to August meeting for discussion and approval of the 2016 – 17 ASCCC budget.

H. EDAC Strategic Plan

Members considered approval of the strategic plan for the Equity and Diversity Committee (EDAC). Members discussed how the plan will address equity issues related to the Executive Committee, local senates, and statewide representation.

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

EDAC gathered information from meetings, surveys, breakout sessions, and articles to assist in developing a Strategic Plan. A timeline was drafted in order to move the cultural competency plan forward. Dr. Valerie Neal, Office of Equity, Social Justice & Multicultural Education, DeAnza College, is also working with EDAC on challenging conversations in order to become more aware and knowledgeable with equity and diversity issues.

Additionally, the EDAC Strategic Plan will focus on providing accessible modules at the local senate level. Local senates will then have the tools to be the leader on their campuses and assist with expanding recruitment activities.

Members recommended having a possible breakout at the Curriculum Institute regarding how cultural competency can be infused in campus courses, as well as online courses.

Planning of the EDAC Strategic Plan to be finalized by spring 2017.

MSC (Freitas/A. Foster) to approve the Equity and Diversity Committee Strategic Plan.

Action:
- EDAC Strategic Plan will be posted on the EDAC webpage.

I. Annual Committee Reports

Members reviewed the final committee status reports and discussed committee priorities for the upcoming academic year. Each chair was requested to provide

action taken by the committee on the priorities and update the status, which will be posted on the ASCCC website.

Members agreed to set committee priorities at the August Executive Committee meeting. Items will include the strategic plan and new resolutions that came in during the 2016 Spring Plenary. Members to have a discussion during the May Orientation with their past committee chairs to review ongoing activities and items that have been completed in preparation for the upcoming year.

MSC (Goold/Rutan) to approve final annual committee reports.

Action
- Adams will update annual committee report and post on the ASCCC website.

J. **Communication**
Members discussed a proposed mechanism to improve the communication process among the ASCCC representatives, including committees, Chancellor's Office groups, and other faculty members assigned tasks to the ASCCC Standing Committees and the Executive Committee. Adams shared with members a committee chart outlining all of the areas the ASCCC members are assigned. Members updated and reviewed the document, noting it is a valuable tool that helps clarify the workload of the committee members and how it is distributed. The chart will assist members to communicate more effectively.

The updated framework of the committee list will be shared with members at the August meeting.

MSC (Davison/Aschenbach) to approve new communication mechanism.

Action
- Adams/Wilcox will send out the assignment letters in the next week to all of the Executive Committee members and a copy of the letter will be sent to the college and senate president once reviewed and approved by the member.
- Assignment letter agreements will be sent to the Executive Committee members next week. Letters will be signed and returned to the ASCCC office.

K. **Action Tracking**
Members reviewed and updated the Action Tracking sheet to determine what actions should be removed, what has been completed, and what actions will be continuous.

MSC (May/Smith) to approve updated Action Tracking sheet.

L. Resolution Assignments

Members reviewed changes and updated the resolution spreadsheet.

MSC (Smith/Beach) to approve resolution assignment spreadsheet as amended

V. DISCUSSION

A. Board of Governors/Consultation Council

Members received an update on the recent Board of Governors and Consultation meetings:

- The Community Colleges Basic Skills Student Outcomes and Transformation Program grant was brought forward and approved by the Board of Governors.
- The proposed revision to Articulation of High School Courses was also brought forward at the BOG meeting.
- The first reading of Stand-Alone Credit Course Approval was discussed and all agreed the proposed change would be positive.

B. Baccalaureate Pilot Program and ACCJC

An update was provided to the members on the progress of the Baccalaureate Pilot Program. There are points of discrepancy between the ACCJC's draft policy and the Handbook in three primary areas: General Education (ACCJC draft policy is 9 units of upper division, the Handbook reads 6 units), Upper Division units (ACCJC draft policy is 45 units of upper division, the Handbook shows 24 units), and Minimum Qualifications (ACCJC draft policy requires a Master's Degree to teach upper division, the Handbook notes one must have a Bachelor's Degree and six years of experience in the industry).

The pilot colleges, CEOs, and the Chancellor's Office reached out to the ACCJC via letter requesting a meeting with the Education Policy committee. The ACCJC has not yet responded to the requests made by the project. It is noted that several items included in the webinar were incorrect and clarification and corrections are being sought. If the policy, as is, is adopted in summer, it will significantly hinder the pilot program to be initiated for fall semester.

C. Criteria for Serving as an ASCCC Representative

Members discussed the current process for appointments for ASCCC representatives. Currently, ASCCC appointments to the Chancellor's Office advisory/task forces and other constituent groups, require the local senate president's approval. It was noted that senate presidents do not approve the Standing Committee appointments when they are internal committees. Last year, approximately 900 faculty were appointed. The appointment process becomes extremely time consuming and discouraging when local senate presidents do not respond to appointment requests.

Members examined how the approval process could be broadened within the

standard practices of committee appointments. Suggestions were made and will continue to be a topic of discussion. In the meantime, the ASCCC will look into potentially hiring full time staff to work solely on committee appointments and tracking. This will assist in easing the Executive Director's workload.

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

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

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

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

VII. **ADJOURNMENT**
The meeting was adjourned at 10:58 a.m.

Respectfully Submitted by:

Annie Wilcox-Barlettani, Executive Assistant
Julie Adams, Executive Director
John Stanskas, Secretary

Executive Committee Agenda Item

SUBJECT: Association of American Colleges & Universities' 2017 Annual Meeting: Building Public Trust in the Promise of Liberal Education and Inclusive Excellence		Month: August	Year: 2016
		Item No: 11 B.	
		Attachment: NO	
DESIRED OUTCOME:	Executive Committee will be aware of upcoming professional development opportunity to fulfill Objective 1.3 of the Professional Development Plan	Urgent: NO	
		Time Requested: 0 min	
CATEGORY:	Announcement	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Smith	Consent/Routine	x
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The AAC&U 2017 Annual Meeting (January 25-28, 2017 in San Francisco) will respond to the urgent need—expressed by educators from campuses across the country—for more effective approaches to restoring public trust in higher education and improving public understanding of how liberal education and inclusive excellence are valuable "public" and "private" goods. Rebuilding the public's trust in higher and liberal education requires educators and leaders from across sectors to paint a more compelling and vivid picture of how colleges and universities are improving student learning and reinventing liberal education to serve today's students and to solve today's challenges.

Sessions and speakers will move beyond familiar dichotomous arguments that describe the purpose of higher education as either preparation for work or broad learning for life and citizenship. Rather than positioning liberal education as a contested alternative to pure vocationalism, AAC&U member institutions are offering students a liberal education that is engaged with the world—and preparing them for their futures as workers, citizens, and community members.

Front and center will be how today's liberal education must serve the cause of equity in American society—educating and graduating students from all backgrounds equipped to lead and contribute to our diverse democracy.

Participants at the Annual Meeting will learn from one another and from the latest research and will develop together more effective approaches to deepening the impact of liberal learning and more effectively demonstrating its value to skeptics. With interactive sessions that engage participants in discussion, learning and action, the meeting will highlight the ways in which AAC&U members are advancing inclusive excellence—ensuring that all students achieve the most important outcomes and gain the benefits of a public-spirited liberal education.

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

The 2016 presidential race has underscored how fractured American society remains—and how important American higher education is in building students' capacity for democratic discourse and action. Only through a liberal education enacted with a firm commitment to inclusive excellence will students gain the broad knowledge and transferable skills they need to connect knowledge with responsible problem solving and engagement with urgent challenges at home and abroad. Particularly highlighted in the 2017 Annual Meeting will be forms of liberal education that equip students for full participation in a diverse democracy through their active engagement with perspectives that differ from their own.

Participants will share transformative approaches to the design of curricular pathways from public, private, two-year, and four-year institutions. These approaches will form the basis for more compelling advocacy and communication about liberal education and inclusive excellence. Participants will return home well positioned with strong models and effective arguments to counter misleading narratives questioning the value of liberal and higher education.

The 2017 Annual Meeting will provide an opportunity for the entire AAC&U community to come together, commit to enacting our principle of inclusive excellence, and leave with clear plans of action. Sessions will focus on moving from intention to public commitment to practice—putting equity-minded policies into effect and shaping transformative learning experiences for students across majors and disciplines. The meeting will demonstrate how liberal education and inclusive excellence can be embraced by everyone on campus—administrators, faculty, staff, and students—and become the linchpins for effective institutional change and for compelling public narratives.

Executive Committee members will notify Executive Director Adams if they are interested in attending this event.

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Presentation at Organization of American Historians		Month: August	Year: 2016
		Item No. II. C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve travel for Dolores Davison to attend the OAH in April 2017	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	X
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Organization of American Historians (OAH) annual conference is the second largest meeting of historians in the United States, encompassing both two year and four-year faculty. While many of the topics are driven by the specifics of the discipline, there are also pedagogical and focused topics for all of academe, including a strand specifically targeting teaching at two-year colleges. This year, the OAH board is particularly interested in issues of dual enrollment and AP credit, and has asked that I attend the conference in April and present on what is happening in the California Community Colleges around these issues. There is particular interest in AB 288 (Holden, 2015) and the implications for faculty within and outside the discipline regarding the dual enrollment structure as well as granting of AP credit.

The ASCCC Strategic Plan directs committee chairs to " Research and attend state and national conferences related to academic and professional matters[2]". To this end, the Strategic Plan stated that we "Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments". [3] The areas of dual enrollment and AP credit will be significant elements of the work of the Curriculum Committee this year, and as the incoming Curriculum Committee chair, it would be helpful to not only engaged in discussions about what California is doing around these topics, but also to hear about what practices and policies other states have created. As attendance at this conference requires out of state travel, I am requesting that the Executive Committee agree to cover the cost of airfare, hotel, and registration (if needed) for the conference.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.
[2] ASCCC Strategic Plan 1.1.D (http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf)
[3] Ibid.

Executive Committee Agenda Item

SUBJECT: SLO Annual Symposium		Month: August	Year: 2016
		Item No II. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval partnering with a faculty member on the fourth SLO Symposium.	Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC President was approached by Jarek Janio about the possibility of the ASCCC being involved with the SLO Annual Symposium. The SLO Annual Symposium takes place at the end of January or early February. The first Symposium took place at North Orange County CCD in 2014 was attended by 32 faculty and deans, the second one at Rio Hondo College last year, was attended by over 80 people and this year's event took place at Santiago Canyon College and was attended by over 120 people from 48 colleges from throughout California. Altogether, Janio received over 180 requests to attend. He is reaching out to the ASCCC because there appears to be a need for this event and he believes that the ASCCC should be in the lead.

This annual event has had a variety of speakers from across the nation (e.g., keynote speaker Jillian Kinzie, NILOA from Indiana; and another presenter from San Antonio, Texas) who travelled to present at this event for free. CCC System representatives such as IEPI, Chancellor's Office, and RP group were in attendance as well.

Janio was also managed to secure sponsorship from TracDat, LiveText and RP Group. Santiago Canyon College covered the cost of breakfast and vendors pitched in for lunch. There were five breakout sessions per hour, which amounted to twenty presenters. Evaluations point to a great need among faculty to learn about SLOs, assessment, data and data interpretation. During presentations there were a lot of questions from faculty focused on topics ranging from teaching practice, SLO assessment data evaluation for program improvement to accreditation.

The Fourth Annual SLO Symposium has been tentatively scheduled for Friday, February 3, 2017 potentially in Southern, California I spoke with Theresa Tena and her team would be happy to help with registration, food

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

and making arrangements for presenters. Michael Howe from RP Group **also expressed** interest and wants to continue to support the Symposium.

The Executive Committee will consider for approval partnering with Jarek Janio to hold the Fourth Annual SLO Symposium. The partnership would include name, advertisement, planning, presentations, and potentially staff to assist in finding a location and registration.

Executive Committee Agenda Item

SUBJECT: *Legislative Update*		Month: August	Year: 2016
		Item No. IV. A	
		Attachment: YES (4)	
DESIRED OUTCOME:	The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary	Urgent: No	
		Time Requested: 25 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The last day for the legislature to submit new legislation was February 16, 2016. Legislative updates from the Chancellor's Office are included. The Executive will be updated on action taken by the legislature and be provided with a report on the progress made on the ASCCC Legislative Agenda

Last year's legislative agenda included:

1. Audit Fee
2. Stand Alone Course Approval (reconciled through a Title 5 change by the BoG)
3. Mental Health Services

Legislative Quarterly Newsletter: The ASCCC currently posts the Executive Committee Legislative report on the ASCCC website. While local senates are more interested in legislative activities evidenced by Resolution 17.03 S15 to request legislative liaisons of each college, faculty and delegates may not be aware of this report or might have little time to surf our website for information. The ASCCC might be able to get more faculty engaged in legislative activities and interested in the Legislative Liaison position if we provide more information about what the ASCCC is tracking and how this legislation might impact their college (i.e., AB 1985, Williams). In an effort to better inform senates of legislative activities, a newsletter may be another way to keep the field informed and direct the efforts of academic senates toward a common voice. The Executive Committee will discuss developing a short quarterly newsletter similar to, but not conflicting with, the President's Update.

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

AB 1583 (Santiago) CC College Promise Program
Declares the intent of the Legislature to enact legislation that would establish a California Promise program to expand access to the California Community Colleges for California residents. Amendments include ~~raising the amount of income a student can earn and still qualify for a fee waiver to no lower than three times the current federal poverty level and by lowering~~ lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least one dollar. Requires establishing a need-based aid program to provide fee waiver recipients with financial resources, not to exceed $1,000 per student per year, for the purpose of offsetting a portion of the costs associated with the purchase of books, supplies, transportation, and other general living expenses. Amended 3/15/16. Amended 04/14/16.

> **Status:** Reconsideration by Senate Education Committee (6/29/16)

AB 1721 (Medina) Cal Grant Program (CO Sponsor)
Increase the aid available to students though the Cal Grant program from $1551 to $3000 as well as amend the requirements for the applicants to being no more than 31 years of age or older by December 31 of the award year, and is required to have attended a California community college no more than 3 academic years before the academic year for which the award will be used. Finally, the bill will increase the number of grants from 25,750 to 34,000 per year. Amended by Senate (6/22)

> **Status:** Re-referred to Appropriations (6/29/16)

> **ASCCC Position/Resolutions:** The ASCCC a number of resolutions ensuring students have adequate support in achieving their educational goals. However, there is not a resolution directly addressing increasing the amount or number of Cal Grant awards.

> **ASCCC Action:** Resolution 6.01 in support was adopted spring 2016. A position letter was submitted 04/28/16.

AB 1741 (Rodriguez) California College Promise Innovation Grant Program
Establishes the California College Promise Innovation Grant Program, under the administration of the chancellor, which would require the chancellor to distribute multiyear grants, upon appropriation by the Legislature, to the governing boards of community college districts, who meet certain requirements, to support the establishment of regional programs with the goals of increasing college preparation, college access, and college success. Appropriates $25,000,000 from the General Fund to the chancellor for allocation to community college districts in order to establish the regional programs. Amended 3/15/16 Amendments to grant program requirements include the exclusion of CSU campuses with campus-wide impaction from the agreement of guaranteed admission. Amended 04/14/16. No further amendments as of 05/16/16

> **Status:** Referred to Appropriation Suspense file 05/04/16

AB 1837 (Low) Office of Higher Education Performance and Accountability
Create the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity. Establishes the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity. The Governor will appoint an executive director and 8 member advisory committee consisting of the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education. Board functions and responsibilities include, among other things, participation in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education. Requires the governing boards and institutions of public postsecondary education to submit data to the office on plans and programs, costs, selection and retention of students, enrollments, plant capacities, and other matters pertinent to effective planning, policy development, and articulation and coordination. Amended 03/17/16. No further amendments as of 05/16/16.

> **Status:** Referred to Appropriations file 8/1/16

> **ASCCC Position/Resolutions:** Resolution 6.01 Spr15 states that the Academic Senate "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…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." Additionally, Resolution 1.06 Sp94 states, "that the Academic Senate urge the Executive Committee to take the position that all current and future legislative bills pertaining to CPEC should include legislative language requiring the participation of faculty and the Academic Senate participation in CPEC projects which are authorized by the legislature."

> **ASCCC Action:** Resolution 6.02 to support if amended was adopted in spring 2016. A position letter was submitted on 04/26/16.

*AB 1914 (Bonilla) Academic materials: Textbooks: Access Codes
Prohibits that students be required to purchase an academic materials, including, but not necessarily limited to, textbooks, and access codes for purposes of accessing resources that are otherwise available to these students or for performing functions that can be otherwise accomplished at no cost to these students on their campuses. Requires that the total cost of academic materials from the immediately preceding academic year be provided to faculty as specified. Also included a requirement for a summary of the descriptors the campus bookstore may post next to the academic materials offered for sale and that the campus bookstore shall not

post "required material" next to academic materials it offers for sale unless it has received consent from the faculty member who assigned the material or from a staff member of the appropriate department. Includes that faculty be encouraged to consider free or inexpensive options in selecting academic materials to assign to their students. Amended 03/17/16. No further amendments as of 05/16/16.

Status: Referred to Senate Appropriations 6/22/16

*AB 1985 (Williams) Advance placement

Requires the California Community Colleges to develop, and each community college district to adopt, a uniform policy to award a student who passes an Advanced Placement exam with a score of 3 or higher credit for a course within this curriculum with subject matter similar to that of the Advanced Placement exam. Amendments include requiring the CO to collaborate with ASCCC in developing the AP policy and specifies CSU GE, IGETC or local GE when awarding course credit. Amended 04/21/16. No further amendments as of 05/16/16. Passed Senate after amending such that the fall 2016 language is struck and replaced with "*Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of...*"

Status: Referred to Senate Appropriations 8/1/16

ASCCC Action: Resolution 18.03 to oppose was adopted in spring 2016. A position letter was submitted on 04/26/16.

AB 2009 (Lopez) Dream Resource Liaisons

Require the California Community Colleges and the California State University, and would request the University of California to designate a Dream Resource Liaison on each of their respective campuses, as specified, to assist students meeting specified requirements, including undocumented students, by streamlining access to all available financial aid and academic opportunities for those students. Also encourages the establishment of Dream Resource Centers. No amendments 05/16/16 Amended to Bill sunsets July 1, 2022 (6/21/16).

Status: Re-Referred to Senate Appropriations Suspense file 8/1/16

ASCCC Action: Resolution 6.03 to support was adopted in spring 2016. A position letter was submitted on 04/28/16.

AB 2017 (McCarty) College Mental Health Services Programs

Establishes the College Mental Health Services Trust Account and would transfer $40,000,000 annually to that account from the Mental Health Services Fund, to be used by the department to create a grant program for public community colleges, colleges, and universities to improve access to mental health services and early identification or intervention programs. Grants awarded up to $5 million per campus, per grant with dollar for dollar match requirement. Amendments include justification for the program and guidelines for grant funding 03/30/16. Amended to include specified dollar amount 04/07/16. No further amendments 05/16/16. Amended to beginning 2017.

Status: Referred to Senate Appropriations Suspense file 08/01/16

ASCCC Action: Resolution 6.04 to support was adopted in spring 2016. A position letter was submitted on 04/26/16.

AB 2069 (Medina) Student Success Act of 2012

Requires the metrics for that research to include the percentage of part-time faculty that are required to hold office hours per full-time equivalent students. No amendments 05/16/16

Status: From committee: Be placed on second reading (8/1/16)

AB 2137 (Santiago) UC Student Transfers

Requests the regents to submit annual reports on the implementation of the recommendations of the Transfer Action Team convened by the President of the University of California and annual reports on specified topics relating to community college student transfers to the University of California including the number of students with an associate degree for transfer who were granted admission and those that were denied admission to the University of California, along with the average GPA, the number of students who used the transfer pathway framework who were granted admission and those that were denied admission to the UC, along with the average GPA and the years to graduation in both admission cases. Last amended 03/28/16. No further amendments 05/16/16.

Status: From Senate Committee placed on second reading consent calendar (8/1/16)

AB 2352 (Rodriquez) Baccalaureate Degree Program at Crafton Hills

Authorize the establishment of a 16th baccalaureate degree pilot program at Crafton Hills College if the college resolves any deficiencies identified by the Accrediting Commission for Community and Junior Colleges. No amendments 04/05/16. No further amendments as of 05/16/16.

Status: Referred to Committee on Higher Ed 03/03/16

AB 2412 (Chang) Incentive Grant Program for Completion of Industry-recognized Credentials

Establishes an incentive grant program for the completion of industry-recognized credentials in specified occupational areas by students enrolled at participating campuses of the California Community Colleges. Requires a community college campus that receives an incentive grant award under this bill to use the funds to improve its workforce development and career technical education programs. Lists the criteria to be prioritized in the selection of industry-recognized credentials that would be eligible for funding under the program. Amended 03/17/16. No further amendments 05/16/16.

Status: Held in committee (5/27/16)

ASCCC Position: The ASCCC had a number of resolutions opposing or guarding against performance base funding including 5.06 F97, 6.02 F97, 5.02 F97, 5.05 F98, 6.05 F10, 5.01 S11, 5.01 F11.

ASCCC Action: "Oppose" letter submitted on 4/12/16

AB 2434 (Bonta) California Higher Education Master Plan

Establishes a Blue Ribbon Commission on Public Postsecondary Education and requires the commission to publish a report on designated by March 31, 2018. Commission is comprised of 9 public members who are representative of ethnic, cultural, racial and geographic diversity of the state, and are community leaders, business leaders and others knowledgeable about postsecondary education. Excludes individuals and their spouses who employed or retained by private or public higher education institutions. Higher education segments are in a consultative role. Commission will review reports, conduct public hearings, and issue recommendations on the following: ensuring universal access, identifying enrollment capacity and need, identifying need for additional campuses, ensuring equity, determining amount of increased investment needed to support universal access and participation, and identifying resources required to create an affordable and tuition free education system. Amended 03/31/16. No further amendments 05/16/16.

Status: Referred to Appropriations Suspense file 04/27/16

ASCCC Position/Resolutions: Resolution 6.01 Spr15 states that the Academic Senate "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…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." Additionally, Resolution 1.06 Sp94 states, "that the Academic Senate urge the Executive Committee to take the position that all current and future legislative bills pertaining to CPEC should include legislative language requiring the participation of faculty and the Academic Senate participation in CPEC projects which are authorized by the legislature."

ASCCC Action: "Oppose, unless amended" letter drafted on 4/12/16

AB 2681 (O'Donnell) California College Promise Grant Program

Establishes the California College Promise Grant Program, until January 1, 2022, to be administered by the Superintendent of Public Instruction and the Chancellor of the California Community Colleges, to provide planning grants to eligible school districts and community college districts to establish CCAP partnerships. Authorizes the Superintendent and the chancellor to establish the grant application process and the criteria for determining the amount of each grant. Maximum grant amount under this program $25,000. Last amended 03/18/16. Amendments include phrase "subject to an appropriation in the annual budget act." Amended 04/14/16. No further amendments as of 05/16/16.

Status: Referred to Appropriations Suspense file 05/11/16

*SB 66 (Leyva) CTE Pathways Program 2 year

Requires the Department of Consumer Affairs to make available, only to the extent specified, to the Office of the Chancellor of the California Community Colleges, any licensure information that the department has in electronic format for its boards, bureaus, commissions, or programs for the sole purpose of enabling the office of the chancellor to measure employment outcomes of students who participate in career technical education programs offered by the California Community Colleges and recommend how these programs may be improved. Also, urge the chancellor to align these measures with the performance accountability measures of the federal Workforce Innovation and Opportunity Act. Last amended 01/14/16 Amendments include restrictions and guidelines for information dissemination. No further amendments as of 05/16/16.

Status: Referred by Assembly Appropriations (6/28/16)

SB 906 (Beall) Priority Enrollment (CO Sponsor)

Removes the sunset date for priority enrollment for foster youth, EOPS, and DSPS students. No amendments as of 05/16/16.

Status: Referred by Assembly to Appropriations (6/28/16)

SB 1144 (Handcock) Community College Apportionment

Waive open course requirements for classes a CCC provides to correctional peace officers of a state correctional facility. No amendments 05/16/16

Status: Set for Comm on Ed hearing 3/30/16. Cancelled at request of author 03/23/16

*SB 1359 (Block) Education materials: Textbooks

Requires each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to disclose in the campus course schedule the most accurate retail price information and estimated total costs of required and recommended textbooks and supplemental materials. Amended 04/12/16. No new amendments as of 05/16/16. Amended in Assembly to read

This bill would require each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to identify in the online version of the campus course schedule its courses that exclusively use ~~at least in part~~ digital course materials, as specified, and communicate to students that ~~some or all~~ the course materials for these courses are free of charge and therefore not required to be purchased. By imposing new duties on community college districts, this bill would impose a state-mandated local program. The bill would become operative on January 1, 2018.

Status: Amended in Assembly 8/1/16

SB 1450 (Glazer) The California Promise

Establishes the California Promise, which would require the trustees and the board of governors to establish a program that authorizes a campus of the California State University and the California Community Colleges to enter into a pledge with a student who satisfies specified criteria to support the student in obtaining an associate degree within 2 academic years, or a baccalaureate degree within 4 academic years, of freshman admission. Prohibits systemwide tuition charged to a California State University student who participates in a California Promise program for an academic year from exceeding the amount of tuition charged to the student for the academic year of the student's freshman admission, and would prohibit tuition of a community college transfer student from exceeding a specified amount. Amended 04/12/16 Amendments include provision to close the achievement gap. No new amendments as of 05/16/16

> **Status:** Re-referred to Committee on Ed. Failed passage. Reconsideration granted 04/20/16

*Governor's Proposed Budget Education Trailer Bill Language regarding Strong Workforce Program and $200M Allocation

Trailer bill language may be found here:
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/SWB%20Trailer%20Bill%20Language.pdf

The Chancellor's Office Presentation on the final language can be found at:
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016_07%20Flow%20of%20$20 0M%20v3.pdf

Bills of Interest

AB 801 (Bloom) Homeless Youth in Higher Education (2 year)

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 homeless youth and current and former foster youth and provides other program and financial assistance to homeless youth. Amended 6/01/15. Amended 09/01 and 09/03/15. Amended 05/09/16 to remove former homeless youth from bill. Homeless youth defined as anyone under 25 years of age who has been verified as homeless 24 months immediately preceding application to college.

> **Status:** Ordered to the Inactive file by the Senator Leno. (6/6/16)

AB 969 (Williams) Removal, Suspension, Expulsion 2-year

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) No new amendments as of 05/16/16. Amended by the Senate 6/27/16. Language regarding Student discipline was struck and new language inserted to read:

The bill would additionally require, until January 1, 2022, in order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing board of each independent postsecondary institution to report, on or before October 1, 2018, and on an annual basis thereafter, specified data relating to cases of alleged sexual assault, domestic violence, dating violence, and stalking. The bill would require that report to be posted on the respective institution's Internet Web site in a manner easily accessible to students. The bill would also require that the information reported pursuant to these provisions be reported in a manner that provides appropriate protections for the privacy of individuals involved, including, but not necessarily limited to, protection of the confidentiality of the alleged victim and of the alleged perpetrator.

Status: Ordered for third reading (6/28/16).

AB 1449 (Lopez) CCC transfer Cal Grant Entitlement Program

Under the California Community College Transfer Cal Grant Entitlement Program, a student who transfers from a California community college to a qualifying institution that offers a baccalaureate degree receives a Cal Grant A or B award if the student meets specified requirements, among which is that the student graduate from a California high school or its equivalent during or after the 2000–01 academic year. This bill would instead require that the student receiving a California Community College Transfer Cal Grant Entitlement award either graduate from a California high school or its equivalent during or after the 2000–01 academic year or, if he or she did not graduate from high school or its equivalent, be a California resident, as defined, on his or her 18th birthday. Last amended 01/13/16. No new amendments as of 05/16/16. Amended in the Senate 6/20/16 to read:

This bill would ~~instead require that the student receiving a California Community College Transfer Cal Grant Entitle~~ment award ~~either graduate from a California high school or its equivalent during or after the 2000–01 academic year or,~~ *exempt a student from the requirement that the student graduate from a California high school or its equivalent* if he or she did not graduate from high school or its equivalent, ~~be~~ *and was* a California resident, as ~~defined,~~ *determined pursuant to specified provisions of law,* on his or her 18th birthday.

Status: Referred to Appropriations 6/29/16.

AB 1582 (Allen) Conflict of Interest Codes

Requires an employee of that institution to disclose any item of value, any royalties, or any other compensation the employee receives as a result of making or influencing a decision to adopt specific course materials required for coursework or instruction. Amended 02/18/16 No new amendments as of 05/16/16

AB 1594 (McCarty) Prohibition of Using Tobacco and Smoking and Vaping on Campus
Prohibits the use of a tobacco product including, but not limited to, an e-cigarette, on a campus of the California State University or the California Community Colleges and authorizes each community college district to set standards for the enforcement of that prohibition. Authorizes the campuses to conduct a positive educational campaign to increase the awareness of a tobacco- and smoke-free policy. Authorizes the enforcement of this prohibition by a fine, not to exceed $100 and requires the proceeds of the fine to be allocated for purposes including support of the educational operations of the campus on which the violation occurs, education about and promotion of the policy implemented by the bill, and tobacco use cessation treatment options for students of that campus. Amended 03/31/16. Amendments include guidelines and definitions. No new amendments as of 05/16/16

Status: Referred to Appropriations by the Senate 06/15/16

AB 1653 (Weber) Campus Climate
Requires college generate a report that includes specified information related to the institution's campus climate, post the report on its Internet Web site, and submit the report to specified state bodies. The report will include new and recent administrative efforts intended to affect campus climate; recent campus program developments that impact campus climate related to the following: gender, race, ethnicity, national origin, religion, sexual orientation, disability, gender identity; new and recent administrative efforts to reduce student food insecurity and student homelessness; data, including, but not limited to, both of the following: student demographic data and crime data. No amendments as of 04/13/16. No new amendments as of 05/16/16

Status: Referred to Appropriations by the Senate 06/29/16

AB 1690 (Medina) Part time temporary employees (Previous bill AB 1010)
Specifies minimum standards for part time faculty to be included in collective bargaining agreements such as evaluation procedures, workload distribution, and seniority rights. Amended of 03/14/16 Amendments include removal of specific evaluation requirements and substitute reference to evaluation requirements as outlined in 87663. No new amendments as of 05/16/16

Status: Referred to Appropriations by the Senate 06/22/16

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 1747 (Weber) Food assistance
Requires, as a condition of participation in the Cal Grant Program, each public and private postsecondary educational institution to ensure that surcharge-free transactions are accessible on

each campus through the EBT system. ~~Prohibits these educational institutions from entering into contracts with a bank or financial institution that imposes a fee or surcharge on a person using an EBT card.~~ Requires educational institutions that are located in a county that participates in the Restaurant Meals Program to apply to become an approved food vendor for the program, if the institution operates any qualifying food facilities on campus, or to provide contracting food vendors with specified information about the program. Includes public postsecondary educational institutions among the entities that may receive matching funds for conducting CalFresh outreach activities, as specified. Establishes the Public Higher Education Pantry Assistance Account in the Emergency Food Assistance Program Fund, and would require that moneys in the account, upon appropriation by the Legislature, be allocated to the department for allocation to food banks that support on-campus pantry and hunger relief efforts serving low-income students. Above amendments included on 03/28/16. Strikethrough amended 04/04/16 Amended 5/11/15 to include legally permitted surcharge by owner of ATM.

Status: Placed on second reading in Senate (8/1/16)

AB 1778 (Quirk) Sexual Assault and Violence
Require institutions, in order to receive state funds for student financial assistance, to conduct annual training of their respective employees, in addition to the training described above, on the employee's obligations in responding to and reporting incidents of sexual assault, domestic violence, dating violence, and stalking involving students. No amendments as of 04/13/16 No new amendments as of 05/16/16.

Status: Referred to Appropriations suspense file 04/06/16

AB 1781 (Lopez) ~~CCC Board of Governors (spot)~~ Child Development Programs
~~Makes nonsubstantive changes to existing laws regarding BoG. Requires child development programs established by the California Community Colleges, the California State University, and the University of California to give specified priority to children of students who are active duty members of the California National Guard.~~ Requires the Superintendent of Public Instruction, in conjunction with Department of Education and other appropriate state agencies and stakeholders, to (1) convene a task force to examine rules and regulations regarding priorities established for children attending child development programs under contract with the department, (2) report to the Legislature as to whether these priorities should be amended to give priority to children of California National Guard students or other military personnel students, and (3) develop plans for these child development programs to implement in order to support the children in cases of state emergency when the students are called to duty. Amendments and strikethrough 04/11/16 No new amendments as of 05/16/16

Status: Re-referred to Committee on Veterans Affairs. Hearing cancelled at request of author 04/12/16

*AB 1846 (Lopez) Adult Education
Appropriates $250,000,000 every fiscal year from the General Fund to the Chancellor's Office California Community Colleges and the ~~State Department of Education~~ Superintendent of Public Education for ongoing support of the ~~adult education consortium program~~ Adult Education

Block Grant Program. Declares the intent of the Legislature to add this appropriation to the $500,000,000 appropriated annually in recent state budgets for the Adult Education Block Grant Program for a total of $750,000,000 annually. Amended 03/28/16 Amended 04/26/16. Amended by Senate 6/22/16 to require reporting.

Status: Referred to Appropriations by Senate (6/22/16)

AB 1892 (Medina) Cal Grant C Awards (CO/CCLC)
This bill would (1) rename Cal Grant C awards the Competitive Cal Grant C awards, (2) set the maximum Competitive Cal Grant C award amount at $2,462 for tuition and fees and $547 for certain other costs, (3) establish an additional Competitive Cal Grant C award in an annual amount not to exceed $2,462 for community college students for occupational and technical training to cover access costs, training-related costs, and tuition and fees, (4) require the commission, instead of the Legislative Analyst's Office, to submit a report on the outcome of the Competitive Cal Grant C program on or before April 1, 2017, and on or before April 1 of each odd-numbered year thereafter, and (5) establish a Cal Grant C Entitlement award for access costs for community college students who are enrolled in a for-credit certificate or credential instructional program that is less than one academic year in length and that is an occupational or technical training program identified by the commission. Amended 03/28/16. No new amendments as of 05/16/16

Status: Referred to Appropriations suspense file 04/27/16

AB 1995 (Williams) Homeless Students Shower Facilities (SSCCC)
Require a community college campus that has shower facilities for student use to grant access to those facilities to any homeless student who is enrolled in coursework, has paid enrollment fees, and is in good standing with the community college district and require the community college to maintain records relating to, among other things, student participation in the program, and to create a plan of action to implement this requirement that includes, among other things, conducting outreach to homeless students at each community college campus relating to available services. Amended 03/14/16 Amendments include requirements of a less prescriptive plan to provide facility use to homeless students. No new amendments as of 05/16/16. Amended by the Senate to require a minimum of 2 hours access to showers per weekday that does not interfere with intercollegiate athletic programs. (8/1/16)

Status: Referred to Appropriations by Senate file 8/01/16

AB 2156 (Levine) Higher Education regional workforce coordination
Require the California State University (CSU), and request the University of California (UC), to participate in regional conversations pursuant to the Federal Workforce Innovation and Opportunity Act. The bill would require CSU, and request UC, to submit a report to the Legislature on or before January 1, 2018, on specified topics related to regional workforce demands. No new amendments as of 05/16/16

Status: In Committee, held under submission. (5/27/16)

AB 2214 (Harper) Faculty Royalty Income Disclosure
Requires the trustees and the governing board of each community college district, and requests the regents, to require their faculty members to annually disclose, on or before April 15, 2017, and on or before April 15 of each year thereafter, all of the income he or she received in the immediately preceding calendar year from a publisher, periodical, or provider of online content for royalties, advances, consulting services, or for any other purpose. Requires faculty members to whom the bill is applicable to file a form even if they have no disclosable income in the calendar year and that these forms be filed under penalty of perjury, thereby imposing a state-mandated local program by expanding the scope of the crime of perjury. Requires that the information provided by the faculty members under this bill be available to the public on the Internet Web site of the institution at which the faculty members teach. Authorizes the trustees, community college governing boards, or regents to require a faculty member who does not file the information required under this bill in a timely manner to pay an administrative fine of up to *$50*, which would go into a fund for general education purposes at the campus. Amended 03/28/16. No new amendments as of 05/16/16

> **Status:** In Committee, held under submission. (5/27/16)

AB 2455 (Chiu) Electronic Voter Registration
Requires the California State University and the California Community Colleges to implement a process and the infrastructure to allow a person who enrolls online at the institution, to submit an affidavit of voter registration electronically on the Internet Web site of the Secretary of State by July 1, 2018. Amended 04/06/16 Insignificant amendments 05/03/16. Amended in the Senate 6/16/16 – insignificant.

> **Status:** Referred to Appropriations by the Senate (6/22/16)

AB 2494 (Hernandez) Veterans Resource Center Grant Program (AB 393)
Establish the Veteran Resource Centers Grant Program, which would authorize the governing board of a community college district and a community college campus at which a veterans resource center has been or is intended to be established to jointly apply to the chancellor for a grant for purposes of providing resources to veterans and active duty members of the Armed Forces of the United States enrolled at the campus. No amendments as of 05/16/16. Amended to sunset January 2023 (5/27/16).

> **Status:** Referred to Appropriations by the Senate file 06/28/16

AB 2850 (O'Donnell) Assumption Program of Loans for Education
The Assumption Program of Loans for Education under which any person enrolled in a participating institution of postsecondary education, or any person who agrees to participate in a teacher trainee or teacher internship program, is eligible to enter into an agreement for loan assumption, to be redeemed pursuant to a prescribed procedure upon becoming employed as a teacher at an eligible school if he or she satisfies certain conditions. This bill adds to the list of characteristics that defines the criteria making a school eligible. Last amended 03/17/16 No new amendments as of 05/16/16
> **Status:** Re-referred to Comm on Ed 03/28/16

ACA 7 (Gonzalez) Voting age: school and community college district board elections
Would authorize a person who is at least 16 years of age and a resident of the state to vote in a school or community college district governing board election in which that person would be qualified to vote based on residence. No amendments as of 04/13/16. No new amendments as of 05/16/16

Status: In committee, set first hearing, testimony taken. (6/15/16)

SB 893 (Nguyen) Tuition and Fees
Prohibits the regents, the trustees, and the governing board of each community college district from collecting any fees or tuition of any kind from a student in an undergraduate program who is the surviving dependent of any individual killed in the terrorist attack in San Bernardino on December 2, 2015, if the dependent meets the financial need requirements of the Cal Grant A Program and the dependent was a resident of California on December 2, 2015, or if the individual killed in the attack was a resident of California on that date. Requires the governing board of each community college district to waive fee requirements for any student in an undergraduate program who is a surviving dependent. No amendments as of 04/13/16. Minor amendments 04/19/16

Status: Committee on Appropriations suspense file 05/02/16

SB 1357 (Block) CCC Assistance Grant Program
Establishes the California Community Colleges Assistance Grant Program. Requires the Student Aid Commission to annually augment the awards of all recipients of Cal Grant B Entitlement awards and Competitive Cal Grant B awards who are enrolled as students at campuses of the California Community Colleges by $1,500. Specifies that the amounts awarded under the bill would supplement, and not supplant, the Cal Grant B awards and other student financial aid received by those community college students. Amended 03/29/16 No new amendments as of 05/16/16

Status: Held in committee under submission. (5/27/16)

Spot Bills
AB 2132 (Baker) California Higher Education Master Plan No amendments 08/1/16
AB 2157 (Baker) Postsecondary Education No amendments 08/1/16
AB 2646 (Mayes) Postsecondary Education No amendments 08/1/16
AB 2831 (Chang) CCC Economic and Workforce Development Programs Nonsubstantive changes to the job development incentive training component of the program. No amendments 08/1/16

^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) No amendments or change in status as of 04/13/16. No amendments or change in status as of 05/16/16

Status: In Senate Education as of 7/1/15. Hearing set for 7/8/15 but cancelled at request of author. This bill appears to be dead. It is now a contract claims bill and the reference to faculty has been struck. (8/1/16)

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) No amendments or change in status as of 04/13/16. No amendments or change in status as of 05/16/16.

Status: 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 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) No amendments as of 04/13/16 No amendments or change in status as of 05/16/16. Amended 6/27/16 to become a public awareness and information bill regarding on campus sexual assault and

The bill would additionally require, until January 1, 2022, in order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing board of each independent postsecondary institution to report, on or before October 1, 2018, and on an annual basis thereafter, specified data relating to cases of alleged sexual assault, domestic violence, dating violence, and stalking. The bill would require that report to be posted on the respective institution's Internet Web site in a manner easily accessible to students.

Status: In Senate. Ordered third reading. (6/28/16)

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 No amendments as of 04/13/16. No amendments or change in status as of 05/16/16.

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. No amendments as of 04/13/16. No amendments or change in status as of 05/16/16.

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

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. No amendments as of 04/13/16. No amendments or change in status as of 05/16/16.

> **Status:** 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.

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion. ^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

June 24, 2016

OVERVIEW

Having passed the budget bill by the Constitutional deadline on June 15, the Legislature turns its focus back to policy measures. Policy committees have until July 1, 2016, to approve bills in their second house. Following the policy committee deadline, the Legislature will recess, returning on August 1, 2016. Bills passing the policy committee in their second house will face the August 12, 2016, deadline to pass the fiscal committee which in both houses is called the Appropriations Committee. By the end of August, all legislative activity will conclude for the regular session though adjournment is not until November 30, 2016.

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

BILLS OF INTEREST

ACADEMIC PROGRAMS
- **AB 1846 (Lopez) Adult Education Consortium Program.** AB 1846 specifies that the annual reports for the Adult Education Block Grant program include a requirement that consortiums assess whether funds provided by the state were insufficient to address local adult education demands.
  - Status: AB 1846 passed in the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 1985 (Williams) Postsecondary Education.** AB 1985 requires the California Community College Chancellor's Office to collaborate with the Academic Senate to develop a uniform policy to award General Education credit for Advanced Placement test scores. Each community college district will be required to adopt the policy and post it on its website.
  - Status: AB 1985 passed in the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.

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

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 1594 (McCarty) Prohibition of Smoking and Vaping on Campus.** AB 1594 prohibits smoking tobacco products or the use of e-cigarettes on California State University and community college campuses. The bill authorizes a fine of up to $100 with the proceeds to go to support educational operations of the campus, education of the policy implemented by the bill, and tobacco treatment options for students.
    - Status: AB 1594 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 1653 (Weber) Postsecondary Education: Campus Climate.** AB 1653 requires the California State University Trustees and the Board of Governors of the California Community Colleges to generate a report on campus climate in their respective system and provide guidance to colleges on the Clery Act and Violence Against Women Act. The Board shall request information from colleges about recent campus program developments that impact campus climate related to the following: gender, race, ethnicity, national origin, religion, sexual orientation, disability and gender identity. The report of the Board shall be based on data available from participating community college districts. Additionally the Chancellor's Office is required to review every two years and update, if necessary, the protocols, policies, and procedures regarding compliance with the Clery Act and Violence Against Women Act.
    - Status: AB 1653 passed the Senate Education Committee and will next be heard by the Senate Business, Professions and Economic Development Committee.

- **AB 1654 (Santiago) Student Safety: Crime Reporting.** Existing law requires the state Auditor to audit a sample of not less than six institutions of postsecondary education in California that receive federal student aid for reporting accurate crime statistics in compliance with the requirements of the Clery Act. AB 1654 adds compliance with state laws regarding campus safety to the State Auditor's audit.
    - Status: AB 1654 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 1778 (Quirk) Postsecondary Education: Sexual Assault and Violence.** Starting on January 1, 2018, AB 1778 requires the three segments of higher education to conduct annual employee training on responding and reporting incidents of sexual violence in order to receive state funding for student financial assistance.
    - Status: AB 1778 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 2018 (Ridley-Thomas) Mandated Child Abuse Reporting Employee Training Act.** AB 2018 requires each community college district to do the following: annually train, using the online training module provided by the Department of Social Services and State Department of Education, develop a process for those persons required to receive training under the bill and provide proof of completing this training within the first six weeks of each academic year or within six weeks of that person's employment. Districts that do not use the existing training module will have to report on their training method to the State Department of Education and the Chancellor's Office. The bill also requires districts to develop a process to identify the students who are minors enrolled in classes at the community college district and provide that information only to faculty members and other employees who are mandated reporters.
    - Status: AB 2018 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 2654 (Bonilla) Equity in Higher Education Act (Sexual Harassment Policies).** AB 2654 requires a community college district to post its policy on sexual harassment on its website. It requires the policy to include specific rules and procedures for pursuing available remedies and resources, both on and off campus.

- o Status: AB 2654 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **SB 1439 (Block) Employees: Disclosure of Allegations of Sexual Harassment.** SB 1439 requires the governing board of a community college district to require an applicant for appointment to an academic or administrative position to disclose any final administrative decision or final judicial decision made against the applicant related to sexual harassment.
  - o Status: SB 1439 passed in the Assembly Higher Education Committee and was sent to the Assembly Appropriations Committee.

FACULTY
- **AB 1690 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty. These standards would include evaluation procedures, workload distribution and seniority rights.
  - o Status: AB 1690 passed in the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 2069 (Medina) Seymour-Campbell Student Success Act of 2012.** AB 2069 requires colleges to post the number of paid part-time faculty office hours they provide on their campus websites.
  - o Status: AB 2069 passed in the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.

FINANCE AND FUNDING
- **SB 1460 (Leno) Community Colleges: Funding: San Francisco Community College District.** SB 1460 would require the Board of Governors, for the 2017–18, 2018–19, and 2019–20, fiscal years to provide to the San Francisco Community College District a revenue adjustment for the restoration of reduced apportionments. This need for this measure has been addressed in the budget bill.
  - o Status: SB 1460 passed in the Senate and was sent to the Assembly Committee on Higher Education.

GOVERNANCE
- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 requires the Chancellor to report to the Legislature on the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve in a timely manner the issues identified in the report.
  - o Status: AB 986 passed in the Assembly and was sent to the Senate Education Committee but has not been scheduled for a hearing.

- **AB 1837 (Low) Office of Higher Education Performance and Accountability.** AB 1837 creates the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity. The bill establishes an eight member advisory board for the purpose of examining, and making recommendations to the office regarding any comments and proposals made by the office to the Governor and the Legislature. The advisory committee would be comprised of the Chairpersons of the Assembly Higher Education Committee and the Senate Education Committee, and three members each appointed by the Assembly and Senate. Representatives from higher education segments would not be appointed to the advisory committee.

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

- o Status: AB 1837 passed in the Senate Education Committee and will be heard in the Senate Committee on Governmental Organization.

AB 2434 (Bonta) Postsecondary Education: Higher Education Policy. AB 2434 creates a blue-ribbon commission to study and develop a plan to grow the funding, enrollment slots, and number of campuses at public universities and colleges so that public higher education in California has the capacity to be universal and tuition-free.

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

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

MISCELLANEOUS

- **AB 1726 (Bonta) Data Collection.** AB 1726 requires the segments of higher education to collect data on an expanded number of Asian and Pacific Islander subgroups and post statewide data on enrollment and completion on their websites. Implementation by community colleges is delayed until July 1, 2020 to allow for information systems changes, and alignment with new US Census groups was delayed until 2030.

  Status: AB 1726 passed in the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 2222 (Holden) Transit Passes.** AB 2222 creates a Transit Pass Program administered by the California Department of Transportation to provide free or reduced cost transit passes to low income students. Funding for the program would be appropriated by the Legislature from the Greenhouse Gas Reduction Fund. The $50,000 appropriation for this program was removed from the bill.
  - o Status: AB 2222 passed in the Senate Committee on Housing and Transportation and will be heard in the Senate Committee on Environmental Quality.

- **AB 2308 (Hernandez, R.) California Health Care Coverage Enrollment Assistance Act of 2016.** AB 2308 would require each CSU and community college to provide information regarding health care coverage options to students by developing informational items or amending existing forms and materials, or revising campus websites. AB 2308 provisions would create additional workload and cost pressures for community college campuses.
  - o Status: AB 2308 passed in the Assembly and committees in the Senate and is on the Senate Floor.

- **AB 2738 (Olsen) School Bonds: Local School Bonds.** AB 2738 prohibits the proceeds from the issuance of bond funds to be withdrawn by a school district or community college district for investment outside the county treasury. The bill also specifies that after all project costs related to the issuance of the bonds have been paid, any remaining balance or surplus in the building fund of the school district or community college district shall be applied to debt service. AB 2738 clarifies that

any reference to "governing board" means the governing board of a school district or a community college district.
- o Status: AB 2738 passed in the Senate Education Committee and was sent to the Senate Floor.

- **SB 1038 (Allen) Community Colleges: Employees.** SB 1038 eliminates the tuberculosis test requirement for community college employees. Instead, employees will take a risk assessment for tuberculosis and if found to be at risk, the employee is then required to take the tuberculosis test. This mirrors how tuberculosis screening is done in K-12 districts.
  - o Status: SB 1038 passed in the Assembly and was sent to the Governor's Desk.

- **SB 1359 (Block) Public Postsecondary Education: Course Materials:** SB 1359 requires each campus of public postsecondary education to disclose in the campus course schedule whether a course uses free or low cost open educational resources (OER).
  - o Status: SB 1359 passed in the Senate and the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.

STUDENT SERVICES
- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 establishes priority enrollment for homeless students (a student that is verified as being without a residence in the last six years) and makes them eligible for a Board of Governors Fee Waiver. The bill establishes a liaison for homeless students who can be a current employee.
  - o Status: AB 801 passed both houses last year but was removed from enrollment and placed in the inactive file.

- **AB 1995 (Williams) Community Colleges: Homeless Students: Access to Shower Facilities.** AB 1995 requires a district to grant access to shower facilities to any homeless student who is enrolled. The district will also determine a plan of action to implement this program. The plan shall include the hours of operation, minimum number of units a student must have and plans for when hours of operation conflict with intercollegiate athletics. AB 1995 also allows Student Success and Support Program funds to be used for implementing the new program.
  - o Status: AB 1995 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 2009 (Lopez) Dream Resource Centers.** AB 2009 would require California Community Colleges and the CSU, and requests that UC designate a Dream Resource Liaison on each of their campuses to assist students by streamlining access to all available financial aid and academic opportunities. The bill would authorize each segment's governing board to accept private funds to establish and operate the centers. The bill also encourages community colleges to establish Dream Resource Centers and specifies that nothing in AB 2009 requires the construction of a new or separate space for a Dream Resource Center. Though AB 2009 would create significant additional costs for community colleges, the bill does not include additional state resources. Community colleges will need additional state funds not currently in the budget to comply with this bill.
  - o Status: AB 2009 passed in Senate Education Committee and will be heard in the Senate Appropriations Committee.

- **AB 2017 (McCarty): College Mental Health Services Program.** AB 2017 establishes the College Mental Health Services Trust Account and would appropriate $40 million annually (until 2022) to that account from the Mental Health Services Fund, established by Proposition 63, to be used to create a grant program for public community colleges, colleges, and universities to improve access to mental health services on campus. Multiple districts can apply as a group, and grants will not exceed $5 million per application. Matching funds will be required to receive a grant. The bill also requires a report to the Legislature on how the funds were used.

- o Position: Support
- o Status: AB 2017 passed in the Senate Health Committee and was sent to the Senate Education Committee.

- **AB 2137 (Santiago) Postsecondary Education: Student Transfer Process.** This bill would request the University of California Regents to submit annual reports before March 1 in each year from 2017 to 2020 on the implementation of the recommendations of the Transfer Action Team convened by the UC President. The bill would also request the Regents to submit annual reports before March 1 in each year from 2017 to 2022 on topics relating to the use of transfer pathways by community college student transfers to the University of California.
  - o Status: AB 2137 passed in the Assembly and was sent to the Senate Education Committee.

- **AB 2154 (Medina) Student Aid Commission: Student Members.** AB 2154 authorizes a student member to serve on the Student Aid Commission for up to one additional year after his or her two-year term expires if the Governor has not appointed a successor student member. The bill also requires a qualifying institution to waive a student member's tuition, up to a specified amount, for the duration of the student member's term in office if the student member is not a recipient of a Cal Grant award.
  - o Status: AB 2154 passed in the Assembly and the Senate committees and is now on the Senate Floor.

- **AB 2766 (Lopez) Student Aid Commission.** AB 2766 requires the Student Aid Commission to include four student members, one from each of the following: UC, CSU, California Community College, and a California private postsecondary educational institution. Existing law requires the commission to include two members, appointed by the Governor, who are students enrolled in a California postsecondary educational institution.
  - o Status: AB 2766 passed in the Senate Appropriations Committee and was sent to the Senate Floor.

- **AB 2791 (Medina) Community Colleges: Disability Services Program.** AB 2791 authorizes colleges to receive Disabled Student Programs and Services (DSPS) funds for a student that is enrolled in DSPS but not yet enrolled in a class. This will assist colleges in preparing accommodations for the student before they begin taking a class.
  - o Position: Support
  - o Status: AB 2791 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **SB 906 (Beall) Public Postsecondary Education: Priority Enrollment.** SB 906 revises the definition of foster youth to mean a person in California whose dependency was established or continued by the court on or after the youth's 16th birthday and who is no older than 25 years of age at the commencement of the academic year, aligning it with the Cooperating Agencies Foster Youth Educational Support Program. SB 906 extends priority enrollment indefinitely to those students who are in Community College Extended Opportunity Programs and Services programs and to disabled students by removing the sunset.
  - o Position: Sponsor/Support
  - o Status: SB 906 passed in the Assembly Higher Education Committee and was sent to the Assembly Human Services Committee.

TUITION, FEES, FINANCIAL AID
- **AB 1449 (Lopez) Student Financial Aid: Community College Cal Grant.** AB 1449 authorizes a student to meet the California Community College Cal Grant Transfer Entitlement award's high

school graduation requirement with a high school diploma or equivalency or by being a California resident on his or her 18th birthday.

- o Status: AB 1449 passed in the Assembly and will be heard in the Senate Education Committee.

- **AB 1583 (Santiago) Postsecondary Education: Community Colleges.** AB 1583 would establish a California Promise Program that expands access for California residents to the Board of Governors Fee Waiver. The bill would change the financial need threshold to one dollar for determining the expected family contribution of students seeking a fee waiver.
  - o Status: AB 1583 passed in the Assembly and will be heard in the Senate Education Committee.

- **AB 1721 (Medina) Student Financial Aid: Cal Grant Program.** AB 1721 would increase the number of competitive Cal Grant A and B awards from 25,750 to 34,000. The bill specifies that 15,000 awards would be available to all students for the annual September 2 deadline, and 19,000 awards would be reserved for community college students who apply by the September 2 deadline.
  - o Position: Sponsor/Support
  - o Status: AB 1721 passed in the Assembly and will be heard in the Senate Education Committee.

- **AB 1741 (Rodriguez) California Community College Promise Program.** AB 1741 would establish the California College Promise Innovation Grant Program to provide funds to California Community College districts for the purpose of establishing regional partnerships with K-12 school districts, CSU campuses, and UC campuses. The bill would require the Chancellor's Office to administer the program and distribute multiyear grants to community college districts.
  - o Status: AB 1741 passed in the Assembly and will be heard in the Senate Education Committee.

- **AB 1747 (Weber) Food Assistance: Higher Education Students.** AB 1747 requires a college that is located in a county that has a Restaurant Meals Program to apply to become an approved food vendor for the program, if the institution operates any qualifying food facilities on campus, or to provide contracting food vendors with specified information about the program. The bill also allows colleges to receive funds for CalFresh outreach activities and establishes the Public Higher Education Pantry Assistance Account.
  - o Status: AB 1747 passed in the Senate Education Committee and was sent to the Senate Human Services Committee.

- **AB 1888 (Low) Cal Grants: Nondiscrimination.** AB 1888 requires colleges and universities as a condition of participating in the Cal Grant program to certify in their participation agreement with the California Student Aid Commission that the institution shall not subject a student or employee to discrimination.
  - o Status: AB 1888 passed in the Assembly Committee on Higher Education and was "held" in the Assembly Committee on Appropriations.

- **AB 1892 (Medina) Cal Grant C.** AB 1892 sets the maximum Cal Grant C award amount at $3,000 for access costs to help community college students in priority occupational and technical training programs.
  - o Position: Sponsor/Support
  - o Status: AB 1892 passed the Assembly Committee Higher Education Committee and was "held" by the Assembly Committee on Appropriations.

- **AB 2056 (Garcia, E.) Cal Grant Program: Graduation Verification.** AB 2056 requires the California Student Aid Commission to allow a school district to electronically submit high school graduation verification for former grade 12 students as many times as necessary to ensure the

information is transmitted and received, and requires high schools to verify graduation no later than October 1 of the academic year immediately following the students graduation. For many students who complete summer school in order to meet high graduation requirements their verification of graduation is either never received by the California Student Aid Commission or it's submitted after Cal Grant application deadlines. These two scenarios result in delays of Cal Grant award payments or a delay of one year before students can re-apply for a Cal Grant award. AB 2056 (Garcia, E.) provides high school districts with multiple opportunities to submit electronic verification of high school graduation for the vast majority of their students after the spring term, and allow for transmitting verifications again after the end of the summer term.
  o Position: Support
  o Status: AB 2056 passed in the Senate Education Committee and will be heard in the Senate Appropriations Committee.

- **AB 2058 (Mayes) CalWORKs: Education Incentives.** AB 2058 creates the CalWORKs Educational Opportunity and Attainment Program which will provide a monthly incentive grant to a CalWORKs recipient who has attained a high school diploma, associate degree or bachelor's degree while receiving CalWORKs benefits.
  o Position: Support
  o Status: AB 2058 was passed by the Assembly Human Services Committee and was "held" in the Assembly Committee on Appropriations.

- **AB 2136 (Mayes) Exemption from Nonresident Tuition (Deletes Nonimmigrant Exception).** AB 2136 deletes the exception in the nonresident tuition for nonimmigrant aliens making nonimmigrant aliens eligible for the exemption from nonresident tuition if the student meets other requirements specified in statute.
  o Status: AB 2136 passed in the Assembly Committee on Higher Education and was "held" in the Assembly Committee on Appropriations.

- **AB 2251 (Stone) Postsecondary Education: Student Loan Borrowers' Bill Of Rights.** AB 2251 would expand the California Finance Lenders Law to include the licensure, regulation, and oversight of student loan servicers and require such servicers to be licensed. The bill would establish the Student Loan Borrower's Bill of Rights and require student educational loan servicers to provide each of their student loan borrowers in the state with reliable information about the borrower's loan and repayment options, and quality customer service and fair treatment, and access to available repayment and loan forgiveness benefits.
  o Status: AB 2251 passed in the Assembly and was sent to the Banking and Financial Institutions Committee.

- **AB 2364 (Holden) Public Postsecondary Education: Tuition Exemption.** AB 2364 would exempt certain nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. The bill would also allow community college districts to claim apportionment for students who are eligible for the nonresident tuition exemption.
  o Status: AB 2364 passed in the Assembly and will be heard in the Senate Education Committee.

- **AB 2506 (Thurmond) Student Financial Aid: Chafee Grants.** AB 2506 (Thurmond) Student Financial Aid: Chafee Grants. AB 2506 specifies standards for postsecondary educational institutions to be deemed qualifying institutions for the Chafee Educational and Training Voucher program. The bill requires the Student Aid Commission to ensure that every current and former foster youth who files a timely application and is eligible for the award of a Chafee Educational and Training Voucher is issued those funds.
  o Position: Support
  o Status: AB 2506 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **AB 2681 (O'Donnell) Public Education: College Promise Grant Program.** AB 2681 would establish the California College Promise Grant Program to provide planning grants to eligible school districts and community college districts to establish Career Access Pathways partnerships.
  - Status: AB 2681 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was "held" in the Assembly Committee on Appropriations.

- **AB 2822 (Chiu) Student Financial Aid: Student Success and Support.** AB 2822 would authorize a community college district to use no more than three percent of its Student Success and Support Program funds for the provision of emergency student financial assistance to eligible students, if such assistance is included in an institution's plan for interventions to students. The bill provides definitions for "eligible student" and "emergency student financial assistance," and specifies that in order for emergency student financial assistance to be an allowable use of Student Success and Support Program funds, emergency student financial assistance shall be included in the institution's plan for interventions to students.
  - Position: Concern
  - Status: AB 2822 passed in the Assembly and will be heard in the Senate Education Committee.

- **SB 412 (Glazer) The California Promise.** SB 412 would establish The California Promise program at CSU campuses to support students who obtain an associate degree in two years and a baccalaureate degree within four years of freshman admission. California Promise participants would receive priority enrollment and additional academic monitoring services. The bill also requires the CSU Chancellor's Office to submit a report to Legislative policy and fiscal committees regarding student participant criteria and financial incentive recommendations. The original version of SB 412 was replaced with language from SB 1450 by Senator Glazer. Amendments were accepted in the Assembly Committee on Higher Education that remove the Chancellor's Office and community colleges from the scope of SB 412, and instead requiring CSU to guarantee entry into a promise program for any community college student who transfers with an Associate Degree for Transfer.
  - Status: SB 412 passed the Assembly Committee on Higher Education and will be heard in the Assembly Appropriations Committee.

- **SB 893 (Nguyen) Tuition and Fees: San Bernardino Dependents.** SB 893 prohibits the three segments of higher education from collecting fees from surviving dependents of the December 2, 2015, San Bernardino terrorist attack.
  - Status: SB 893 passed the Senate Committee on Education and was "held" in the Suspense File in the Senate Appropriations Committee.

- **SB 1314 (Block) Cal Grant Program: Middle Class Scholarship Program: Community College Baccalaureate Degree Program.** SB 1314 would specify that community college students participating in the baccalaureate degree programs who also satisfy the eligibility requirements for a Cal Grant award and Middle Class College Scholarship award shall receive an award.
  - Status: SB 1314 passed the Assembly Committee on Higher Education and will be heard the Assembly Appropriations Committee.

- **SB 1357 (Block) Cal Grant Act: California Community Colleges Assistance Grant Program.** SB 1357 establishes the California Community Colleges Assistance Grant Program. The bill would require the California Student Aid Commission to annually augment the awards of all community college recipients of Cal Grant B Entitlement awards and Competitive Cal Grant B awards, and specifies that the amounts awarded under the bill would supplement, and not supplant, the awards and other student financial aid.
  - Status: SB 1357 passed the Senate Committee on Education and was "held" in the Senate Appropriations Committee.

- **SB 1450 (Glazer) The California Promise.** SB 1450 authorizes a California Community College and a CSU to enter into a pledge with a student to cap fees and tuition if the student earns an associate degree within two academic years or a baccalaureate degree within four academic years.
  - o Status: SB 1450 was "held" in the Senate Education Committee.

VETERANS, MILITARY AND DEPENDENTS

- **AB 1936 (Chavez) Residency: Dependents of Armed Forces Members.** AB 1936 amends current statute that provides in-state tuition for dependents of military members so that they will maintain resident tuition after being admitted to a postsecondary institution. AB 1936 was prompted by a UC Davis student whose father was deployed before classes started and whose resident status for tuition was initially revoked.
  - o Position: Support
  - o Status: AB 1936 passed in the Assembly and the Senate Education Committee on consent. It was sent to the Senate Appropriations Committee with a recommendation for the consent calendar.

- **AB 2494 (Hernandez, R) Veteran Resource Centers Grant Program.** AB 2494 establishes the Veteran Resource Centers Grant Program. This bill authorizes the governing board of a community college district and a community college campus at which a veterans resource center has been or is intended to be established to jointly apply to the Chancellor's Office for a grant for the purposes of providing resources to veterans and active duty members of the U.S. Armed Forces enrolled at the campus. The bill would allocate funds appropriated by the Legislature in the annual Budget Act for administration of the program and distribution of awards to recipient community college districts and campuses. Although the Assembly's budget proposal including funding for veterans resource centers, the funding did not make it in the conference committee's budget and was not in the budget bill sent to the Governor.
  - o Position: Support, if amended
    - ▪ The only concern of the Chancellor's Office is a source of funding. The enrolled budget bill does not include a funding source for this measure.
  - o Status: AB 2494 passed in the Assembly and the Senate Education Committee and was sent to the Senate Veterans Committee.

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June 24, 2016

OVERVIEW

We have reported in the past that the congressional process for policy legislation and passing a federal budget moves at a much slower pace than the legislative process at the state level. Consequently, the status of federal legislation may not change for months. While there has been no movement on the measures in the Bills of Interest section shown below since late last year, on June 22, the House Committee on Education and the Workforce approved five higher education bills on a bipartisan basis. These measures are summarized in the next section. These bills will be sent to the House floor where they may be considered and passed by the end of June 2016. However, advocates in Washington, D.C., do not expect the Senate will take up similar legislation before the end of the year. Also, because Congress will take a long break over the summer, if Congress does not act on the workforce or other measures soon, it is unlikely that there will be key education policy changes this year. The House is set to adjourn on July 15 and will not return until September 6, and the Senate will be on recess from July 18 to September 5.

Education and the Workforce Committee Hearing – Approves Higher Education Bills on June 22, 2016

H.R. 3178: Strengthening Transparency in Higher Education Act
This legislation would replace the current College Navigator on the U.S. Department of Education's website with a new College Dashboard, incorporating currently available information along with some new data that would need to be collected from institutions.

H.R. 3179: Empowering Students Through Enhanced Financial Counseling Act
The legislation expands counseling requirements and for federal student aid programs. This includes a new requirement that Pell Grant recipients receive counseling each year they receive a grant. Under the legislation, students must receive information about the possible need to repay a Pell Grant if they do not complete their studies in a given period of enrollment. Colleges would also provide information on students' remaining eligibility for the program. Colleges would also be required to perform annual loan counseling for federal loan recipients.

H.R. 5528: Simplifying the Application for Student Aid Act
This bill would authorize the use of "prior-prior" year tax return information to ease the completion of the Free Application for Federal Student Aid (FAFSA). Last year, President Obama took executive action to implement the use of prior-prior year tax information and this bill would make it law.

H.R. 5529: Accessing Higher Education Opportunities Act
H.R. 5529 expands the use funds for Hispanic-Serving Institutions. This includes authorizing Title V funds to be used for support programs that help students transition from baccalaureate programs into doctoral programs in health care occupations. This measure also allows Title V funds to be used for developing or expanding access to dual enrollment or early college high school programs.

H.R. 5530: HBCU Capital Financing Improvement Act
This bill would strengthen oversight of and promote access to the Historically Black Colleges and Universities Capital Financing Program.

Additional information on the actions of the Education and Workforce Committee may be found on their website: http://edworkforce.house.gov/

Senate Markup of Fiscal Year 2017 Funding Bill

On June 7, 2016, the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education (LHHS-ED) will markup its fiscal year (FY) 2017 funding bill. The bill was a bipartisan package proposed by subcommittee chairman Senator Roy Blunt (R-MO) and ranking member Senator Patty Murray (D-WA). The Association of Community College Trustees (ACCT) reported that it is the first time in seven years that there has been a bipartisan LHHS-ED bill in the Senate. The bill was reported out of the subcommittee and will be considered by the full-committee on June 9, 2016.

Although the bill language has not yet been released, ACCT reports that a provision for the restoration of the Year-Round Pell Grant is included in the package. The provision would provide an estimated one million eligible full-time and part-time students who have exhausted their Pell Grant eligibility with an additional award averaging $1,650 during the 2017-2018 academic year. The maximum Pell Grant award would also increase by $120 to $5,935. The Appropriations Committee press release can be found here: http://www.appropriations.senate.gov/news/majority/subcommittee-approves-fy2017-labor-hhs-and-education-appropriations-bill

U.S. Department of Education Releases Foster Care Transition Toolkit

On May 26, 2016, the U.S. Department of Education (ED), in partnership with the U.S. Departments of Health and Human Services (HHS), Housing and Urban Development (HUD), Transportation (DOT), and Labor (DOL), and youth and practitioners involved in the child welfare system, published a Foster Care Transition Toolkit. The toolkit was developed to help youth access the resources needed to successfully transition into adulthood, continue on to postsecondary education and meaningful careers. The toolkit covers topics such as transition planning, money management, building a support network, securing housing, and taking care of physical and mental health. This report is on the ED website at: http://www2.ed.gov/about/inits/ed/foster-care/youth-transition-toolkit.pdf

COMMUNITY COLLEGES BILLS OF INTEREST

The congressional committee hearing process for policy legislation moves at a much slower pace than the legislative process at the state level. As a result, the status of bills may not change for months.

Campus Climate and Safety
H.R. 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-LA). 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.

H.R. 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.

H.R. 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

H.R. 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.

H.R. 1958: Year-Round Pell Grant Restoration Act

Sponsored by Congressman Hinojosa, H.R. 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 H.R. 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
H.R. 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.

H.R. 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
H.R. 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.

H.R. 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.

BILL		AUTHOR	SUBJECT	Position	First House				Second House			Concurrence	STATUS
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
			BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1										
AB	801	Bloom	Success for Homeless Youth in Higher Education Act	N	x	x	x	x	x	x	x	x	Senate Floor - Inactive
AB	969	Williams	Postsecondary education: sexual assault cases.	N	x	x	x	x	x	x	x	x	Senate Floor
AB	986	Gipson	Community Colleges: Compton Community College District	N	x	x	x	x	x				Senate Education
AB	1449	Lopez	Community College Transfer Cal Grant Entitlement Program	N	x	x	x	x	x	x			Senate Approps.
AB	1583	Santiago	Community Colleges: Enrollment Fee Waiver	N	x	x	x	x	x				Senate Ed.- held
AB	1594	McCarty	Prohibition of Smoking and Vaping on Campuses	N	x	x	x	x	x	x			Senate Approps.
AB	1653	Weber	Postsecondary Education: Campus Climate	N	x	x	x	x	x	x			Senate Approps.
AB	1654	Santiago	Student Safety: Crime Reporting	N	x	x	x	x	x	x			Senate Approps.
AB	1690	Medina	Community Colleges: Part-Time, Temporary Employees	N	x	x	x	x	x	x			Senate Approps.
AB	1721	Medina	Student Financial Aid: Cal Grant B (Sponsor)	S	x	x	x	x	x	x			Senate Approps.
AB	1726	Bonta	Data Collection (Asian Pacific Islander Groups)	N	x	x	x	x	x	x			Senate Approps.
AB	1741	Rodriguez	California College Promise Innovation Grant Program	N	x	x	x	x	x	x			Senate Approps.
AB	1747	Weber	Food Assistance: Higher Education Students	N	x	x	x	x	x	x			Senate Approps.
AB	1778	Quirk	Postsecondary Education: Sexual Assault and Violence Training	N	x	x	x	x	x	x			Senate Approps.
AB	1837	Low	Office of Higher Education Performance and Accountability	N	x	x	x	x	x	x			Senate Approps.
AB	1846	Lopez	Adult Education Consortium Program	N	x	x	x	x	x	x			Senate Approps.
AB	1888	Low	Cal Grant: Nondiscrimination	N	x	x							Asm. Approps. - Held
AB	1892	Medina	Student Financial Aid (Cal Grant C) (Sponsor)	S	x	x							Asm. Approps. - Held
AB	1936	Chavez	Residency: Dependents of Armed Forces Members	S	x	x	x	x	x	x			Senate Approps.
AB	1985	Williams	Advanced Placement Exam (CC System Score Standard)	N	x	x	x	x	x	x			Senate Approps.
AB	1995	Williams	Community Colleges: Homeless Students Shower Facility	N	x	x	x	x	x	x			Senate Approps.
AB	2009	Lopez	Student Support Services: Dream Resource Liaisons	N	x	x	x	x	x	x			Senate Approps.
AB	2017	McCarty	College Mental Health Services Program	S	x	x	x	x	x	x			Senate Approps.
AB	2018	Ridley-Thomas	Mandated Child Abuse Reporting Employee Training Act	N	x	x	x	x	x	x			Senate Approps.
AB	2056	Garcia E.	Cal Grant Program: Graduation Verification	S	x	x	x	x	x	x			Senate Approps.
AB	2058	Mayes	CalWORKs: Educational Incentives	S	x	x							Asm. Approps. - Held

California Community Colleges Chancellor's Office Legislative Tracking Matrix
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BILL		AUTHOR	SUBJECT	Position	First House			Second House				Concurrence	STATUS
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
AB	2069	Medina	Seymour Campbell Student Success Act of 2012 (PT Faculty)	C	x	x	x	x	x	x			Senate Approps.
AB	2136	Mayes	Exemption for Nonresident Tuition (Deletes Nonimmigrant Exception)	N	x	x	x						Asm. Approps. - Held
AB	2137	Santiago	University of California: Student Transfers	N	x	x	x	x	x	x			Senate Approps
AB	2154	Medina	Student Aid Commission: Student Members	N	x	x	x	x	x	x	x		Senate Floor
AB	2214	Harper	Public Postsecondary Education: Faculty Royalty Income Disclosure	N	x	x							Asm. Approps. - Held
AB	2222	Holden	Transit Passes (Postsecondary Education - Free Passes)	N	x	x	x	x	x	x			Senate Approps.
AB	2251	Stone	Student Loan Borrower's Bill of Rights	N	x	x	x	x	x				Senate Judiciary
AB	2308	Hernandez R	Health Care Coverage: Enrollment Assistance	N	x	x	x	x	x	x			Senate Approps.
AB	2364	Holden	Tuition Exemption (Concurrently Enrolled Students)	S	x	x	x	x	x	x			Senate Approps.
AB	2412	Chang	Incentive Grant Program for Completion of Industry-Recognized Credentials	N	x	x							Asm. Approps. - Held
AB	2434	Bonta	Postsecondary Education and Higher Education Policy	C	x	x							Asm. Approps. - Held
AB	2455	Chiu	Electronic Voter Registration: Public Postsecondary Educational Institutions	N	x	x	x	x	x	x			Sen. Approps.
AB	2494	Hernandez R	Veteran Resource Centers Grant Program	S	x	x	x	x	x	x			Senate Approps.
AB	2506	Thurmond	Student Financial Aid: Chafee Grant Awards	S	x	x	x	x	x	x			Senate Approps.
AB	2521	Cooley	Los Rios Community College Pilot Program to Support Special Needs Students	N	x	x							Asm. Approps. - Held
AB	2654	Bonilla	Equity in Higher Education (Sexual Harassment Policies)	N	x	x	x	x	x	x	x	x	Enrolled
AB	2681	O'Donnell	Public Education: California College Promise Grant Program	N	x	x							Asm. Approps. - Held
AB	2738	Olsen	School Bonds: Local School Bonds	N	x	o	x	x	x	o	x		Senate Floor
AB	2766	Lopez	Student Aid Commission (Student Representation)	N	x	x	x	x	x	x	x		Senate Floor
AB	2791	Medina	Community Colleges: Disability Services Program	S	x	x	x	x	x	x	x	x	Enrolled
AB	2822	Chiu	Student Financial Aid: Student Success and Support Program	C	x	x	x	x	x	x			Senate Approps.
ACA	7	Gonzalez	Voting Age: School and Community College Elections	N	x	x							Asm. E. & R.
SB	66	Leyva	Career Technical Education Pathways Program (Sponsor)	S	x	x	x	x	x	x			Asm. Approps.
SB	412	Glazer	The California Promise	N	x	x	x	x	x	x			Asm. Approps.
SB	893	Nguyen	Tuition and Fees: San Bernardino Dependents	N	x	x	x	x	x				Sen. Approps. - Held
SB	906	Beall	Public Postsecondary Education: Priority Enrollment (Sponsor)	S	x	x	x	x	x	x			Asm. Approps.
SB	1038	Allen	Community College: Employees: Tuberculosis Examination	N	x	o	x	x	x	o	x	x	Chaptered

Position: S - Support; O - Oppose; C - Concern; N - Neutral

California Community Colleges Chancellor's Office Legislative Tracking Matrix
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BILL	AUTHOR	SUBJECT	Position	First House			Second House				Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
SB 1314	Block	Cal Grant Program: Middle Class Scholarship Program: Community College Baccalaureate Degree	S	x	x	x	x	x	x			Asm. Approps.
SB 1357	Block	Cal Grant Act: California Community Colleges Assistance Grant Program	N	x	x							Sen. Approps. - Held
SB 1359	Block	Education Materials: Textbooks	N	x	x	x	x	x	x	x		Asm. Approps.
SB 1439	Block	Postsecondary Education: Disclosure of Sexual Harassment	N	x	x	x	x	x	x			Asm. Approps.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2												
AB 520	Levine	Apprenticeship	N	x	x	x	x	x	x	x		Senate Approps.
AB 626	Low	Public Contracts: Claim Resolutions	N	x	x	x	x	x	x	x		Senate Approps.
AB 1554	Irwin	Powdered Alcohol Ban	N	x	x	x	x	x	x	x		Senate Approps.
AB 1850	Garcia E.	Educational Services Federal Immigration Reform	N	x	x	x	x	x	x	x	x	Enrolled
AB 1943	Linder	Vehicles: Parking: Public Grounds	N	x	o	x	x	x	o	x		Senate Floor
AB 1961	Baker	Student Financial Aid: Private Nonprofit Postsecondary Educational Institutions	N	x	x							Asm. Approps. - Held
AB 2116	Gallagher	School Bonds: Projections of Assessed Property Valuations	N	x	o	x	x	x	o	x		Senate Floor
AB 2155	Ridley-Thomas	Teachers Retirement: Full Time (Instructors in Adult Education)	N	x	x	x	x	x	x	x		Senate Approps.
AB 2393	Campos	Classified Employees: Sick Leave	N	x	o	x	x	x	o	x		Senate Floor
AB 2476	Daly	Local Governments: Parcel Taxes: Notice	N	x	x	x	x	x	x	x		Senate Approps.
AB 2656	O'Donnell	Diploma Alternatives: Fee Waiver: Foster Youth	N	x	x	x	x	x	x	x		Senate Approps.
AB 2850	O'Donnell	Postsecondary Education: Assumption Program of Loans for Education	N	x								Asm. Higher Ed.
AB 2908	Asm. Higher	Postsecondary Education: Omnibus	N	x	x	x	x	x	x	x	x	Enrolled
SB 821	Block	Crimes: Criminal Threats	N	x	x							Sen. Approps. - Held
SB 1042	Hancock	Child Care: State Preschool Programs: Eligibility Age	N	x	x							Sen. Approps. - Held
SB 1288	Leno	Elections: Local Voting Methods	N	x		x	x	x	x			Asm Approps
SB 1406	Mendoza	Construction-Related Accessibility: Public Entities	N	x	x	x	x	x	x			Asm. Approps.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3												
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	N	x	x	x	x	x	x			Senate Approps.
AB 1115	Salas	School Zones: State Highways	N	x	x	x	x	x	x			Senate Approps.
AB 1463	Gatto	California Covenants Program (UC/CSU)	N	x	x	x	x	x				Senate Education
AB 1648	Wilk	State Publications: Distribution	N	x	x							Asm. Approps. - Held

Position: S - Support; O - Oppose; C - Concern; N - Neutral

California Community Colleges Chancellor's Office Legislative Tracking Matrix
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BILL	AUTHOR	SUBJECT	Position	First House Policy Cmte	First House Fiscal Cmte	First House Floor	Second House Desk/Rules	Second House Policy Cmte	Second House Fiscal Cmte	Second House Floor	Concurrence	STATUS
AB 1679	Weber	Child Care: State Preschool Programs: Military Families	N	x	x	x	x	x	x			Senate Approps. Suspense
AB 1711	McCarty	University of California: Nonresident Enrollment	N	x	x	x	x	x	x			Senate Approps
AB 1835	Holden	Private Postsecondary Education: Minimum Operating Standards	N	x	x	x	x	x	x			Senate Approps
AB 1891	Dababneh	School Districts: Special Taxes: Exemptions	N	x	x	x	x	x	0	x		Senate Floor
AB 1912	Achadjian	Sex Offender Notification	N	x								Asm. Pub. S.
AB 1914	Bonilla	Academic Materials: Access Codes	N	x	x	x	x	x	x			Senate Approps.
AB 1916	Irwin	Private Postsecondary Education: Student Tuition Recovery Fund	N	x								Assembly - Failed
AB 2028	Cooper	School and Safety Employees: Wrongful Termination	N	x	x	x	x	x	x			Senate Approps.
AB 2064	Allen T	Public Postsecondary Education: Tuition and Mandatory Fees	N	x								Assembly - Failed
AB 2156	Levine	Public Postsecondary Education: Higher Ed. Regional Workforce Coordination	N	x	x							Asm. Approps. - Held
AB 2163	Low	California State University: Campus Presidents	N	x	x	x	x	x	x			Senate Approps.
AB 2164	O'Donnell	Public Postsecondary Education: Tuition and Fees	N	x	x	x	x	x	x			Senate Approps.
AB 2166	Cooper	Public Postsecondary Education: Campus-Based Fees	N	x								Asm. Higher Ed.
AB 2181	Brown	Public Contracts: Contract Specifications	N	x	x							Asm. Approps. - Held
AB 2183	Gatto	California State University: Personal Service Contracts	N	x	x	x	x	x	x	x		Senate Floor
AB 2210	Harper	California State University: Student Access Fees	N	x								Assembly - Failed
AB 2215	Medina	California State University Lottery Education Fund: CSU Trust Fund	N	x	x	x	x	x	x			Senate Approps.
AB 2257	Maienschein	Local Agency Meeting: Agenda: Online Posting	N	x	x	x	x	x	x			Senate Approps.
AB 2288	Burke	Apprenticeship Programs	N	x	x	x	x	x	x			Senate Approps.
AB 2294	Gomez	The California State University: Employees: Leaves of Absence	N	x	x	x	x	x	x	x		Senate Approps.
AB 2302	Harper	University of California: Labor Institute	N	x								Assembly - Failed
AB 2317	Mullin	California State University: Doctor of Audiology Degree	N	x	x	x	x	x	x	x		Senate Floor
AB 2386	Garcia	California State University: Trustees	N	x	x	x	x	x	x			Senate Approps.
AB 2419	Jones	The New University of California	N	x								Assembly - Failed
AB 2429	Thurmond	School and Community College District Bonds	N	x	o	x	x	x				Senate Ed.
AB 2499	Maienschein	Sexual Assault Evidence Kits	N	x	x	x	x	x				Senate Pub. S.
AB 2520	Rodriguez	Student Financial Aid: Student Aid Commission	N	x	x							Asm. Approps. - Held
AB 2557	Santiago	Zoning Regulations: Interim Ordinances	N	x								Asm. L. Gov.

Position: S - Support; O - Oppose; C - Concern; N - Neutral

California Community Colleges Chancellor's Office Legislative Tracking Matrix
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BILL	AUTHOR	SUBJECT	Position	First House Policy Cmte	Fiscal Cmte	Floor	Second House Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
AB 2581	Medina	Higher Education and Campus Closures	N	x	x	x	x	x				Sen. B. P. & E. D.
AB 2599	Gipson	Rape: Consent (Penal Code - Incapable of Giving Consent)	N	x								Asm. Pub. S.
AB 2732	Chang	Public Postsecondary Education: Mandatory Orientation	N	x	x	x	x	x	x			Senate Approps.
AB 2786	Chavez	4-Year Baccalaureate Degree	N	x	x							Asm. Approps. - Held
AB 2787	Chavez	Student Financial Aid: Middle Class Scholarship Program	N	x	x							Assembly - Failed
AB 2843	Chau	Public Records: Employee Contact Information	N	x	x	x	x	x	x			Senate Approps.
SB 872	Hall	Local Law Enforcement: Supplemental Services	N	x	x	x	x	x	x			Asm. L. Gov.
SB 915	Liu	Teacher Recruitment: Center on Teaching Careers	N	x	x	x	x	x				Assembly Ed.
SB 1059	Monning	Postsecondary Education: Title 38 Awards	N	x	x	x	x	x				Asm. Veterans
SB 1071	Allen	Special Education Funding: Preschool-Age Individuals	N	x	x	x	x					Senate Approps.
SB 1123	Leyva	Pupil Instruction: High School Graduation Requirements	N	x	x	x	x	x	x	x	x	Enrolled
SB 1146	Lara	Postsecondary Education: Title IX religious exemption	N	x	x	x	x	x	x	x		Senate Approps
SB 1148	Stone	Education Expenses (Tax Deduction)	N	x	x	x	x	x		x		Sen. Approps. - Held
SB 1180	Jackson	Public School Employees: Military Veterans (Medical Leave)	N	x	o	x	x	x	x			Asm Approps
SB 1184	Cannella	Health Care: Workforce Training Programs	N	x	x	x	x					Senate Rules
SB 1192	Hill	Private Postsecondary Education Act of 2009 (CPEC Reference)	N	x	x	x	x	x	x	x		Asm. B. & P.
SB 1214	Allen	University of California: Construction Contracting	N	x	x	x	x	x	x			Asm. Approps.
SB 1348	Cannella	Licensure Applications: Military Experience	N	x	x	x	x	x	x			Asm. Approps.
SB 1412	Block	California State University: Investments	N	x	x	x	x	x	x			Asm. Approps.
SB 1417	Galgiani	Public Education: Student Loan Payment Program	N	x	x	x	x	x				Sen. Approps. - Held
SB 1436	Bates	Local Agency Meetings (Salary Discussions)	N	x	x	x	x	x	x			Asm. Approps.
SCA 1	Lara	University of California: Terms of Regents	N	x	x	x	x	x				Senate Floor
SCA 12	Runner	University of California: Students	N	x	x							Senate Judiciary
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills												
AB 12	Cooley	State Government: Administrative Regulations: Review	N	x	x	x	x	x	x			Senate Approps. - Held
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition	S	x	x	x	x	x				Senate Education
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition	S	x	x	x	x	x				Senate Education

Position: S - Support; O - Oppose; C - Concern; N - Neutral

California Community Colleges Chancellor's Office Legislative Tracking Matrix
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BILL	AUTHOR	SUBJECT	Position	First House Policy Cmte	First House Fiscal Cmte	First House Floor	Desk/Rules	Second House Policy Cmte	Second House Fiscal Cmte	Second House Floor	Concurrence	STATUS
AB 113	Weber	Local Government	N	x	x	x	x	x	x			Senate Budget & Fiscal
AB 204	O'Donnell	Redevelopment: County of Los Angeles	N	x	x	x	x	x	x	0	x	Senate Floor - Inactive
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits	N	x	x	x	x	x	x	x		Senate Approps. - Held
AB 770	Irwin	Community Colleges: Basic Skills: Professional Development	S	x	x	x	x	x	x	x		Senate Approps. - Held
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	N	x	x	x	x	x	x	x		Senate Approps. - Held
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	N	x	x	x	x	x	x			Senate Ed.
AB 1145	Medina	Pupils: Early Commitment to College Program	N	x	x	x	x	x	x	x		Senate Approps.
AB 1370	Medina	Public Postsecondary Education: Student Residency	N	x	x	x	x	x	x			Senate Ed.
AB 1385	Ting	Community Colleges: Accreditation	N	x	x	x	x	x	x	0	x	Senate Floor - Inactive
AB 1397	Ting	Community Colleges: Accreditation: Public Comment	N	x	x	x	x	x	x	x	x	Senate Floor - Inactive
SB 12	Beall	Foster Youth	N	x	x	x	x	x	x	x		Asm. Approps. Held
SB 15	Block	Postsecondary Education: Financial Aid	S	x	x	x	x	x				Asm. Higher Ed.
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act	N	x	x	x	x	x				Asm. L. & E.
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	N	x	x	x	x	x	x			Asm. Approps. Held
SB 645	Hancock	After School Programs: Grant Amounts	N	x	x	x	x	x	x			Asm. Approps. Held
SB 786	Allen	Adult Education: Regional Consortia	N	x	x	x	x	x	x			Asm. Approps. Held
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget												
AB 1602	Cmte Budget	Budget Trailer Bill (Higher Education)	N	x	x	x	x	x	x	x	x	Chaptered
SB 826	Leno	Budget Act of 2016	N	x	x	x	x	x	x	x	x	Chaptered
SB 828	Cmte Budget	Budget Trailer Bill (K-14 Education Omnibus)	N	x	x	x	x	x	x	x	x	Chaptered

Status

Held = The bill was placed in the inactive file; kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "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.

Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu, (916) 324-2547

Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov

Position: S - Support; O - Oppose; C - Concern; N - Neutral

Executive Committee Agenda Item

SUBJECT: 2016 – 2017 Proposed Budget		Month: August	Year: 2016
		Item No: IV 8.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the annual budget for 2016 – 2017.	Urgent: YES	
		Time Requested: 10 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Officers met on May 11 and July 25 to finalize the 2016 – 2017 ASCCC budget (see attached minutes). In developing the budget, the strategic plan was considered based on priorities set by the Executive Committee in May. Most of the budget line items were augmented based on last year's trends. Other than the standard increases (operations and reassigned time), the following are important to note:

Revenue:

- Revenue – increased by $300,000 based on Governor's Budget
- C-ID Revenue – decreased to $100,000. This amount will cover C-ID from July to October. A new RFA is due to be released to seek interest from other colleges who would be the fiscal agent for C-ID. The new grant is expected to begin in November and the budget will be augmented as specified in the grant documents.
- PDC Revenue – funds were added to PDC item. The FDC will need to discuss fee structure for the college. We anticipate this coming to the October Executive Committee meeting.

Basic Skill Revenue – no funds were included in the budget but we have been told that there is some additional funding for basic skills that will be given to the ASCCC and 3CSN.

Expenses:

- Funds added for faculty expertise. These funds will allow the ASCCC to pay faculty to assist the ASCCC to relieve some of the work load on the Executive Committee.
- C-ID Expenses – C-ID expenses totaling $100,000 were inserted into the budget since we are certain funds will be allocated.

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

- CTE Leadership Institute: $72,000 was included for this event. We will be pursing funding from IEPI for this event since we have not heard from the Economic Development Division if they will provide funding for this event and the CTE Curriculum event. The Office recommend that the ASCCC augment the registration fee so the most CTE faculty can attend.

The Executive Committee will consider for approval the revised budget as recommended by the Budget Committee, and grant the Budget Committee authority to revise it as anticipated revenue increases are realized, with the revised budget and performance to be brought to the Executive Committee for review at the January 2017 meeting.

2016 – 2017 Proposed Budget

Statement of Activities - Actual vs Budget
08/05/2016 08:52

	07/01/2016 Through 07/31/2016 Actual	Year Ending 06/30/2017 Budget	Month Ending 08/31/2016 Budget Diff
Change In Net Assets			
Operating Revenue			
Grant Revenue	768,000.00	1,107,000.00	0.00
Program Revenue	25,075.00	807,890.00	0.00
Member Fees	0.00	344,733.00	0.00
Revenue - Other	50.00	5,000.00	0.00
Total Operating Revenue	793,125.00	2,264,623.00	0.00
Expenditures			
Salary and Wages	(19,421.37)	486,990.90	0.00
PR Benefits	758.19	83,878.00	0.00
PR Taxes	(336.74)	16,000.00	0.00
Occupancy	5,151.17	57,800.00	(5,151.17)
Professional Fees	0.00	571,989.10	0.00
General and Administrative Expenses	160,654.74	1,157,858.00	(428.58)
Total Expenditures	146,805.99	2,374,516.00	(5,579.75)
Change In Net Assets	646,319.01	(109,893.00)	(5,579.75)
+ Net Assets - Beginning	257,633.05	0.00	903,952.06
Net Assets - Ending	903,952.06	(109,893.00)	898,372.31

Statement of Financial Position
08/05/2016 08:52

	Year Ending 06/30/2017 Current Year Balance	Year Ending 06/30/2016 Prior Year	Year Ending 06/30/2017 Difference
Assets			
Current Assets			
Cash and Cash Equivalents	25,076.01	116,964.49	(91,888.48)
Accounts Receivable, Net			
Accounts Receivable	1,179,818.33	629,510.11	550,308.22
Total Accounts Receivable, Net	1,179,818.33	629,510.11	550,308.22
Other Current Assets			
Other Current Assets	66,353.12	67,323.12	(970.00)
Total Other Current Assets	66,353.12	67,323.12	(970.00)
Total Current Assets	1,271,247.46	813,797.72	457,449.74
Long-term Assets			
Property & Equipment	1,497.13	1,497.13	0.00
Total Long-term Assets	1,497.13	1,497.13	0.00
Total Assets	1,272,744.59	815,294.85	457,449.74
Liabilities and net assets			
Liabilities			
Short-term Liabilities			
Accounts Payable	65,256.58	228,255.83	(162,999.25)
Accrued Liabilities	64,360.34	84,650.61	(20,290.27)
Deferred Revenue	244,755.36	244,755.36	0.00
Total Short-term Liabilities	374,372.28	557,661.80	(183,289.52)
Total Liabilities	374,372.28	557,661.80	(183,289.52)
Net Assets	898,372.31	257,633.05	640,739.26
Total Liabilities and net assets	1,272,744.59	815,294.85	457,449.74

Budget Committee Meeting (CCC Confer)
Minutes
July 25, 2016
Present: Julie Adams, Julie Bruno, John Freitas, John Stanskas

The Budget Committee met on July 25. Adams presented the updated preliminary budget, which included the additional $300,000 allocated to the ASCCC by the legislature in the 2016-2017 state budget. Adams noted the projected deficit of $262,089, but also explained that this should be resolved as additional grant revenue is anticipated. (C-ID and Basic Skills). Additionally, the ASCCC has a reserve in the amount of approximately $500,000. It was proposed that this budget as presented be brought to the Executive Committee at its August meeting for adoption and grant the Budget Committee authority to revise the budget when additional revenue is received. The Budget Committee would then bring the revised budget to the Executive Committee in January as an information item.

Consensus – To recommend that the Executive Committee approve the revised budget as presented to the Budget Committee, and grant the Budget Committee authority to revise it as anticipated revenue increases are realized, with the revised budget to be brought to the Executive Committee for review at the January 2017 meeting.

Executive Committee Agenda Item

SUBJECT: CTE Leadership Committee		Month: August	Year: 2016
		Item No. IV. C	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider revising the CTE Leadership Committee in response to the Governor's Budget Trailer Bill.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW¹:	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Governor's Budget Trailer bill SB830 (Committee and Fiscal Review) requires that the ASCCC create a career technical education subcommittee. It specifically states,

> (2) *For purposes of this article and in compliance with the consultation requirements in Sections 70901 and 70902, the Academic Senate of the California Community Colleges shall establish a career technical education subcommittee to provide recommendations on career technical education issues. No less than 70 percent of the subcommittee shall consist of career technical education faculty. The subcommittee's charter shall require it to provide assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensure that similar courses, programs, and degrees are portable among community college districts. (see page 42 line 32)*

The Executive Committee will discuss the current structure of the CTE Leadership Committee and consider changing the charge of the CTE Leadership committee, creating a new committee of the ASCCC, or other options to respond to SB830.

Please note, Senate Bill 830 in its entirety can be found on the ASCCC website and by going to the link below:

https://drive.google.com/file/d/0B9A4xIRvVwraVFNWQm1NcjhhNE0/view?usp=sharing

The current charge of the CTE Leadership Committee is:

> *The CTE Leadership Committee, as an advisory to the Executive Committee 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*

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

committee members 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.

SB830 also calls for the subcommittee composition to be 70% CTE faculty. Currently, the committee is 100% CTE faculty. The Executive Committee will provide advice on the composition of the committee. For example, would it be beneficial to include basic skills, curriculum chair, or another discipline faculty member?

Finally, SB830 includes language about working with the Regional Consortium. The CTE Leadership Committee members are required to attend the Regional Consortium in their area. Recently, consortium chairs have asked for official ASCCC representatives to participate in the meetings. Executive Committee members are official representatives of the ASCCC. The Executive Committee will discuss whether or not to use the CTE Leadership Committee – existing or newly repurposed – to serve as official ASCCC representatives to the Regional Consortium.

1   *Department of Finance and Legislative Analyst's Office, shall*
2   *report on the effectiveness of the factors used to allocate funding*
3   *under this program in improving outcomes for students requiring*
4   *remediation.*
5   *(d) This part shall become operative July 1, 2017.*
6   *SEC. 23. Part 54.5 (commencing with Section 88820) is added*
7   *to Division 7 of Title 3 of the Education Code, to read:*
8
9   *PART 54.5. STRONG WORKFORCE PROGRAM*
10
11 *88820. This part shall be known, and may be cited, as the*
12 *Strong Workforce Program.*
13 *88821. (a) The Legislature finds and declares all of the*
14 *following:*
15 *(1) California's economic competitiveness is fueled, in part, by*
16 *the strength of its regional economies and its skilled workforce.*
17 *(2) Upward social and economic mobility helps keep the state's*
18 *economy diversified and vibrant.*
19 *(3) The attainment of industry-valued "middle skill credentials"*
20 *serves as a gateway for a large and diverse number of careers in*
21 *the state's economy.*
22 *(4) California's local educational agencies, community college*
23 *districts, interested public four-year universities, local workforce*
24 *development boards, economic development and industry leaders,*
25 *and local civic representatives should collaboratively work*
26 *together to inform the offerings of courses, programs, pathways,*
27 *and workforce development opportunities that enable students to*
28 *access the current and future job market and further social and*
29 *economic mobility.*
30 *(b) The Strong Workforce Program is hereby established for*
31 *the purpose of expanding the availability of quality community*
32 *college career technical education and workforce development*
33 *courses, programs, pathways, credentials, certificates, and degrees.*
34 *(c) To facilitate program coordination and alignment with other*
35 *workforce training, education, and employment services in the*
36 *state, the Strong Workforce Program shall operate in a manner*
37 *that complies with the California Strategic Workforce Development*
38 *Plan, required pursuant to the federal Workforce Innovation and*
39 *Opportunity Act (Public Law 113-128), and expand upon existing*
40 *consortia infrastructure.*

1   *(d) To avoid duplication of effort, activities funded under the*
2   *Strong Workforce Program shall be informed by, aligned with,*
3   *and expand upon the activities of existing workforce and education*
4   *regional partnerships, including those partnership activities that*
5   *pertain to regional planning efforts established pursuant to the*
6   *federal Workforce Innovation and Opportunity Act (Public Law*
7   *113-128), adult education block grant consortia, and K-12 career*
8   *technical education programs.*
9   *(e) All of the following guiding principles shall apply to each*
10   *consortium participating in the Strong Workforce Program:*
11   *(1) A community college district participating in the consortium*
12   *shall ensure that its community college career technical education*
13   *and workforce development courses, credentials, certificates,*
14   *degrees, programs, and pathway offerings are responsive to the*
15   *needs of employers, workers, civic leaders, and students.*
16   *(2) The consortium shall collaborate with other public*
17   *institutions, including, but not limited to, local educational*
18   *agencies, adult education consortia, local workforce development*
19   *boards, and interested California State University and University*
20   *of California institutions.*
21   *(3) The consortium shall collaborate with civic representatives,*
22   *representatives from the labor community, and economic*
23   *development and industry sector leaders within the region.*
24   *(4) The consortium shall include collaborating entities and*
25   *persons identified in this subdivision in planning meetings, provide*
26   *them with adequate notice of the consortium's proposed decisions,*
27   *and solicit, consider, and respond to comments from them*
28   *regarding the consortium's proposed decisions.*
29   *(5) Collaborative efforts shall focus upon evidence-based*
30   *decisionmaking and student success with workforce outcomes*
31   *aligned with the performance accountability measures of the*
32   *federal Workforce Innovation and Opportunity Act (Public Law*
33   *113-128), and closing labor market and employment gaps. Each*
34   *consortium shall strive to align programmatic offerings in the most*
35   *effective and efficient manner to avoid duplication of effort and*
36   *streamline access to services, and education and training*
37   *opportunities.*
38   *(6) Community college districts and other entities participating*
39   *in a consortium are encouraged to develop long-term partnerships*
40   *with private sector employers and labor partners to provide*

1   *coordinated courses, programs, and pathways with employer*
2   *involvement in the assessment, planning, and development of*
3   *community college career technical education courses, programs,*
4   *and pathways. To the extent practicable, employer partnerships*
5   *should build upon regional partnerships formed pursuant to the*
6   *federal Workforce Innovation and Opportunity Act (Public Law*
7   *113-128) and other state or federal programs.*
8   *(7) Community college districts and other entities participating*
9   *in a consortium are encouraged to develop and work closely with*
10 *public and private organizations that offer workforce development*
11 *programs and pathways to young adults with autism and other*
12 *developmental disabilities to provide a comprehensive approach*
13 *to address workforce readiness and employment.*
14   *(f) The chancellor's office shall, in consultation with the*
15 *California Workforce Development Board, the Academic Senate*
16 *for California Community Colleges, and its partners formed*
17 *pursuant to the federal Workforce Innovation and Opportunity Act*
18 *(Public Law 113-128), as applicable, develop and implement*
19 *policies and guidance necessary to implement the Strong Workforce*
20 *Program, including policies and guidance necessary for consortia,*
21 *including community college districts and their regional partners,*
22 *to increase the number of aligned middle skill and career technical*
23 *education courses, programs, pathways, credentials, certificates,*
24 *and degrees. No later than June 30, 2017, the chancellor's office*
25 *shall develop and implement policies and guidance pursuant to*
26 *this subdivision and bring before the Board of Governors of the*
27 *California Community Colleges any policies, regulations, and*
28 *guidance necessary to accomplish all of the following:*
29   *(1) Facilitate the development, implementation, and sharing of*
30 *career technical education effective practices, curriculum models*
31 *and courses, and community college credentials, certificates,*
32 *degrees, and programs across regions and among community*
33 *college districts.*
34   *(2) Enable community college districts to develop career*
35 *technical education and workforce outcomes, and applicable*
36 *associate degrees and certificates as appropriate.*
37   *(3) Provide accessible performance and labor market data that*
38 *can be used flexibly by participating community college districts*
39 *and their regional partners to support the implementation of the*
40 *Strong Workforce Program and related efforts to align regional*

1   *workforce and education programming with regional labor market*
2   *needs.*
3   *(4) Encourage local efficiency through coordinated and*
4   *collaborative regional workforce efforts in which community*
5   *college districts are partners.*
6   *(5) Support curriculum processes to ensure that students are*
7   *able to efficiently transfer college-level career technical education*
8   *credits across community college districts and to the California*
9   *State University and the University of California.*
10   *(6) Improve sector-based engagement with employers within a*
11   *region.*
12   *(7) Provide, in partnership with employers, work-based learning*
13   *opportunities for students that increase their employability and*
14   *earning potential.*
15   *(8) Enable community college districts to facilitate and optimize*
16   *their resources to support the Strong Workforce Program and*
17   *other related regional workforce development efforts.*
18   *(9) Ensure that community college district Strong Workforce*
19   *Program expenditures are focused on improving student success*
20   *with workforce outcomes for all students enrolled in community*
21   *college career technical education courses, programs, and*
22   *pathways.*
23   *(10) (A) Notwithstanding the June, 30, 2017, implementation*
24   *date specified in this subdivision, develop and implement a plan*
25   *to streamline the course and curriculum approval process, both*
26   *at the state and local levels. The plan shall reflect an expedited*
27   *state approval process for career technical education courses,*
28   *programs, and certificates, and may include the elimination of an*
29   *existing state course and program approval process. The plan*
30   *shall reflect one of the following two options:*
31   *(i) A process of course and curriculum approval that enables*
32   *community college districts to develop a course or program within*
33   *one academic year and to offer that course or program the*
34   *subsequent academic year.*
35   *(ii) A process of course and curriculum approval that enables*
36   *community college districts to develop a course or program within*
37   *one academic semester and to offer that course or program the*
38   *subsequent academic semester.*
39   *(B) The plan described in subparagraph (A) shall also reflect*
40   *the creation of a process that enables career technical education*

1 *courses and programs to be portable among community college*
2 *districts. This process shall enable a community college district*
3 *to adapt, adopt, or adapt and adopt another community college*
4 *district's approved career technical education courses, programs,*
5 *and curriculum within one academic semester and to offer that*
6 *course or program, or utilize that curriculum, the subsequent*
7 *academic semester.*
8 *(C) The chancellor's office shall consult with the Legislature*
9 *and the Governor prior to implementing the plan. The plan shall*
10 *be developed no later than July 1, 2017, and implemented no later*
11 *than January 1, 2018.*
12 *(11) Eliminate barriers to hiring qualified instructors for career*
13 *technical education courses, including reevaluating the required*
14 *minimum qualifications for career technical education instructors.*
15 *(g) After June 30, 2017, and only as necessary, the chancellor's*
16 *office may develop and implement revised polices and guidance*
17 *and bring regulations before the Board of Governors of the*
18 *California Community Colleges as necessary for a community*
19 *college district and its regional partners to accomplish both of the*
20 *following:*
21 *(1) Implement and expand the amount of aligned middle skill*
22 *and career technical education credentials, certificates, degrees,*
23 *courses, programs, and pathways in accordance with paragraphs*
24 *(1) to (11), inclusive, of subdivision (f).*
25 *(2) Implement the recommendations of the Strong Workforce*
26 *Task Force.*
27 *(h) (1) For purposes of this section, the chancellor's office shall*
28 *consider input provided by relevant stakeholders, including the*
29 *Academic Senate of the California Community Colleges and the*
30 *California Workforce Development Board, prior to implementing*
31 *revised guidance, policies, or regulatory changes.*
32 *(2) For purposes of this article and in compliance with the*
33 *consultation requirements in Sections 70901 and 70902, the*
34 *Academic Senate of the California Community Colleges shall*
35 *establish a career technical education subcommittee to provide*
36 *recommendations on career technical education issues. No less*
37 *than 70 percent of the subcommittee shall consist of career*
38 *technical education faculty. The subcommittee's charter shall*
39 *require it to provide assistance to community college districts to*
40 *ensure that career technical education and its instruction is*

1 *responsive and aligned to current and emergent industry trends,*
2 *and ensure that similar courses, programs, and degrees are*
3 *portable among community college districts.*
4   *88822. For purposes of this part, the following terms have the*
5 *following meanings:*
6   *(a) "Career pathways" means an identified series of positions,*
7 *work experiences, or educational benchmarks or credentials that*
8 *offer occupational and financial advancement within a specified*
9 *career field or related fields over time.*
10   *(b) "Career technical education credential" means a workforce*
11 *certificate, degree, or industry-recognized credential.*
12   *(c) "Career Technical Education Regional Consortium," or*
13 *"consortium," means an administrative grouping of community*
14 *college districts by the Division of Workforce and Economic*
15 *Development of the chancellor's office for the purpose of*
16 *coordination and joint planning within regions, as defined in*
17 *subdivision (i).*
18   *(d) "Chancellor's office" means the Office of the Chancellor*
19 *of the California Community Colleges.*
20   *(e) "Industry" or "industry sectors" means trade associations*
21 *or those firms that produce similar products or provide similar*
22 *services using somewhat similar business processes.*
23   *(f) "Middle skill credential" means a certificate, associate's*
24 *degree, or industry-recognized credential that is less than a*
25 *bachelor's degree but more than a high school diploma and*
26 *facilitates student success with workforce outcomes.*
27   *(g) "Plan" means the regional plan established under this part.*
28   *(h) "Program" means the Strong Workforce Program*
29 *established under this part.*
30   *(i) "Region" means a geographic area of the state defined by*
31 *economic and labor market factors containing at least one industry*
32 *cluster and the cities, counties, or community college districts, or*
33 *all of them, in the industry cluster's geographic area. To the extent*
34 *possible, for the purposes of this part, collaborative regions should*
35 *align with federal Workforce Innovation and Opportunity Act*
36 *(Public Law 113-128) regional planning unit boundaries specified*
37 *in the California Strategic Workforce and Development Plan and*
38 *expand upon existing consortium infrastructure established by the*
39 *chancellor's office.*

1 (j) "Strong Workforce Task Force" means the Task Force on
2 Workforce, Job Creation and a Strong Economy commissioned by
3 the Board of Governors of the California Community Colleges.
4 88823. (a) Commencing July 1, 2017, as a condition of receipt
5 of funds from this program for a fiscal year, each consortium, in
6 consultation with collaborating entities identified in paragraph
7 (2) of subdivision (e) of Section 88821, shall submit a plan to the
8 chancellor's office that has been updated for that fiscal year.
9 (b) The plan pursuant to subdivision (a) shall include all of the
10 following requirements:
11 (1) The names of the community college districts participating
12 in the consortium, including the name of the community college
13 identified as the consortium's fiscal agent, and the names of entities
14 collaborating pursuant to paragraph (2) of subdivision (e) of
15 Section 88821.
16 (2) The governance model for the consortium. Decisions
17 governing, or relating to, the distribution of fiscal resources shall
18 be determined exclusively by the community college districts
19 participating in the consortium.
20 (3) An analysis of regional labor market needs informed by a
21 federal Workforce Innovation and Opportunity Act (Public Law
22 113-128) economic analysis and other sources as applicable. This
23 analysis shall also include wage data for each industry sector or
24 labor market need identified.
25 (4) An inventory of regionally prioritized and locally prioritized
26 projects and programs that close relevant labor market and
27 employment gaps.
28 (5) Measurable regional goals that align with the performance
29 accountability measures of the federal Workforce Innovation and
30 Opportunity Act (Public Law 113-128).
31 (6) For regionally prioritized projects and programs, a work
32 plan, spending plan, and budget. The work plan, spending plan,
33 and budget shall identify the amount of funding allocated for
34 one-time and ongoing expenditures.
35 (7) A description of the alignment of work plans, spending plans,
36 and other education and workforce plans guiding services in the
37 region, including plans pertaining to the building of career
38 pathways and the employment of workforce sector strategies and
39 those plans required pursuant to the federal Workforce Innovation
40 and Opportunity Act (Public Law 113-128).

1   *(c) Each consortium shall submit a plan by January 31 once*
2   *every four years and shall annually update the plan by January*
3   *31 of each year until the next new plan is submitted.*
4   *(d) The chancellor's office shall review the plans on a four-year*
5   *cycle and ensure that annual updates are made by each consortium.*
6   *The chancellor's office shall determine if each consortium has*
7   *made significant progress in meeting the goals and measures*
8   *outlined in its plan, and provide technical assistance to a*
9   *consortium that has not met its goals. The chancellor's office is*
10   *encouraged to provide technical assistance pursuant to this*
11   *subdivision through the Institutional Effectiveness Partnership*
12   *Initiative.*
13   *(e) To avoid duplication of effort, plans developed pursuant to*
14   *this section shall be informed by, aligned with, and expand upon*
15   *regional plans and planning efforts established pursuant to the*
16   *federal Workforce Innovation and Opportunity Act (Public Law*
17   *113-128).*
18   *(f) Community college districts participating in a consortium*
19   *shall utilize their region's plan to inform local campus planning*
20   *efforts to implement career technical education courses, programs,*
21   *and pathways and integrate available local, regional, state, and*
22   *nonpublic resources to ensure that students will achieve successful*
23   *workforce outcomes.*
24   *(g) Community college districts shall meet with the members of*
25   *their consortium not less than annually to inform on the delivery*
26   *of career technical education and workforce development courses,*
27   *programs, and pathways within the region.*
28   *(h) Each region's plan shall be for the primary purpose of*
29   *informing the development of strategies related to career technical*
30   *education and workforce development courses, programs, and*
31   *pathways. Each region's plan shall reflect strategies to efficiently*
32   *and effectively utilize any available public and private resources,*
33   *including funds for the Career Technical Education Pathways*
34   *Program established in Part 52 (commencing with Section 88530),*
35   *in a manner that better aligns career technical education courses,*
36   *programs, and pathways with the needs of their regional*
37   *economies.*
38   *(i) It is the intent of the Legislature to align community college*
39   *career technical education programs within the Strong Workforce*
40   *Program. Staff from the chancellor's office, the Legislative*

1 *Analyst's Office, and the Department of Finance are requested to*
2 *investigate the potential consolidation of community college career*
3 *technical education programs within the Strong Workforce*
4 *Program.*
5 *88824. (a) This section only applies for the 2016–17 fiscal*
6 *year.*
7 *(b) To promote the success of community college students and*
8 *the career technical education programs that serve them, up to 5*
9 *percent of the funds appropriated for the program in the annual*
10 *Budget Act may be allocated by the Board of Governors of the*
11 *California Community Colleges to a community college district*
12 *for statewide activities to improve and administer the program,*
13 *including the facilitation of system, program, and data alignment*
14 *at the state and regional levels. The chancellor's office shall*
15 *consult with the California Workforce Development Board and*
16 *other appropriate state agencies on the development of all*
17 *statewide activities that would be implemented by the selected*
18 *district to facilitate broader workforce and education system*
19 *alignment. Statewide coordination activities funded out of this*
20 *allocation may include, but are not limited to, the following*
21 *activities:*
22 *(1) State-level coordination for the development of labor market*
23 *analyses pertaining to economic and industry trends and jobs*
24 *projections for the purpose of supporting common regional*
25 *planning efforts and the alignment of career technical education*
26 *program offerings with regional labor market dynamics.*
27 *(2) Research, evaluation, and technical assistance on the use*
28 *of effective local and regional policies, best practices, and model*
29 *partnerships.*
30 *(3) Development and prototyping of innovative policies,*
31 *practices, and coordinated services with local workforce and*
32 *education partners.*
33 *(4) Participation of community college districts in existing*
34 *regional coalitions and planning efforts.*
35 *(5) Cross-training local program staff.*
36 *(6) Development and maintenance of a state-level cross-system*
37 *data reporting mechanism with partners formed pursuant to the*
38 *federal Workforce Innovation and Opportunity Act (Public Law*
39 *113-128) for the purpose of monitoring workforce program*
40 *outcomes and performance accountability.*

1   *(7) Leveraging allocated funds with state and local partners*
2   *through interagency agreements, memorandums of understanding,*
3   *or other appropriate mechanisms.*
4   *(c) (1) The chancellor's office shall provide to the Department*
5   *of Finance and the Legislative Analyst's Office its*
6   *recommendations for the allocation of funds available for each*
7   *consortium no later than August 30, 2016. The department shall*
8   *approve the allocation plan before the release of funding. Each*
9   *consortium, in consultation with local colleges, community college*
10   *districts, and the chancellor's office, shall select a community*
11   *college to be a fiscal agent that shall directly receive funds*
12   *apportioned for the consortium in accordance with this section.*
13   *The chancellor's office shall determine, for purposes of allocating*
14   *funds for the consortium and its community college districts, the*
15   *local unemployment rate, the region's proportion of career*
16   *technical education full-time equivalent students, and proportion*
17   *of projected job openings. Each of these three factors shall*
18   *comprise one-third of the allocation formula. Funds may be used*
19   *for regionally prioritized projects and programs and locally*
20   *prioritized projects and programs that meet regional needs for*
21   *career technical education and workforce development courses,*
22   *programs, pathways, credentials, certificates, and degrees.*
23   *(2) Forty percent of the funds apportioned for the program shall*
24   *be provided directly to the fiscal agent of the consortium for the*
25   *purpose of funding regionally prioritized projects and programs*
26   *that meet the needs of local and regional economies, as identified*
27   *in regional plans and Workforce Innovation and Opportunity Act*
28   *(Public Law 113-128) regional plans.*
29   *(3) Sixty percent of the funds apportioned for the program shall*
30   *be provided directly to community college districts in the*
31   *consortium. Funds apportioned directly to a community college*
32   *district shall be expended for the purpose of funding regionally*
33   *prioritized projects and programs within the community college*
34   *district that meet the needs of local and regional economies, as*
35   *identified in regional plans and Workforce Innovation and*
36   *Opportunity Act (Public Law 113-128) regional plans. As a*
37   *condition of receiving direct funding, each community college*
38   *district shall actively participate in its consortium.*

1   *(d) As a condition of receipt of funds pursuant to subdivision*
2   *(c), a community college district shall comply with all of the*
3   *following requirements:*
4   *(1) Be a member of a consortium.*
5   *(2) Participate in regional planning efforts established pursuant*
6   *to the federal Workforce Innovation and Opportunity Act (Public*
7   *Law 113-128) and other efforts to align workforce, employment,*
8   *and education services.*
9   *(3) Work with other members of the consortium to create and*
10   *submit a plan to the chancellor by January 31, 2017, for inclusion*
11   *in the submissions of regional plans for purposes of the program*
12   *and the federal Workforce Innovation and Opportunity Act (Public*
13   *Law 113-128).*
14   *(4) Provide accessible performance and labor-market data that*
15   *can be used by community college districts and their regional*
16   *partners to support the implementation of the program and*
17   *describe related efforts to align regional workforce and education*
18   *programming with regional labor market needs, including, but*
19   *not limited to, regional planning efforts established pursuant to*
20   *the federal Workforce Innovation and Opportunity Act (Public*
21   *Law 113-128).*
22   *(5) Certify that the use of funds will meet the intent of the*
23   *program to accomplish all of the following:*
24   *(A) Increase the number of students in quality career technical*
25   *education courses, programs, and pathways that will achieve*
26   *successful workforce outcomes.*
27   *(B) Increase the number of quality career technical education*
28   *courses, programs, and pathways that lead to successful workforce*
29   *outcomes, or invest in new or emerging career technical education*
30   *courses, programs, and pathways that may become operative in*
31   *subsequent years and are likely to lead to successful workforce*
32   *outcomes.*
33   *(C) Address recommendations from the Strong Workforce Task*
34   *Force, including the recommended provision of student services*
35   *related to career exploration, job readiness and job placement,*
36   *and work-based learning.*
37   *(e) Funds appropriated to community college districts for the*
38   *program shall supplement, not supplant, existing funding of*
39   *community college career technical education programs. This*
40   *subdivision shall not be interpreted to mean that a participating*

1 *community college district is prohibited from eliminating or*
2 *altering existing programs, but the percentage of that community*
3 *college district's total full-time equivalent students enrolled in*
4 *career technical education courses relative to the total full-time*
5 *equivalent students enrolled in the district shall not be reduced*
6 *from the percentage computed for the 2015–16 fiscal year.*
7   *(f) A consortium shall allocate funds only to community college*
8 *districts.*
9   *88825. (a) This section applies commencing with the 2017–18*
10 *fiscal year.*
11   *(b) To promote the success of community college students and*
12 *the career technical education programs that serve them, up to 5*
13 *percent of the funds appropriated for the program may be allocated*
14 *by the Board of Governors of the California Community Colleges*
15 *to a community college district for statewide activities to improve*
16 *and administer the program, including the facilitation of system,*
17 *program, and data alignment at the state and regional levels and*
18 *the implementation of the 25 recommendations presented to the*
19 *board of governors on January 19 and 20, 2016, by the Strong*
20 *Workforce Task Force. The chancellor's office shall consult with*
21 *the California Workforce Development Board and other*
22 *appropriate state agencies on the development of all statewide*
23 *activities that would be implemented by the selected district to*
24 *facilitate broader workforce and education system alignment.*
25 *Statewide coordination activities funded out of this allocation may*
26 *include, but are not limited to, the following activities:*
27   *(1) State-level coordination for the development of labor market*
28 *analyses pertaining to economic and industry trends and jobs*
29 *projections for the purpose of supporting common regional*
30 *planning efforts and the alignment of career technical education*
31 *program offerings with regional labor market dynamics.*
32   *(2) Research, evaluation, and technical assistance on the use*
33 *of effective local and regional policies, best practices, and model*
34 *partnerships.*
35   *(3) Development and prototyping of innovative policies,*
36 *practices, and coordinated services with local workforce and*
37 *education partners.*
38   *(4) Participation of community college districts in existing*
39 *regional coalitions and planning efforts.*
40   *(5) Cross-training local program staff.*

1   *(6) Development and maintenance of a state-level cross-system*
2   *data reporting mechanism with partners formed pursuant to the*
3   *federal Workforce Innovation and Opportunity Act (Public Law*
4   *113-128) for the purpose of monitoring workforce program*
5   *outcomes and performance accountability.*
6   *(7) Leveraging allocated funds with state and local partners*
7   *through interagency agreements, memorandums of understanding,*
8   *or other appropriate mechanisms.*
9   *(c) (1) Forty percent of the funds apportioned for the program*
10   *shall be apportioned directly to the fiscal agent of the consortium*
11   *for the purpose of funding regionally prioritized projects and*
12   *programs that meet the needs of local and regional economies, as*
13   *identified in regional plans and Workforce Innovation and*
14   *Opportunity Act (Public Law 113-128) regional plans.*
15   *(2) Sixty percent of the funds apportioned for the program shall*
16   *be apportioned directly to community college districts in the*
17   *consortium. Funds apportioned directly to a community college*
18   *district shall be expended for the purpose of funding regionally*
19   *prioritized projects and programs within the community college*
20   *district that meet the needs of local and regional economies, as*
21   *identified in regional plans and Workforce Innovation and*
22   *Opportunity Act (Public Law 113-128) regional plans. As a*
23   *condition of receiving direct funding, each community college*
24   *district shall actively participate in its consortium.*
25   *(d) The allocation of funds to a consortium shall be based on*
26   *a schedule determined by the chancellor's office and is effective*
27   *for the four years of each plan cycle. Within the four-year plan*
28   *cycle, this schedule may be altered to reflect changes in the*
29   *statewide allocation for the program as appropriated in the annual*
30   *Budget Act.*
31   *(e) The chancellor's office shall provide to the Department of*
32   *Finance and the Legislative Analyst's Office its recommendations*
33   *for the allocation of funds available for each consortium no later*
34   *than August 30 of each year. The department shall approve the*
35   *allocation plan before the release of funding.*
36   *(f) (1) For each four-year plan cycle, the chancellor's office*
37   *shall determine the amount of funds to be allocated to each*
38   *consortium based on the following weighted factors in each region:*
39   *(A) The unemployment rate. This factor shall comprise 33*
40   *percent of the allocation formula.*

1   *(B) The proportion of career technical education full-time*
2   *equivalent students. This factor shall comprise 33 percent of the*
3   *allocation formula.*
4   *(C) The proportion of projected job openings. This factor shall*
5   *comprise 17 percent of the allocation formula.*
6   *(D) The proportion of successful workforce outcomes as*
7   *evidenced by the performance accountability measures of the*
8   *federal Workforce Innovation and Opportunity Act (Public Law*
9   *113-128). This factor shall comprise 17 percent of the allocation*
10   *formula.*
11   *(2) For each four-year plan cycle, the chancellor's office shall*
12   *determine the amount of funds to be allocated directly to each*
13   *community college district within a consortium based on the*
14   *weighted factors, specified in subparagraphs (A) to (D), inclusive,*
15   *of paragraph (1), in each district within the region.*
16   *(g) A consortium shall allocate funds in accordance with its*
17   *plan and only to community college districts. Decisions governing,*
18   *or relating to, the distribution of the consortium's fiscal resources*
19   *shall be determined exclusively by the community college districts*
20   *participating in the consortium.*
21   *(h) As a condition of receipt of funds under this section, a*
22   *participating community college district shall comply with all of*
23   *the following:*
24   *(1) Be a member of a consortium.*
25   *(2) Participate in regional planning efforts formed pursuant to*
26   *the federal Workforce Innovation and Opportunity Act (Public*
27   *Law 113-128) and other efforts that align workforce, employment,*
28   *and education services.*
29   *(3) Work with other consortium members to create and submit*
30   *a plan to the chancellor's office by January 31 of every fourth year*
31   *of a four-year plan cycle.*
32   *(4) Provide accessible performance and labor market data that*
33   *can be used by community college districts and their regional*
34   *partners to support the implementation of the program and any*
35   *related efforts to align regional workforce and education*
36   *programming with regional labor market needs, including, but*
37   *not limited to, regional planning efforts established pursuant to*
38   *the federal Workforce Innovation and Opportunity Act (Public*
39   *Law 113-128).*
40   *(5) Include interested public universities in regional planning.*

1   *(6) Certify that the use of funds will meet the intent of the*
2   *program to accomplish all of the following:*
3   *(A) Increase the number of students in quality career technical*
4   *education courses, programs, and pathways that will achieve*
5   *successful workforce outcomes.*
6   *(B) Increase the number of quality career technical education*
7   *courses, programs, and pathways that lead to successful workforce*
8   *outcomes, or invest in new or emerging career technical education*
9   *courses, programs, and pathways that may become operative in*
10   *subsequent years and are likely to lead to successful workforce*
11   *outcomes.*
12   *(C) Address recommendations from the Strong Workforce Task*
13   *Force, including the recommended provision of student services*
14   *related to career exploration, job readiness and job placement,*
15   *and work-based learning.*
16   *(i) Funds appropriated to community college districts for the*
17   *program shall supplement, not supplant, existing funding of*
18   *community college career technical education programs. This*
19   *subdivision shall not be interpreted to mean that a participating*
20   *community college district is prohibited from eliminating or*
21   *altering existing programs, but the percentage of that community*
22   *college district's total full-time equivalent students enrolled in*
23   *career technical education courses relative to the total full-time*
24   *equivalent students enrolled in the district shall not be reduced*
25   *from the percentage computed for the 2015–16 fiscal year.*
26   *(j) Programs, courses, or instructional materials developed*
27   *using funding from the program may be made available to all*
28   *community college districts, as appropriate, through the online*
29   *clearinghouse of information created as part of the Institutional*
30   *Effectiveness Partnership Initiative.*
31   *88826.   (a) The   chancellor's   office   shall   implement*
32   *performance accountability outcome measures for the program*
33   *that provide the Governor, the Legislature, and the general public*
34   *with information that quantifies employer and student outcomes*
35   *for those participating in the program. These performance*
36   *accountability measures shall, to the extent possible, align with*
37   *the performance accountability measures of the federal Workforce*
38   *Innovation and Opportunity Act (Public Law 113-128). Outcome*
39   *measures shall include, to the extent possible, demographic data,*
40   *to allow policymakers and the general public to evaluate progress*

1 *in closing equity gaps in program access and completion, and*
2 *earnings of underserved demographic groups.*
3 *(b) The chancellor's office shall post on its Internet Web site,*
4 *for ease of access, all regional plans and their subsequent progress*
5 *plans, and solicit feedback from each consortium on*
6 *recommendations they have for overall program improvement.*
7 *(c) (1) Commencing in 2018, the chancellor's office shall submit*
8 *a report on the program to the Governor and the Legislature on*
9 *or before the January 1 immediately subsequent to the fiscal year*
10 *which the report addresses. This report shall include, but is not*
11 *limited to, all of the following:*
12 *(A) Data summarizing outcome accountability performance*
13 *measures collected by the chancellor's office pursuant to*
14 *subdivision (a).*
15 *(B) A summary of recommendations for program improvement*
16 *collected by the chancellor's office pursuant to subdivision (b).*
17 *(C) Recommendations for future allocations to consortiums*
18 *based upon program outcomes, including, at a minimum, the*
19 *number of certificates granted to, and wage increases of, students*
20 *who have completed a career technical education program.*
21 *(2) A report to be submitted pursuant to paragraph (1) shall be*
22 *submitted in compliance with Section 9795 of the Government*
23 *Code.*
24 *SEC. 24. Section 89290 of the Education Code is amended to*
25 *read:*
26 89290.   (a) The California State University shall report
27 biennially to the Legislature and the Department of Finance, on
28 or before October 1, 2014, and on or before October 1 of each
29 even-numbered year thereafter, on the total costs of education at
30 the California State University.
31 (b) The report prepared under this section shall identify the costs
32 of undergraduate education, graduate academic education, graduate
33 professional education, and research activities. All four categories
34 listed in this subdivision shall be reported in total and disaggregated
35 separately by health sciences disciplines, disciplines included in
36 paragraph (10) *(16)* of subdivision (b) of Section 89295, and all
37 other disciplines. The university shall also separately report on the
38 cost of education for postbaccalaureate teacher education programs.
39 For purposes of this report, research for which a student earns

1 credit toward his or her degree program shall be identified as
2 undergraduate education or graduate education, as appropriate.
3   (c) The costs shall also be reported by fund source, including
4 all of the following:
5   (1) State General Fund.
6   (2) Systemwide tuition and fees.
7   (3) Nonresident tuition and fees and other student fees.
8   (d) For any report submitted under this section before January
9 1, 2017, the costs shall, at a minimum, be reported on a systemwide
10 basis. For any report submitted under this section on or after
11 January 1, 2017, the costs shall be reported on both a systemwide
12 and campus-by-campus basis.
13   *(e) A report prepared under this section on or after January 1,*
14 *2017, shall include information on costs, disaggregated by campus,*
15 *based on the methodology developed by the National Association*
16 *of College and University Business Officers in its February 2002*
17 *report, Explaining College Costs, and other methodologies*
18 *determined by the university.*
19   (e)
20   *(f)* A report to be submitted pursuant to this section shall be
21 submitted in compliance with Section 9795 of the Government
22 Code.
23   (f)
24   *(g)* Pursuant to Section 10231.5 of the Government Code, the
25 requirement for submitting a report under this section shall be
26 inoperative on January 1, 2021, pursuant to Section 10231.5 of
27 the Government Code.
28   *SEC. 25. Section 92670 of the Education Code is amended to*
29 *read:*
30   92670. (a) The University of California shall report biennially
31 to the Legislature and the Department of Finance, on or before
32 October 1, 2014, and on or before October 1 of each
33 even-numbered year thereafter, on the total costs of education at
34 the University of California.
35   (b) The report shall identify the costs of undergraduate
36 education, graduate academic education, graduate professional
37 education, and research activities. All four categories listed in this
38 subdivision shall be reported in total and disaggregated separately
39 by health sciences disciplines, disciplines included in paragraph
40 (10) *(13)* of subdivision (b) of Section 92675, and all other

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Executive Committee Agenda Item

SUBJECT: ASCCC Standing Committee Membership		Month: August	Year: 2016
		Item No: IV. D	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the membership for the ASCCC Standing Committees.	Urgent: YES	
		Time Requested: 35 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Committee Chairs	Consent/Routine	
		First Reading	
STAFF REVIEW[1].	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each summer, ASCCC committee chairs recruit faculty to serve on ASCCC standing committees. During this past year, several calls for faculty to serve at the state-level were made to the senate president listserv and CTE faculty listserv, as well as during events. This year a repository of the applications was created on the ASCCC website so Executive Committee members could have access to the full application, which includes faculty members experience. Committee chairs were directed to review the information and submit proposed membership for the 14 standing committees for review by the president and executive director.

Using the nominations to serve (about 223 faculty submitted forms in the past 365 days), faculty representing a number of disciplines and colleges were recommended. Members also took into consideration the ASCCC Inclusivity statement (http://www.asccc.org/inclusivity-statement). The Executive Committee will consider for approval the membership for the ASCCC Standing Committees. Committee membership recommendations will be forthcoming.

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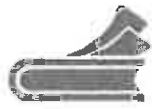
Executive Committee Agenda Item

SUBJECT: Committee Priorities		Month: August	Year: 2016
		Item No: IV. E	
		Attachment: YES (posted online)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the priorities for the Standing Committees of the ASCCC.	Urgent: NO	
		Time Requested: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Committee Chairs	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the beginning of each year, the Standing Committees of the ASCCC meet to prioritize the resolutions assigned to the committees, which are then presented to the Executive Committee for approval. However, in the past this process has been cumbersome and sometimes confusing for most, particularly new chairs. Adding to the complexity of the committee priorities, is the assignment of actions included in the Strategic Plan and the Work Force Task Force implementation. Last year, the officers suggested a modified process that improved the prioritization of committee work. This year, the same process was used to prioritize the work of the committees.

In May 2016, the Executive Committee approved the strategic plan priorities at its May 2016 meeting. The Executive Director reflected these priorities in the attached report and has added the strategic plan, and the Strong Work Force priorities to the committee reports, as well as suggested priorities based on discussions at the state level. The Executive Committee will discuss and consider for approval the recommended priorities. Committee chairs will then take the priorities to their committees, for feedback. Any suggested changes to the priorities by the committee will return to the next Executive Committee meeting for approval.

There spreadsheet can be found on the ASCCC website or by going to the link below:

http://www.asccc.org/content/executive-committee-meeting-2016-08-19-190000-2016-08-20-230000

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

STRATEGIC IMPLEMENTATION PLAN 2016-2017

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

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

Strategies	Actions	Lead	Support	Resource	Due Date
A. Establish relationships between ASCCC Executive Committee members and legislators and aides.	Expand efforts from 2015 – 16.	President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Budget and Finance Committee has recommended additional funds be allocated to this work.	Priority for 2016 -17
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.	Expand efforts from 2015 – 16.	Legislative Advocacy Committee Chair	Executive Director	Budget and Finance Committee has recommended additional funds be allocated to this work.	Priority for 2016 - 17
C. Develop a public relations campaign to promote the visibility of the ASCCC.		Executive Director	Development Manager, Creative Director	Staff and materials costs. Funds allocated in the 2016—17 budget	Priority for 2016 - 17

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE 2016-2017
IMPLEMENTATION PLAN

D. Research and attend state and national conferences related to academic and professional matters.	Committee Chairs	Executive Director	Funds for conference attendance included in the 2016-17 budget.	Continue
E. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.	CoFO Representatives	Executive Director		Continue

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

A. Include Legislative Advocacy topics at appropriate ASCCC Events.	Legislative Advocacy Committee Chair	Executive Director	No	Priority for 2016 -17

GOAL 2: ENGAGE AND EMPOWER *DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP. *See ASCCC Inclusivity Statement for definition of "diverse groups"

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.	Expand efforts from 2015 – 16.	Professional Development Chair	Executive Director	Costs associated with building the modules. Funds allocated in the 2016 – 17 budget	Priority 2016 – 17.
B. Identify resources to fund and thus increase the attendance of diverse faculty at ASCCC events.		Executive Director		Scholarships. Funds allocated in the 2016 – 17 budget.	Continue.

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Develop a cultural competency plan.	Plan completed and approved at the May 2016 meeting. Attention should be dedicated to implementation of the plan.	EDAC Committee	Executive Director		Continue
B. Increase outreach activities.	Expand activities in this area including regional meetings.	Committee chairs	Executive Director		Continue

GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM.

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, PD Cmte Chair, Executive Director		Attending meetings	Continue
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.		President, VP, Executive Director		Attending meetings	Priority 2016 – 17.
D. Develop relationship and collaborate with other professional development organizations on events.		All EC members		No	Priority 2016 – 17.
E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director		Funds associated with conference attendance allocated in 2016 – 17 budget.	Continue

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

	Status/Notes	Lead	Support	Resource	Due Date
A. Design and Implement a comprehensive ASCCC Professional Development Plan.	Expand efforts from 2015 – 16.	PD Chair and Executive Director		Meeting costs	Continue

GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES AND SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Strengthen partnership with the Chancellor's Office Divisions.	Expand efforts from 2015 – 16.	EC Members			Continue
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.		EC Members		Travel costs	Continue

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

	Status/Notes	Lead	Support	Resource	Due Date
A. Create a communication plan.	Expand efforts from 2015 – 16.	Executive Director	Executive Committee members		Continue
B. Create a master calendar of events.		Executive Director	Staff		Continue

Objective 4.3. Visit all CCC colleges.

	Status/Notes	Lead	Support	Resource	Due Date
A. Develop short- and long-range plan for local senate visits by ASCCC.		Local Senate Committee Chair	Executive Director	Travel costs	Fall 2016

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE 2016-2017 IMPLEMENTATION PLAN

GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase applications for appropriate short-term and long-term grants.		Executive Director, Foundation Directors	Foundation directors and Executive Committee members		Priority 2016 – 17.
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.	Expand C-ID and SCP	President	Executive Director		Continue
C. Expand fundraising of ASCCC Foundation at events.		Foundation President	Executive Director		Continue

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Secure appropriate resources to implement the ASCCC's comprehensive professional development plan.		Executive Director	President		Continue
B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.	Expand from 2015 – 16 activities	President, Vice President, and Executive Director			Continue

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Maintain current grants		Executive Director	President		Continue
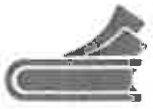
Executive Committee Agenda Item

SUBJECT: Regional Meetings Dates		Month: August	Year: 2016
		Item No: IV. F	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the proposed agenda and dates for the fall 2016 Curriculum Regionals	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Committee Chairs	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year, the ASCCC holds a series of regional meetings. In the past, each committee chair would bring forward dates and possible locations but there was no coordination among the groups. This year there is a need to coordinate regional meetings. In conversations at the state level, several needs for regional meetings have become obvious. Such topics include contextual teaching and learning, Common Assessment Initiative, re-entry inmate education, as well as our annual curriculum regionals.

Contextualized Teaching and Learning

There is some interest in partnering with certain groups in hosting these regional meetings. For example, the Career Ladder Project has done an exceptional job with contextualized teaching and learning. The Basic Skills and Noncredit Committees would coordinate these regional meetings. The Executive Committee will consider for approval holding one north and one south regional meeting, and partnering with Career Ladders in holding these meetings.

Curriculum

Each fall, the ASCCC Curriculum Committee holds two regional meeting (one north, one south) on curriculum. These regionals include updates from the Chancellor's Office on curriculum and curricular processes, a strand for curriculum specialists, and updates from various ASCCC committees and other groups about areas of interest.

The proposed dates for this year are: Friday, October 28 (North: possibly Merritt College) and Saturday, October 29 (South: TBD).

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

Proposed agenda is below:

9:00 a.m. -- 9:30 a.m.	Registration
9:30 a.m. --9:45 a.m.	Welcome and Introductions
9:45 a.m. -- 10:30 a.m.	Chancellor's Office Updates
10:30 a.m. – 11:30 a.m.	C-ID/COCI/ADT/Other updates
11:30 a.m. -- 12:15 p.m.	Lunch
12:15 p.m. – 1:15 p.m.	Strand (one for curriculum chairs, one for specialists and deans/VPIs)
1:30 p.m. — 2:30 p.m.	Strands:

Potential topics: Strong Work Force implementation; effective curriculum processes; conjoined programs; credit for prior learning; dual enrollment; CCC Bachelor Degrees; non-credit; equity and diversity; comingled programs; PCAH submission guidelines document; others as suggested by the Executive Committee, the Curriculum Committee, SACC, and others.

The Executive Committee will consider for approval holding one north and one south regional meeting and the draft schedule.

Common Assessment Initiative (CAI)

Saddleback College is responsible for the CAI professional development across the state. However, only about 39% (265 faculty and 675 other). We have heard from the field that there is a need to provide faculty with training and time to align to the competencies of the common assessment.

The proposed agenda is below:

9:00 a.m. -- 9:30 a.m.	Registration
9:30 a.m. -- 9:45 a.m.	Welcome and Introductions
9:45 a.m. -- 11:30 a.m.	Brief overview of initiative, goals, and status to date
11:30 a.m. -- 12:15 p.m.	Lunch
12:15 p.m. – 1:15 p.m.	Two breakout sessions:

1) designed for instructional faculty on using the competency maps and existing curriculum to build placement models;
2) designed for counseling students using the placement reports generated by the system; and

1:30 p.m. – 2:30 p.m.	Multiple Measures

The Executive Committee will consider for approval holding one north and one south regional meeting and partnering with Saddleback in holding these meetings and the draft schedule.

Proposed Regional Meeting Dates

Since the need for regional meetings come up during the academic year, the Executive Committee will consider for approval other regional dates to be used if the need arises. The following dates are proposed for 2016 – 2017:

September 16 - 17 Possible Regional meeting

September 23 - 24 -- ICAS

September 27-29 -- CCCAOE Conference

October 5-7 -- RP Group Conference

October 7 - 8 -- Academic Academy

October 14 - 15 Area Meetings

October 21 - 22 Possible Regional meeting

October 28 – 29 Curriculum Regionals

November 2 – 5 Fall Session

November 18 - 19 (CCLC Conference)

December 2 - 3 Possible Regional meeting

December 9 - 10 Possible Regional meeting

February 10 - 11 Possible Regional meeting

February 17 - 18 Accreditation Institute

February 24 - 25 Possible Regional meeting

March 10 - 11 Possible Regional meeting

March 17 - 18 IDI

March 24 - 25 Exec

March 31 - April 1 Possible Regional meeting

April 7 - 8 Possible Regional meeting

April 12-14 CIO Conference

April 14 - 15 Good Friday and 4/16

April 19 - 22 Spring Session

April 28 - 29 Possible Regional meeting

Executive Committee Agenda Item

SUBJECT: Regional Re-Entry Student Trainings		Month: August	Year: 2016
		Item No: IV. G.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee will consider for approval proposal for Regional Re-entry Student Trainings.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Smith	Consent/Routine	
		First Reading	
STAFF REVIEW[1].	Julie Adams	Action	x
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

More than 3,000 people are released every month from California's prisons, hundreds more are released every day from the state's county jails, and in our communities millions struggle to succeed with a criminal record. Many of these community members hold a GED or high school diploma, and thousands have taken college courses inside custody but have not finished their degrees. They are hungry for a college education, and they seek job opportunities that an education can provide. Many are already on our campuses, but the majority are not staying longer than one semester. Others aren't enrolling in college because they do not see it as a viable option, or they are unaware of the opportunities their local community college can offer. California's community colleges can take the lead in breaking the cycle of crime and poverty by reaching out to these new students and by supporting them as they persist to a credential or degree.

The Executive Committee will consider for approval holding three regional convenings, open to faculty and other campus stakeholders who have an interest in building support for reentering students on their campuses.

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

PROPOSAL FOR REGIONAL CONVENINGS SPONSORED BY THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Subject: *Building A Community of Practice to Support Formerly Incarcerated Students Enrolled In California Community Colleges*

Target date: September and October 2016

Objectives: More than 3,000 people are released every month from California's prisons, hundreds more are released every day from the state's county jails, and in our communities millions struggle to succeed with a criminal record. Many of these community members hold a GED or high school diploma, and thousands have taken college courses inside custody but have not finished their degrees. They are hungry for a college education, and they seek job opportunities that an education can provide. Many are already on our campuses, but the majority are not staying longer than one semester. Others aren't enrolling in college because they do not see it as a viable option, or they are unaware of the opportunities their local community college can offer. California's community colleges can take the lead in breaking the cycle of crime and poverty by reaching out to these new students and by supporting them as they persist to a credential or degree.

We propose three regional convenings, open to faculty and other campus stakeholders who have an interest in building support for reentering students on their campuses.

Learning Outcomes:

- Begin building a reentry support network based in California's community colleges.
- Educate attendees on promising practices for working with these non-traditional students, including hearing from faculty and senior administrators who have been successfully supporting these students
- Create links between faculty currently teaching inside California's prisons and faculty and senior administrators interested in supporting students when they return home
- Foster a community of practice within California's community colleges
- Educate attendees about the other institutions and entities with which these students are involved and how those institutions can lend support to the colleges

Agenda Topics and Subjects to be Covered:

- Promising practices and policies to support persistence, resilience, and degree completion for these students

- Explanation of the landscape beyond the college, including criminal justice agencies such as probation and parole
- The role and diversity of local reentry organizations (both governmental and community- and faith-based)
- Unique hurdles faced by these students, and strategies to overcome them
- The current state of affairs for community colleges teaching inside California prisons and jails, including which colleges are teaching in which institutions
- Firsthand account from a college graduate with a criminal record

Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Theme		Month: August	Year: 2016
		Item No: IV. H	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2016 Fall Plenary Session.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno /Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2016 Fall Plenary Session is just a few months away – November 3 – 5, 2015 in Costa Mesa, California. The Executive Committee will begin its planning process for developing the Session program. Members will consider for approval a theme, as well as discuss ideas for keynote speakers, breakouts, and timeline.

Fall Session Timeline:

August 24th Executive Committee deadline:

1. Draft papers due for first reading at September 9 – 10, 2016, Executive Committee Meeting.
2. Area Representatives update Area Meeting page by September 1st (include maps and parking permits if needed).
3. Breakout topics due to Julie for approval at September 9 - 10, 2016, Executive Committee Meeting

September 14th Executive Committee deadline:

1. Draft papers due for second reading at September Executive Committee Meeting.
2. Pre-Session resolutions due to Executive Director September 16, 2016.

Fall Plenary
1. Presenters list and breakout session descriptions due to Executive Director October 6, 2016.
2. Final Program to Executive Director by October 10, 2016.
3. Deadline for Area Meeting resolutions to Julie: Area A & B October 15, 2016; Area C & D October 16, 2016.
4. Final program to printer October 17, 2016.
5. Materials posted to ASCCC website October 24, 2016

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

Executive Committee Agenda Item

SUBJECT: Academic Academy		Month: AUGUST	Year: 2016
		Item No: IV. I.	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will provide input and direction to EDAC and TASSC for the Academic Academy theme and will review a draft of the program.	Urgent: YES	
		Time Requested: 25 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Adrienne Foster and Randy Beach	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Academic Academy has been moved to October 7 – 8, 2016 to accommodate a shift in the Instructional Design and Innovations Institute. EDAC and TASSC will partner again to plan the academy with a general focus on counseling and instructional faculty. The intention of this program is to highlight effective practices and cultivate a collaborative experience in service to the diverse population of students in our community colleges. The final program will be provided for ASCCC Executive Committee approval at the September 9-10 Executive Committee meeting.

Academic Academy Planning Timeline:

August 24th Executive Committee deadline:

1. Draft program outline due August 1, 2016 for first reading at August Executive Committee Meeting.

September 14th Executive Committee deadline:

1. Draft program approval due August 24, 2016 for reading at September 9th Executive Committee Meeting.
2. Final Program to Executive Director by September 14, 2016.
3. Final program to printer September 19, 2016.
4. Materials posted to ASCCC website September 26, 2016.

The Executive Committee will review the first draft of the program and provide feedback and consider for approval the Call for Proposals.

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

ASCCC October Academic Academy Institute
October 7-8, 2016
Westin South Coast Plaza, Costa Mesa

Better Together: Faculty Collaboration for Improved Student Services, Increased Student Equity, and More Effective Educational Pathways (DRAFT THEME)

Dear Institute Attendees:

[XXXX]

Thank you for attending the Institute!

Randy Beach, ASCCC Equity and Diversity Action Committee Chair
Adrienne Foster, ASCCC Transfer, Articulation and Student Services Committee Chair

Friday, October 7, 2016

9:00 a.m. Continental Breakfast and Registration

Location: TBD

10:00 a.m. – 11:00 a.m. General Session One
Location: TBD
Welcome
Keynote: "Better Together: Building Bridges between Student Services and Instructional Faculty" [Faculty Partnerships Track]
Location: TBD
Presenters: TBD
Description: Panel discussion on challenges and solutions regarding relationships between counseling/student services faculty and instructional faculty.
Outcomes: TBD

11:15 a.m. – 12:30 p.m. Breakout Session One

Better Together Part 2 [Faculty Partnerships Track]
Location: TBD
Presenters: same as keynote with an **ASCCC** facilitator

Description: more detailed expansion of general session keynote

Outcomes: TBD

OER Resources, OEI, Z-Degrees, and the Virtual Campus: An Update for Counselors [Ed Pathways Track]

Location: TBD

Presenters: Dolores Davison, ASCCC

                Cheryl Aschenbach, ASCCC

Description: Updates on these initiatives

Outcomes: TBD

Career Pathways: WFTF Recommendation 3 and the Role of Advisory Committees in Developing CTE Curriculum [WFTF Recommendations Track]

Location: TBD

Presenters: Grant Gould, ASCCC

                Conan McKay, ASCCC

Description: overview of the role of the advisory committee and the goals of recommendation 3

Outcomes: TBD

Cultural Competency: How Can Counseling and Student Support Services Work with Discipline Faculty to Make this Work? [Equity and CC Track]

Location: TBD

Presenters: Cleavon Smith, ASCCC

Description: Definition of cultural competency and effective practices for faculty collaboration.

Outcomes: TBD

12:30 p.m. – 2:00 p.m. Lunch and General Session Two
Keynote Presentation: TBD

Location: TBD

Presenters:

Description: TBD

Outcomes: TBD

2:15 p.m. – 3:30 p.m.   Breakout Session Two

Your Articulation Officer: Getting Out of the Office and into The Classroom [Faculty Partnerships Track]
Location: TBD
Presenters: TBD
Description: Effective practices for having articulation officers and instructional faculty working together on initiatives (Z-degrees, ADTs, CI-D, etc.)
Outcomes: TBD

Educational Planning Initiative: An Update [Ed Pathways Track]
Location: TBD
Presenters: TBD
Description: Includes Starfish, Hobson's (?) and other technology, Next steps in initiative.
Outcomes: TBD

CTE Pathways, Curriculum Processes, and the WFTF Recommendations [WFTF Recommendations Track]
Location: TBD
Presenters: John Freitas
               Dolores Davison
Description. Overview of recommendations regarding expediting curriculum approval and practices from the curriculum paper to support.
Outcomes: TBD

African American Male Education Network and Development (A2MEND) [Equity and CC Track]
Location: TBD
Presenters: Adrienne Foster, ASCCC
Description: TBD
Outcomes: TBD

3:45 p.m. – 5:00 p.m. Breakout Session Three

Counselors and Discipline Faculty [Faculty Partnerships Track]
Location: TBD
Presenters: Adrienne Foster

Description: **How athletics counselors, career counselors, CTE counselors can work with faculty in their areas.**
Outcomes: TBD

Highlights of the Regina Stanback-Stroud Diversity Award Winners [Equity and CC Track]
Location: TBD
Presenters: TBD
Description: One or more exemplary programs including the winner of the award.
Outcomes: TBD

Outcomes Assessment and CTE Workforce Taskforce Recommendations [WFTF Recommendations Track]
Location: TBD
Presenters: TBD
Description: what can we learn by collecting data on outcomes in the CTE areas? How can this info be used to impact curriculum development, program development, or resource allocation?
Outcomes: TBD

Assessing your campus attitudes on Violence against underrepresented populations [Equity and CC Track]
Location: TBD
Presenters: TBD
Description: A discussion on campuses and violence. Could be expanded to include sexual assault and college reporting requirements.
Outcomes: TBD

5:30 p.m. – 7:30 p.m. ASCCC Foundation Reception
Location: TBD
Join your colleagues at this reception sponsored by the ASCCC Foundation. A no-host bar and hors d'oeuvres will be available.

Saturday, October 8, 2016

8:30 a.m. – 9:45 a.m. Breakout Session Four
Disenfranchised Students (Foster Youth, Homeless) and Faculty Working Together to address their needs [Faculty Partnerships Track]
Location: TBD
Presenters: TBD
Description: Overview of the survey results. Effective practices for the field.
Outcomes: TBD

Dual Enrollment [Ed Pathways Track]
Location: TBD
Presenters: Dolores Davison, ASCCC
                      Ginni May, ASCCC
Description: A discussion on where we are going with dual enrollment and what role faculty play.
Outcomes: TBD

Program review, evaluation, and revision processes to ensure program relevance (WFTF Recommendation 9)
[WFTF Recommendations Track]
Location: TBD
Presenters: TBD
Description: the role of institutional effectiveness measures in CTE
Outcomes: TBD

DSS and Related Issues [Equity and CC Track]

Location: TBD
Presenters: TBD
Description: An update on topics in DSS and strategies for supporting students.
Outcomes: TBD

10:00 a.m. – 11:30 a.m. General Session

Common Assessment Initiative
Location: TBD
Presenters: Craig Rutan, ASCCC
Description: TBD
Outcomes: TBD

Closing Remarks
Adrienne Foster, Transfer, Articulation and Student Services Committee Chair
Randy Beach, Equity and Diversity Action Committee Chair

Potential Breakout Topics
- College Promise Programs
- Basic Skills Transformation grants and connecting to SSSP Student Equity

DRAFT

Academic Senate
for California Community Colleges

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CALL FOR PRESENTATIONS
2016 Academic Academy October Institute
October 7 – 8, 2016
Westin South Coast Plaza, Costa Mesa

The Academic Senate for California Community Colleges is pleased to announce the 2016 Academic Academy October Institute. This institute will focus on providing all faculty with professional development related to counseling and student support services in and out of the classroom to improve student success and build more effective college programs. Threaded throughout the institute are breakouts and general sessions focused on cultivating partnerships between counseling faculty and discipline faculty in many areas including cultural competency; developing effective education pathways for students; implementing the recommendations of the Workforce Taskforce regarding career technical education programs; and supporting the ongoing implementation of student equity plans, all with a consciousness of the importance of equity and cultural sensitivity.

Proposals: We need your participation to make this a dynamic event! Specific directions on how to apply are at the end of this document. Proposal submissions must be one of the following:

> **Presentations:** Group or individual proposals accepted. Each session block will run 75-90 minutes, allowing for more in-depth presentations and Q&A. Successful group presentation sessions will preferably be organized and submitted by a presentation coordinator. Successful individual proposals (15-30 minutes), once accepted, will be thoughtfully grouped with similar proposals to form a session.

> **Panels:** Entire panel discussions sessions will be considered, and they will preferably be organized and submitted as a group by a panel coordinator. Additionally, an individual may suggest a panel, submit their particular area of emphasis, and the ASCCC may be able to form panels from the proposals received.

Presentation Rules:

> **Content:** The Academic Senate seeks to educate its audience and *not promote any specific products*.

> **Program timeline:** The event organizers will set the day and time for each presentation, in order to optimize the sequencing and flow of content and tracks.

> **Presentation review and acceptance:** Presentation selections will be made based upon desired topics, flow of content, and educational value.

Intended Audience: Faculty, staff, or administrators may submit proposals.

Speaker Benefits: Speakers and presenters will be featured in the program and on the Academic Senate website. **The Academic Senate does not provide an honorarium or travel expenses to event speakers or presenters.** However, a limited amount of discounted rates, based on need, may be available for presenters to attend the institute. If awarded, these discounted rates do not extend to support staff or colleagues who may accompany the speaker.

Possible Proposal Categories: The following are possible categories or ideas for presentations. This list is not exhaustive, and we welcome proposals that may or may not fit to the possibilities below but are related to the institute theme of integrating counseling and student support services with instruction. Proposals that demonstrate a consciousness of the importance of equity and cultural sensitivity will be given special though not exclusive consideration.

☐ *Assessment:* Effective practices of Pre-Assessment Processes. Bridge Programs. Test preparation.

☐ *Collaborative Efforts:* Sustained partnership across the college, particularly between counseling and discipline faculty, and with groups or organizations outside of the college that support strategies to improve student success.

☐ *Institutionalization:* Examples of college programs that began as experimental courses/programs that were institutionalization into the culture of the college, including the strategies used to offer the programs to a larger number of students, and continued as successful programs with demonstrated data.

☐ *Basic Skills:* Sustaining Learning Communities. Start to Finish Models of Basic Skills and Student Services. The Use of Supplemental Instruction, Tutoring, and Instructional Aides.

☐ *Pathway Development:* Strategies, effective practices and successful case studies for partnerships leading to effective and relevant educational pathways for students in career technical education fields leading, especially those leading to increased student success and retention for underrepresented students.

☐ *Student Support and Data:* Examples and strategies for using data, especially student learning outcomes assessment data, to improve counseling and student support services.

☐ *Equity and Cultural Competency:* First-year Experience programs or courses; Cultural competency on your campus, Understanding student and faculty culture; Using Disproportionate Impact or data disaggregation and curriculum development; Ongoing implementation and assessment of Student Equity Plans and related institutional effectiveness measures.

☐ *Intervention Practices for At-Risk Students:* Showcasing successful results of faculty and others working with Student Services to offer effective wraparound services and interventions for at-risk students.

How to submit a proposal for the 2016 ASCCC Academic Academy October Institute

To submit your proposal for the 2016 ASCCC Academic Academy October Institute, please provide the following information:

- <u>Name of presenter(s), including college and job title, and contact information</u>
- <u>Proposal type:</u>
  - Individual Presentation (15-30 minutes)
  - Group Presentation (75-90 minutes)
  - Individual Panelist Proposal (15-30 minutes)
  - Group Panel (75-90 minutes)
- <u>Title of Presentation(s):</u> if group presentation, include individual presenter titles.
- <u>Description of the presentation(s):</u> In 100-500 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants.
- <u>Outcomes of the presentation(s):</u> List the outcomes you anticipate the audience to leave the presentation understanding.

Please electronically submit your completed document with the above information to CallForProposals@asccc.org by **August 26, 2016**. Please note that proposals may be submitted after this date but preference will be given to proposals received on or before August 26.

Executive Committee Agenda Item

SUBJECT: Resolutions Topics		Month: August	Year: 2016
		Item No: IV. J.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will provide input and direction to the Resolutions Committee regarding a potential revision of the list of resolutions topics.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The evolving nature of resolutions has prompted some writers of resolutions to express concern and confusion over the relevance and clarity of the list of available topics in which a resolution may be categorized. The Resolutions Committee would like direction from the Executive Committee if the concern warrants action by the Resolutions Committee. Current topics:

1. Academic Senate
2. Accreditation
3. Affirmative Action/Cultural Diversity
4. Articulation and Transfer
5. Budget and Finance
6. State and Legislative Issues
7. Consultation with the Chancellor's Office
8. Counseling
9. Curriculum
10. Disciplines List
11. Technology
12. Faculty Development
13. General Concerns
14. Grading
15. Intersegmental Issues
16. Library and Learning Resources
17. Local Senates
18. Matriculation
19. Professional Standards
20. Students
21. Vocational Education
22. Welfare Reform

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[1] 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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Executive Committee Agenda Item

SUBJECT: Update of SACC (**System Advisory Committee on Curriculum**) Charter		Month: August	Year: 2016
		Item No: IV. K.	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval changes to the charter for SACC.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Davison/Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The System Advisory Committee on Curriculum (SACC) is a joint committee of ASCCC appointees, Chief Instructional Officers, and the Chancellor's Office that was initially created in 2005 to advise the Chancellor's Office (then called the System Office) on issues of curriculum. Since that time, SACC's responsibilities have continued to include the original duties spelled out in the charter as well as additional tasks. In the past year, SACC has helped spearhead the revision of the PCAH, advised the CCCCO on numerous curricular issues, and has tackled long time problems including the use of satisfactory progress indications for noncredit and the restitution of local stand alone course approval.

As a result of these increased responsibilities, and concerns about the SACC charter not accurately reflecting the responsibilities of the committee, a workgroup was created to examine the current charger and make recommendations for changes. That subcommittee included two faculty representatives (Dolores Davison and John Freitas), one CIO representative (Virginia Guleff), and one CCCCO representative (Dean Jackie Escajeda). The workgroup met through the spring and brought potential revisions to SACC for input as well as legal review by the CCCCO. The changes being suggested to the charter include increasing the number of faculty on SACC as well as including a CSSO representative and legal counsel as advisory members; clarifies the role of ASCCC as the body of primary reliance on curriculum recommendations; and changes the name of the committee as well as the charter to emphasize the role of SACC as a recommending body rather than an advisory one.

The attached charter revision was presented to and approved unanimously by the Chief Instructional Officer board in July 2016, and is being brought to the Executive Committee for the same. The original memo establishing SACC is attached as reference as well.

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

Chancellor's Committee on Curriculum

Establishment and Authority

Recommendation 1.5 from the 2004 Review of the System Office for California Community Colleges indicated the need for the establishment of a "standing Curricular Issues Advisory Committee" as well as the need to "improve system-wide understanding of curricular approval processes." It also recommended that "the role of the Chancellor's Office should evolve from a focus on approval to one of leadership, technical support, and arbitration, when districts and regions need interventions."

In response to Recommendation 1.5, the Curriculum Advisory Committee met in 2004 and 2005 and established the System Advisory Committee on Curriculum (SACC). From 2005 – 2016, SACC served as the primary advisory body for curriculum matters in the state, addressing issues from the 2004 recommendation such as regionalization, stand-alone courses, supplementary instruction. However, during this time, the role of SACC has also evolved such that the need to re-visit its advisory status as well as the need to revisit the relationship between SACC and the CCCCO emerged in the 2015 – 2016 academic year.

In 2016, in order to full address all aspects of Recommendation 1.5, SACC became the Chancellor's Committee on Curriculum (CCOC). CCOC is a recommending body that provides policy and guidance / policy guidance on all matters related to curriculum, including creation, implementation and endorsement of curriculum through the California Community College system.

Membership

Voting Members

8 faculty representatives appointed by the ASCCC

4 academic administrator representatives appointed by CCCCIO

2 Chancellor's Office representatives – Dean of Curriculum and Instruction, Vice Chancellor of Educational Services

1 curriculum specialist appointed by CCC Classified Senate (4CS)

Resource Members

1 ACCE representative

1 CCCAOE representative

1 CSSO representative

1 Chancellor's Office Legal Counsel staff

Additional Chancellor's Office staff may attend COCC meetings at the invitation of the committee co-chairs, in consultation with the Dean of Curriculum and Instruction

Leadership

CCOC is co-chaired by a faculty representative appointed by the ASCCC President and a Chief Instructional Officer appointed by the CCCCIO Executive Board.

Purpose and Responsibility

The Chancellor's Committee on Curriculum (CCOC) makes recommendations and provides guidance to the Chancellor's Office on local and regional implementation of curriculum policy and regulations throughout the California Community College system, including general education, workforce, & development education programs in credit, non-credit and not-for-credit areas.

The Chancellor's Committee on Curriculum is responsible for the development and revision of all title 5 regulations related to curriculum and instruction, the periodic revision of the Program and Course Approval Handbook, the Baccalaureate Degrees Handbook, and all other recommendations that require approval by the Board of Governors. In formulating its recommendations to the Board of Governors, the CCOC shall consult with all appropriate constituencies, and shall rely primarily on the advice and judgment of the Academic Senate.

CCOC advises the Chancellor's Office on state-level curriculum certification processes to ensure quality, integrity, compliance, collaboration, flexibility, timeliness, and transparency, while putting the needs of students first.

CCOC works with the Chancellor's Office to ensure that all levels of local and regional curricular design and approval is faculty-led and driven by identified student need.

CCOC advises the Chancellor's Office on training programs for colleges and districts regarding submission of curriculum to the Chancellor's Office.

Decision Making and Recommendations

A quorum is 50% plus one of the voting members present in person or by teleconference. Vacancies do not count towards the determination of the quorum. CCOC may make recommendations to the Board of Governors, to the Chancellor through Consultation, and to the Vice Chancellor of Educational Services. CCOC shall make every effort to reach consensus when making decisions. If consensus is not reached, then decisions shall be made by vote of the voting membership. Recommendations will be sent forward in the following order:

1. Recommendations to the Vice Chancellor of Educational Services for action, legal interpretation, research, or other support as needed;
2. CCOC recommendations to the Chancellor through Consultation
3. CCOC recommendations that require Board of Governors approval

March 1, 2005

To: Mark Drummond

From: Dona Boatright

Re: Response to Agency Review Recommendations on Curriculum Processes

Recommendation 1.5 of the Agency Review recommended "developing a plan for the transition of some aspects of curriculum approval to the regional level and some to the local level. The recommendation includes the following components:

- Establish a standing Curriculum Advisory Committee
- Improve Statewide understanding of Curriculum Processes

- Amend Education Code and Title 5 to locate Stand-Alone Course Approval at the College/District level

- Expand definition of Learning Assistance (Supplementary Instruction)"

The Curriculum Advisory Committee (This was a transitional name, which would change with the recommendation below) met to consider these recommendations throughout the summer and fall of 2004 and into 2005. The committee set a goal to broaden the experience and dialogue of the curriculum approval process, without sacrificing timeliness or fairness. The committee has agreed to operate as a state level advisory body, implementing a revised approval process (defined below) for the next year or so. This "beta-testing" period will be used to assess the viability of a new approach to program and course approval. The committee agreed that it would initially focus only upon credit course and program approval. Program alignment and approval processes in noncredit are being reviewed currently by practitioners in the field (funded with Perkins Leadership funds). The committee expects that at a later date there will be material upon which it can base discussions of noncredit processes.

I. The recommended committee and its functions:

    1. Title

The committee named itself the System Advisory Committee on Curriculum (SACC)

2. Membership

The committee will be made up of:
- 6 representatives appointed by the State Academic Senate
- 4 representatives appointed by the Chief Instructional Officers
- 4 System Office Staff (Vice Chancellor, Dean and 2 Specialists from the Educational Services Division)

Membership should recognize the need for representation by vocational and noncredit faculty and administrators.
The committee will be chaired by Senate/CIO co-chairs

3. Guiding principles for the committee:

a. ensuring quality, integrity, compliance, collaboration and transparency
b. aligning approval of occupational & general education programs (credit and noncredit)
c. emulating best practices that are already in place at colleges
d. ensuring a consistent presence for faculty at all levels of curricular design and approval
e. providing a process that is responsive, creative, flexible, timely and open to change
f. putting students first by establishing a process that carefully considers their needs
g. promoting appropriate support and training for local colleges
h. evaluating the committee and processes, adjusting as needed
i. ensuring continuity of membership through staggered terms

4. The tasks and duties of the committee may include:

a. ratifying approval of new programs and courses mandated by Title 5 to be submitted to the System Office for approval (beginning with credit courses only)
b. providing a collaborative forum for curriculum issues that arise (e.g. supplementary instruction, stand-alone course, designation of courses offered via distance education at UC or CSU, legislation)
c. serving as an advocate of the system regarding processes for the formation, development, and approval of curriculum and programs
d. participating in revisions to the Program and Course Approval Handbook
e. supporting faculty and staff development on curriculum processes
f. providing assistance to local curriculum committees
g. assessing and evaluating local and regional processes to ensure quality and timeliness
h. identifying best practices and advocating local implementation

    i.   addressing extant challenges in noncredit course/program development and approval

5. Meeting Frequency

The committee will meet monthly, with a goal of holding some meetings as teleconferences.

6. Costs

Discussions within the committee have made clear that there is a need for staff development if a seamless, transparent curriculum process is to be supported. This is true at the local, regional and state levels. Funding will be necessary to support faculty and staff participation in activities and to develop faculty/staff development tools. This is a crucial issue to be address, if the goals of the Agency Review to be met. Funding is essential for the committee to properly function as well. Full participation by faculty and administrative members will require travel and substitute costs. Although tele-meetings can be used some of the time, face-to-face meetings will be necessary to carry out the charge of the committee. This is a priority item for consideration.

II.   Regionalization:

SACC spent a great deal of time discussing the regionalization concept. A representative from the Consortia that review vocational programs explained their process. Members went through a program approval exercise and evaluated both well-prepared and poorly-prepared proposals to better understand the issues and regulations involved in program approval. The timeline for approval in the System Office was reported as taking up to 60 days for turn-around with the current average being 31 days. Challenges and problems were discussed.

At this time, SAAC does not recommend that the process be regionalized. The committee believes that it can serve as a further review step, ratifying the approvals by staff, while exploring any extant issues involved in potential denials. It is believed that this can be done efficiently without delaying the process while enabling another look at denials to ensure that there is a consensus about the outcome. Final approval/denial will still be made by the System Office, with its authority delegated by the Board of Governors.

III.   Stand-alone courses:

Recommendation 1.5 also calls for changes to Education Code and Title 5 that would move approval of stand-alone courses from the System Office (BOG/Chancellor) to local colleges/districts. Approval of stand-alone courses has been a subject of

considerable discussion within the system for years, as control of approval shifted from the System Office to local colleges/districts and then back to the System Office. The current protocol maintains authority with the system Office, while granting blanket approval (de facto local authority) for five broad categories of stand-alone courses. (Stand-alone courses that do not fit into one of the five categories must be submitted to the System Office for approval.)

The Curriculum Advisory Committee has concluded that some colleges are confused and/or uninformed about the current protocol, as demonstrated by the fact that 50 colleges have not submitted any courses for approval since the current protocol was implemented. Other colleges seem quite clear on the requirements and expectations of this process. One problem of major concern to system office staff is a practice it has witnessed concerning some colleges who have been denied a program approval because of an inability to demonstrate occupational need and/or undue impact on enrollments at nearby colleges. In a few instances these colleges have attempted to "go-around" the disapproval by creating a string of stand-alone courses, essentially creating an unapproved program.

It is important to note that an Education Code change will be required and that the section of the code is basic to the delineation of the role and duties of the Board of Governors: EC 70901(b)(10) states that the BOG shall "review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors". A statutory change will require a considerable amount of time. It is also important to note that by proposing a statutory change, the system runs the risk of opening up legislative interest in other elements of Education Code that might also slow down the process.

While recognizing these issues of concern, the committee feels that in its role of furthering best practices, this challenge can be overcome. Further, the State Academic Senate and the CCCIO's have taken formal positions in favor of local authority for approval of stand-alone courses. **Therefore, the Committee recommends immediate action to amend Education Code and Title 5 with regard to Stand-Alone Courses.** Upon the Chancellor's approval, the committee will begin the necessary internal processes to propose changes to EC70901(b)(10) and Title 5 changes to section 55100. This process will include vetting the proposal with the System's Legal Division and with Consultation prior to taking its recommendation to the Board of Governors and to the legislature.

IV.   Supplementary Instruction:

Discussions regarding Supplementary Instruction and its costs and challenges have been going on for at least 5 years if not longer. An earlier committee at the System Office suggested various language changes to Title 5 to address some of the limitations with the code that do not recognizes changes in instructional theory and technology. **Because**

supplementary instruction involves better serving the needs of our diverse student body, the committee recommends immediately amending language in various Title 5 regulations with regard to Supplementary Instruction. Upon the Chancellor's approval, the committee will begin the necessary internal processes to propose changes in Title 5 Sections: 58164 Open Entry/Open Exit Courses, 58168 Tutoring, 58170 Apportionment for Tutoring and 58172 Learning Assistance. This process will include vetting the proposal with the System's Legal Division and with Consultation prior to taking its recommendation to the Board of Governors.

The committee will next meet on April 15, 2005. My last day will be March 15, 2005. If you are able to approve these recommendations prior to my departure, I would be able to notify the committee of your decision.

CC: Steve Bruckman
Janet Fulks
Greg Gilbert
Kim Holland
Charlie Klein
Randy Lawson
Lynda Lee
Sandra Mellor
John Nixon
Jane Patton
Michelle Pilati
Vicki Warner
LeBaron Woodyard

Executive Committee Agenda Item

SUBJECT: Periodic Review		Month: August	Year: 2016
		Item No. IV. L	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will review the current criteria and guidelines for the ASCCC Periodic Review and will provide guidance to staff about the process to use in the evaluation of the organization	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Krystinne Mica	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Spring 2013, the body adopted the resolution *Periodic Evaluation of the Academic Senate for California Community Colleges* that states:

> *Whereas, Commitment to the public good and accountability to its members and the public at large are core values of the Academic Senate for California Community Colleges as noted in its Code of Ethics Policy (10.00), including the eight domains of personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity;*

> *Whereas, Colleges and universities in the United States are regularly assessed in order to assure internal and external stakeholders about an institution's quality and its commitment to the standards it sets for itself as well as to assist the institution in improving the effectiveness of its programs and operations in order to meet its stated goals, and the Academic Senate for California Community Colleges, a nonprofit organization, might benefit from an enhanced regular evaluation process of its eight domains; and*

> *Whereas, Peer and external reviews are the preferred tools in higher education not just for advancing scholarship but also for assessing and improving policies and processes within institutions and organizations;*

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

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process; and

Resolved, That the Academic Senate for California Community Colleges task force's recommendation be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session.

This resolution requested that a Periodic Review Committee be formed in order to "provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures". This resolution called for the evaluation process to begin in Fall 2014. For many reasons, this was not accomplished. This year, staff was able to identify faculty who are willing to serve on the committee.

While the guidelines document adopted by the body in April 2014, outlines a selection and appointment criteria, a modified version of the criteria was used to appoint the faculty members. Using Excel, staff sorted the names of faculty participants at all events held last year randomly and began sending invitations down the list, the following Periodic Review Committee was formed:

Maria Clinton, Antelope Valley College
Daphne Figueroa, San Diego Miramar College
Roger Gerard, Shasta College
Berta Harris, San Diego City College
Mary Legner, Riverside City College

Donna McGill-Cameron, Woodland College
Rochelle Olive, College of Alameda
Toni Parsons, San Diego Mesa College
Kathleen Reiland, Cypress College
James Woolum, Citrus College

The Resolution also called for a task force to be created comprised of the same number of Executive Committee members and member delegates who "will develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process." This will need to happen before the periodic review as the committee's initial meeting is scheduled to begin in fall. The Executive Committee will discuss the task force and timing of the periodic review.

Periodic Review of the
Academic Senate for California Community Colleges

Review Criteria

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

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

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

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

Responsible Fiscal Stewardship
The Academic Senate and its associated programs, projects, and committees manage their funds responsibly and prudently. The organization spends a reasonable percentage of its annual budget directly on programs in pursuance of its mission and does not accumulate excess operating funds. An adequate level of administrative expense is allocated to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management. The Academic Senate ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Academic Senate, including not only the organization's primary funds but also resources obtained through grants. All staff are

compensated reasonably and appropriately. The Academic Senate's status as a 501(c)6 nonprofit appropriately supports the mission of the organization.

Professional Integrity

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

Openness and Disclosure

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

Inclusivity and Diversity

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

Grants, Programs, and Planning

The Academic Senate's programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate regarding issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities in order to further the mission of the organization. These activities include not only long-range strategic planning but also careful consideration of more immediate activities and shorter-term projects and the ways in which these activities and projects are consistent with or fit into the overall strategic plan. The Academic Senate offers timely services that assist local senates with training and guidance to aid them in dealing with local issues and challenges.

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

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

Introduction

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

Composition of the Periodic Review Task Force

The Periodic Review Task Force will consist of 10 total members:
- 1 nonvoting chair
- 9 Reviewers

Selection Process for Reviewers

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

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

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

Responsibilities of the Periodic Review Task Force Chair and Reviewers

The non-voting chair of the Task Force will agree to the following responsibilities:
- Work with the Executive Director in managing the budget for the Task Force

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

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

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

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

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

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

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

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

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

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Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Community of Practice for supporting formerly incarcerated students		Month: August	Year: 2016
		Item No: IV. M.	
		Attachment: No	
DESIRED OUTCOME:	Executive Committee will consider for approval a community of practice for supporting formerly incarcerated students	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Smith	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	x
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At Spring 2016 Plenary several faculty from the Los Angeles district as well as Peralta committed to participating in a community of practice for formerly incarcerated student intake. Since then talk has spread with faculty in San Diego and at City College of SF who were interested in a similar community of practice. Also currently the California Department of Corrections and Rehabilitation is conducting research to identify the ten colleges receiving the most formerly incarcerated students.

A community of practice made up of key faculty (and possibly administrators and staff) from willing and "top ten" colleges would be a great start to helping the ASCCC build and disseminate a collection of practices and a network of support for a large pool of students with critical needs.

If approved the community of practice could work on and disseminate 1) contact information in a uniformed manner, 2) summary of programs for formerly incarcerated students at their colleges, 3) guiding principles for doing intake with formerly incarcerated students to be published through ASCCC, 4) summary of what the group has deemed as best practices in the state and country, 5) professional development module for other colleges/faculty/programs wishing to do more and better with formerly incarcerated students. 6) ASCCC Plenary and Institute presentations.

Items 3-5 would be the most time consuming but they shouldn't require much more than a little homework and two to three in-person meetings. The ASCCC could support participating faculty with travel arrangements and by providing multiple platforms (webinars, face-to-face convenings, and publications) for the distribution of the group's collective wisdom.

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

Executive Committee Agenda Item

SUBJECT: ACCJC Request for Support Letters from Administrators and Faculty in the California Community Colleges		Month: August	Year: 2016
		Item No. IV. N	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval how to advise faculty about the request for support letters being distributed by ACCJC.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

On January 4, 2016, the Department of Education rejected the appeal of the Accrediting Commission for Community and Junior Colleges (ACCJC) and required them to submit a compliance report on 34 CFR 602.13 and 34 CFR 602.15(a)(3) within one year. 34 CFR 602.13 requires that an accrediting agency demonstrate that it is "widely accepted" by (a) Educators and Educational Institutions. Recently, ACCJC has distributed a letter template to CEOs, ALOs, and faculty requesting that they modify the template and return them to the commission indicating that the individual supports "the Accrediting Commission for Community and Junior Colleges' (ACCJC) standards, policies, accreditation processes as well as its accreditation decisions on institutions". Faculty members have been contacting the Academic Senate for guidance on how to respond.

The CEOs will be discussing the request for letters at their board meeting on September 16. Their workgroup presented an initial report on desired changes in ACCJC at the commission's June meeting, but they have not received any formal response to their recommendations. The CEOs indicated to ACCJC, at the June meeting, that the commissions responses to the workgroup's recommendations will be a key factor in determining whether they will provide support to ACCJC.

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

Sample Letter of Support for ACCJC Standards,
Policies, Processes and Action on Accreditation

August 3, 2016 *(or actual date)*

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949

Dear Chair Kazama *(or alternatively or in combination,* Dear President Beno):

(Essential first paragraph with support for all the aspects of ACCJC accreditation and a request the letter be included)
I am writing to you to voice my support for the Accrediting Commission for Community and Junior Colleges' (ACCJC) standards, policies, accreditation processes as well as its accreditation decisions on institutions. I hope you will include my letter as part of ACCJC's application for recognition from the U.S. Department of Education, in support of ACCJC's meeting recognition criterion 34 CFR§602.13.

(Personal experience and perspective)
I am an educator and faculty member in mathematics *(or alternatively, Dean of Arts and Letters)* at Mountainside College in California, and my institution is accredited by ACCJC. As an educator, I believe the standards developed by ACCJC with our collective colleges, and the peer review process, have been a primary motivation for our institution's educational programs to stay focused on improving quality and thereby, improving student outcomes. It is my experience that the self-study training provided by ACCJC helped our college focus more on how to use data analyses to assess our quality and to evaluate the improvements we have made at College. I have participated twice on evaluation teams, and seen the evolution of standards to reflect more focus on student learning and student achievement. I have witnessed ACCJC's positive influence on community college quality in our western region.

(Concluding statement)
I think ACCJC's peer accreditation process, the evaluation teams' advice to institutions, and the Commission's decisions help institutions identify their strengths and weaknesses, improve and better serve the needs of students.

Sincerely,

Name, Title,
Institutional Affiliation (or former institution)

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

In the matter of

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES,
WESTERN ASSOCIATION OF SCHOOLS
AND COLLEGES

Respondent.

Docket No. 14-10-O
Federal Student Aid Proceeding

DECISION OF THE SECRETARY

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) has appealed a January 28, 2014, letter (Decision Letter) from the U.S. Department of Education (Department). In the Decision Letter, Acting Assistant Secretary Brenda Dann-Messier (Senior Department Official or SDO) found ACCJC noncompliant with two criteria for departmental recognition. ACCJC requests that I reverse these findings of noncompliance.[1]

Based on the following analysis, I adopt the Decision Letter as the final decision of the Department.

I.   Legal Background

I described in detail the recognition process in *In the Matter of Northwest Commission on Colleges and Universities*, Dkt. No. 14-07-O, U.S. Dep't of Educ. (Decision of the Secretary) (Dec. 11, 2014). Here I provide only the legal background relevant to the case at hand.

The Department does not directly accredit institutions of higher education (IHEs), but instead recognizes agencies that accredit IHEs. The rules for the Department's recognition process are laid out in section 496 of the Higher Education Act of 1965 (HEA), as amended, 20 U.S.C. § 1099b (2012).[2] The statute mandates that the Secretary create procedures for the recognition process, but also prescribes specific standards for accrediting agencies.[3]

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[1] Appeal of Senior Departmental Official Decision (ACCJC Brief), p. 1.

[2] When reauthorizing the HEA, Congress passed the Higher Education Amendments of 1992, Pub. L. No. 102-325 (July 23, 1992), 106 Stat. 448, which, among other things, added § 496 to the HEA within Part H – Program Integrity.

[3] 20 U.S.C. § 1099b(a)(5), (o) (2012); *see* 34 C.F.R. Part 602, Subpart B – The Criteria for Recognition.

During the recognition process, first the accrediting agency submits an application to the Department.[4] Then, Office of Postsecondary Education (OPE) staff review the application in the context of related data, such as site visit reports, public comments, and complaints against the accrediting agency.[5] OPE may find the agency in compliance with the criteria for recognition, or if it finds deficiencies, OPE provides the agency with 30 days to respond to the findings of deficiency.[6] OPE ultimately forwards the application, any related material, and a recommendation to the National Advisory Committee on Institutional Quality and Integrity (NACIQI).[7]

NACIQI, in turn, considers the OPE recommendation in the context of the provided material. After an open meeting, NACIQI makes its own recommendation and forwards it to the SDO.[8] Finally, considering all the accumulated data and recommendations thus far, including comments from the Department and the accrediting agency on the NACIQI recommendation, and new evidence (in limited circumstances),[9] the SDO makes a decision regarding recognition.[10]

The accrediting agency may appeal the SDO's decision to the Secretary. In this appeal, the Secretary makes a recognition decision *de novo* based on the regulations,[11] but is generally limited to the record before the SDO, because neither the accrediting agency nor the SDO may submit any new evidence.[12]

In the context of this framework, I now consider ACCJC's recognition process.

II. Factual Background

ACCJC is a recognized accrediting agency that accredits IHEs with the primary mission of granting associate degrees in, among other places, California.[13] The Department previously

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[4] 34 C.F.R. § 602.31.

[5] *Id.* § 602.32.

[6] *Id.* § 602.32(f).

[7] *Id.* § 602.34(c); *Northwest*, p. 3, n. 12 (describing NACIQI as an 18-member federal advisory committee that, among other things, advises the Secretary on the qualities of accrediting agencies).

[8] 34 C.F.R. § 602.34(g).

[9] The Department and accrediting agency may only submit new documentary evidence if NACIQI proposes to find the accrediting agency noncompliant with a criterion for recognition not previously identified by OPE. *Id.* § 602.35(c).

[10] *Id.* § 602.36.

[11] *Id.* § 602.37(d).

[12] *Id.* § 602.37(c). In limited circumstances, the Secretary may dispose of the case on alternative grounds if new, relevant, and material information comes to the Secretary's attention during the appeal. *Id.* § 602.37(f). No accrediting agency may submit information, or ask others to do so, to invoke this narrowly applied rule. *Id.* § 602.37(g).

[13] While the issues in this appeal primarily concern California, ACCJC also accredits IHEs in Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Marianas, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. ACCJC was originally recognized by the Department in 1952 as part of the Western College Association. The commission was recognized separately for the first time in 1962. Response on Behalf of Senior Department Official to Accrediting Agency Appeal (ED Brief), Appendix (Appx.) B (Staff Report to the Senior Department Official on Recognition Compliance Issues), p. 5.

reviewed ACCJC's recognition status in December 2007 at which time NACIQI recommended the Department renew recognition for 5 years.[14] The Department renewed its recognition in 2008.[15]

On August 13, 2013, OPE sent a letter to ACCJC providing findings after review of complaints filed by a number of parties, including the California Federation of Teachers (CFT).[16] OPE found ACCJC noncompliant with certain criteria for recognition. At that time, ACCJC had already submitted an application for another five-year renewal of recognition and requested an expansion of its scope of recognition. In light of the pending application, OPE required ACCJC to correct the areas of noncompliance and to address these actions in its response to the draft staff analysis of ACCJC's application.[17] ACCJC subsequently provided responses.

In its Final Analysis and Recommendation to NACIQI, OPE recommended findings of noncompliance with regard to several recognition criteria. Two criteria are relevant to this appeal: 1) 34 C.F.R. § 602.13 – Acceptance of the agency by others, and 2) 34 C.F.R. § 602.15 – Academic and Administrative Representatives.

On the first point, OPE found that ACCJC did not meet the § 602.13 requirement because some of its supporting documents constituted "letters of gratitude not letters of support" and almost none of the letters of support were from "educators."[18] OPE also noted that a number of organizations submitted written comments expressing disagreement with ACCJC policies and actions.[19]

On the second point, OPE found that ACCJC did not meet the § 602.15 requirement because it had inadequate policies. OPE found that ACCJC failed to demonstrate that it had a policy describing what would qualify a person as either primarily an academic or primarily an administrator. OPE also found that ACCJC's policies failed to ensure in all cases that academics would participate on appeal panels and in evaluation teams.[20] Although ACCJC addressed these issues between the August 13, 2013, CFT Complaint Decision Letter and the December 2013 Final Analysis and Recommendation, OPE concluded that ACCJC's definition of "academic" still diverged materially from what the Department expected.[21] Furthermore, OPE staff observed a site evaluation team in October 2013 and found that ACCJC was not complying even with its own policies to ensure participation by academics.[22]

On December 12–13, 2013, NACIQI held an open meeting to discuss ACCJC's application. After significant debate and presentations by ACCJC, OPE, and numerous third-party commenters, NACIQI voted to recommend to the SDO to continue the agency's

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[14] *Id.*
[15] Dec. 12 NACIQI Transcript, p. 269.
[16] ED Brief, Appx. C (CFT Complaint Decision Letter), p. 1.
[17] *Id.*, p. 5.
[18] *Id.*, Appx. A, pp. 17–18.
[19] *Id.*
[20] *Id.* pp. 35–36.
[21] *Id.*
[22] *Id.*, p. 35.

recognition and require the agency to come into compliance within 12 months regarding "all issues in the [OPE] staff report."[23] NACIQI also voted to recommend the denial of expansion of scope as articulated by ACCJC, but to grant an expansion of scope as recommended by OPE.[24]

The SDO followed the recommendations of both OPE and NACIQI, finding that ACCJC did not comply with §§ 602.13 and 602.15(a)(3). The SDO continued ACCJC's recognition for 12 months to allow ACCJC to come into compliance. The SDO required ACCJC to submit a compliance report within 30 days of the expiration of this 12 month period to allow the Department to make a final recognition decision.[25] ACCJC subsequently filed this appeal.[26]

After both ACCJC and the SDO (through counsel) filed their briefs, ACCJC filed a reply brief with additional exhibits. The SDO has since moved to strike the reply brief. The SDO argues that, after the 30 day appeal period expires, the record is "closed" and no further filings are allowed under the regulations.[27] Furthermore, the SDO asserts that the filing of additional evidence is prohibited by the regulations.[28]

The regulations provide for the accrediting agency to first notify the Secretary and SDO of its intent to appeal, then "[s]ubmit its appeal to the Secretary in writing."[29] Subsequently, the SDO may file a written response.[30] The regulations do not expressly forbid further filings. The Secretary then makes a recognition decision taking into account, among other things, "the agency's written submissions on appeal."[31]

I disagree with the SDO's interpretation of the effect of a "closed" record. Although the regulations limit what may be submitted as factual evidence in an appeal before the Secretary, they do not expressly limit what briefing can be submitted on the matter. To be sure, the appeal would be ripe for a decision after the SDO files a written response, and the accrediting agency has no express right to file another brief. But I see no reason why the accrediting agency would be foreclosed from requesting leave to file a reply. Such a process is particularly justified where, as here, the accrediting agency asserts that the SDO misrepresented material facts and, for the first time in the proceedings, took a certain position in its response to the appeal.[32] Although ACCJC did not request leave to file its reply, I construe its filing as an implied request to make such a filing, and I grant that request. The SDO's motion to strike is hereby denied.[33]

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[23] Dec. 13 NACIQI Transcript, p. 65.

[24] *Id.*, p. 67.

[25] While not at issue in this appeal, the SDO also expanded the scope of ACCJC's recognition as recommended by NACIQI.

[26] ACCJC's appeal stayed the Decision Letter.

[27] Senior Departmental Official's Motion to Strike (ED Motion to Strike), p. 2.

[28] *Id.*

[29] 34 C.F.R. § 602.37(a)(1), (2).

[30] *Id.* § 602.37(b).

[31] *Id.* § 602.37(d).

[32] ACCJC Reply, pp. 1–2.

[33] The SDO also asserts that the content of the reply and the attached appendices are unpersuasive because they are all exhibits or emails previously reviewed by the Department during the recognition process. ED Motion to Strike, p. 3, n. 6. As such, submission of them by ACCJC is not foreclosed by § 602.37(c).

I now turn to the merits of ACCJC's appeal.

III.   Analysis

ACCJC argues that the SDO erred in two findings of noncompliance. ACCJC also argues that the Department generally violated its right to due process. I will consider each argument in turn.

a. 34 C.F.R. § 602.13(a) – Wide Acceptance by Educators

Under 34 C.F.R. § 602.13, an accrediting agency "must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by," among others, "[e]ducators and educational institutions."[34]

ACCJC asserts that it provided "overwhelming evidence of broad-based support from educators."[35] However, ACCJC argues that the Department inappropriately discounted this evidence and failed to look at additional evidence submitted to bolster the application.[36] ACCJC also asserts the Department allowed itself to be inappropriately influenced by "a disgruntled faction associated with a single institution," namely the City College of San Francisco (CCSF).[37] Finally, ACCJC claims the Department treated it disparately and unfairly compared to other accrediting agencies.[38]

Based on the following analysis of these arguments, I am unpersuaded by ACCJC and reach the same conclusion as the SDO.

1) The discounting of significant documentary evidence.

ACCJC cites more than 50 letters of support submitted as part of its application, and the characterization of these letters by certain members of the NACIQI, as widespread acceptance by educators.[39] After OPE's initial review, ACCJC asserts it submitted 50 additional letters to OPE and other documentary evidence, including lists of workshops attended by educators at member institutions.[40] ACCJC challenges the decision by OPE staff to discount some of these letters as not being "from 'educators'" because the term "educator" is not defined in the HEA or the Department's regulations.[41] ACCJC defines the term "educator" to include "educational administrators like chancellors and fiscal advisors as well as academics such as faculty and researchers."[42] Because it asserts this evidence is overwhelmingly in favor of recognition,

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[34] 34 C.F.R. § 602.13(a).

[35] ACCJC Brief, p. 2.

[36] Id., p. 3.

[37] Id., p. 2.

[38] Id.

[39] Id. p. 4.

[40] Id., pp. 6–7. In its reply, ACCJC clarifies that it submitted a total of 84 exhibits to the Department purportedly showing support from educators and educational institutions. ACCJC Reply, p. 2.

[41] ACCJC Brief, pp. 5–6, and n. 8.

[42] Id., p. 6, n. 8.

ACCJC laments that it does not know what it could possibly submit over the next 12 months to obtain the Department's recognition.

Through counsel, the SDO responds that ACCJC's documentary evidence does not demonstrate compliance with § 602.13(a). The regulation requires separate acceptance by both "educational institutions" and "educators."[43] Because both terms are used in the statute, clearly "educators" are distinct from "educational institutions" in the recognition process.[44] ACCJC's evidence, with one exception, consists of letters from administrators, professional associations, and other entities that do not constitute "educators."[45] Therefore, the SDO argues she properly considered ACCJC's evidence and found it inadequate.[46]

The crux of this issue is how to define the term "educator." A basic tenet of statutory interpretation is that a rule must be read to give each separate word meaning so that none are made superfluous.[47] Clearly, under § 602.13, an educator is not synonymous with an educational institution. A letter from an educational institution or a head administrator on behalf of an institution would not satisfy the separate requirement for educator support.[48]

At the same time, I am not convinced the regulation imposes an unusually narrow definition of the term "educator" without specifically defining the term. While discussing a different recognition criterion in the *Federal Register*, the Department referred to "educators, i.e., academic and administrative personnel."[49] I find that the regulatory scheme separately contemplates "educators" and "educational institutions,"[50] and it subdivides educators into "academic" and "administrative" personnel.[51] Therefore, both academic and administrative personnel can lend support that satisfies the § 602.13 requirement of educator support.

Despite my interpretation of the regulation, I do not find grounds to reach a conclusion different than OPE, NACIQI and the SDO. The recognition process is highly discretionary and relies on the professional experience and common sense of individuals at each level of the process. In this case, OPE staff found ACCJC conspicuously lacking in support from academic faculty, and therefore did not consider ACCJC "widely accepted" by educators. I agree. This conclusion is bolstered where, as here, an entire category of educators withheld support and, in some cases, voiced opposition.

I conclude that OPE, NACIQI and the SDO properly considered ACCJC's documentary evidence and reject its arguments to the contrary.

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[43] ED Brief, p. 8.

[44] *Id.*

[45] *Id.*, pp. 8–9.

[46] *Id.*, p. 10.

[47] *Clark v. Rameker*, 134 S. Ct. 2242, 2248 (2014).

[48] ACCJC's case is the clearest example of this principle. While the chancellor of CCSF wrote a letter of support for ACCJC, faculty from CCSF inundated both OPE and NACIQI with requests that ACCJC be completely derecognized. To attribute the CCSF chancellor's letter as support from all educators associated with CCSF would be objectively inaccurate in this case and contrary to the regulatory scheme.

[49] 64 Fed. Reg. 56,612, 56,614 (Oct. 20, 1999).

[50] 34 C.F.R. § 602.13(a).

[51] *Id.* § 602.15(a)(3).

2) The ignoring of additional evidence discarded due to a technical malfunction in the application system.

Next, ACCJC asserts it submitted additional evidence of educator participation on evaluation teams and in workshops, but a malfunction by the Department's application system caused this evidence to be lost. ACCJC describes the evidence as a large document showing 40 evaluation team rosters from 2012 (including more than 150 educators) and sign-in sheets listing several hundred educators who participated in ACCJC-sponsored workshops and trainings.[52] ACCJC asserts that this evidence "in itself would have been sufficient to find compliance with the broad support criterion" based on the Department's handling of past recognition decisions.[53]

The SDO responds that some of the supposedly lost evidence – workshop rosters – was actually considered and referenced in the final OPE staff report.[54] However, neither OPE nor NACIQI nor the SDO found this evidence persuasive. The SDO notes that, where job titles were included with names, the rosters indicate that the workshops were largely attended by administrators.[55] With regard to the sample team rosters, the SDO states that this document was also submitted with the application, but in a shorter form showing only three site evaluation teams rather than the 40 shown in ACCJC's appendices to its appeal.[56]

Despite ACCJC's assertions about this supposedly dispositive evidence, it offered the same evidence at the NACIQI meeting and failed to persuade a majority of the committee to vote for compliance with § 602.13(a).[57] In any event, the context in which evidence is viewed matters. Participation by educators in workshops may suffice as evidence of educator support in many recognition proceedings, but where an accreditation agency is repeatedly accused of creating a "climate of fear" quashing educators' candid feedback,[58] I am not convinced that the sign-in sheets provided by ACCJC alone demonstrate compliance with the regulation. As OPE, NACIQI and the SDO concluded, ACCJC's application notably lacks affirmative expressions of support from educators.

The additional evidence provided by ACCJC does not compel a finding contrary to that expressed by OPE, NACIQI and the SDO.

3) The inappropriate weighting of complaints regarding CCSF's accreditation.

Third, ACCJC asserts that the Department gave undue weight to a coordinated set of complaints about ACCJC's pending action to terminate CCSF's accreditation.[59] ACCJC argues

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[52] ACCJC Brief, p. 11.
[53] *Id.*, pp. 11–12.
[54] ED Brief, p. 14.
[55] *See, e.g.*, ACCJC Brief, Appx. B2 (only 15 out of 57 roster entries are clearly noted as professors, instructors, faculty, or connected to faculty senates).
[56] ED Motion to Strike, p. 3, n. 6.
[57] Dec. 12 NACIQI Transcript, p. 312 (offering to share the documents that failed to upload with NACIQI members).
[58] *Id.*, pp. 256, 344–45, 367, 391.
[59] ACCJC Brief, pp. 3, 7–8.

that NACIQI's consideration of these complaints constituted an "impermissible basis" for the committee's recommendation.[60]

Specifically, ACCJC cites quotes from two committee members in an attempt to show NACIQI sought to placate CCSF supporters and to impose standards not found in the statute.[61] One quote, from Jill Derby, expresses her desire to acknowledge the participation of CCSF students, to not commit the "serious omission" of ignoring their comments, and to express her opinion that institutions rarely provide third-party comments in NACIQI meetings. The other quote, from Anne Neal, expressed her concern that ACCJC has significant numbers of accreditation standards that allow it to second guess institutions' missions, administration and governance. ACCJC argues that neither quote describes a basis for voting for noncompliance with § 602.13 and that these are the only two examples of analysis from NACIQI members as to why they voted for noncompliance.[62]

In response, the SDO states that the Department gave proper weight to every piece of evidence available at each stage of the recognition process.[63] Thus, the SDO weighed the recommendation of NACIQI along with the comments at the meeting, both from members and third parties, and also weighed the OPE final report.

First, I find that complaints against an accrediting agency are precisely germane to a recognition proceeding, including third-party comments to a NACIQI meeting. At the same time, every participant in the recognition process is expected to view such complaints in the context of the accrediting agency's mission. The multi-tiered recognition process ensures that no single decision maker is unduly influenced as ACCJC suggests is the case here. Therefore, I reject ACCJC's assertion that the CCSF complaints should have been categorically ignored as an "impermissible basis" for a recommendation.

I also find no evidence that OPE, NACIQI or the SDO improperly weighted these complaints over other evidence. Most importantly, I note the finding of noncompliance with § 602.13(a) rests primarily on the definition of the term "educators" and the unpersuasive documentary evidence submitted by ACCJC with its application. The written complaints and third-party comments stemming from the CCSF action only further challenge ACCJC's evidence of support.

I also find that OPE gave an even-handed analysis of the CCSF comments. OPE noted in its report that "[a]lmost all of the [CCSF] comments question whether ACCJC is a reliable authority . . . and many requested that the Department remove the agency from the list of nationally recognized accrediting agencies." However, OPE staff concluded that ACCJC's noncompliance with certain regulatory requirements "do not rise to the level for the Department to recommend denying recognition."[64] OPE staff also specifically considered and rejected most of the commenters' assertions, including that: ACCJC did not evaluate CCSF in light of CCSF's

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[60] *Id.*, p. 9.
[61] *Id.*, pp. 8–10.
[62] *Id.*, pp. 9–10.
[63] ED Brief, pp. 4, 10–11.
[64] *Id.*, Appx. B, p. 34.

mission; ACCJC inconsistently applied its accreditation standards; ACCJC should not have independently reviewed CCSF after the site evaluation team made its recommendations; and CCSF should have been able to appeal a show cause order.[65] Nevertheless, OPE made findings of noncompliance, and some of these overlapped with CCSF comments.[66]

Like OPE, NACIQI gave an even-handed analysis of CCSF comments at the public meeting. After listening to several CCSF commenters, NACIQI members reminded the commenters that NACIQI would not be adjudicating CCSF's accreditation, but ACCJC's recognition, and asked commenters to stay on that topic.[67] When entreated to deny ACCJC's recognition to "send a strong message to the Assistant Secretary for Postsecondary Education" regarding the CCSF matter, a NACIQI member responded that "an accreditor closing down a school is not a reason to decertify an accreditor. In fact, that is their job."[68]

As for the statements cited by ACCJC, the statement by Jill Derby does not advocate for ignoring the actual requirement of § 602.13(a) and certainly does not demonstrate to me that a majority of NACIQI members did so when they voted. Likewise, while Anne Neal's statement does not set forth the § 602.13 criteria, it does not convince me that a majority of NACIQI voted without proper consideration of the relevant criteria and evidence.

Before Anne Neal made her statement, another committee member, Cam Staples, professed his intent to vote to carve out OPE's § 602.13 and 602.15(a)(3) recommendations because, even if they were correct, he wanted NACIQI "to stop being so caught up in every weed."[69] Yet another NACIQI member expressed his "strong support" for the carve-out because he wanted to commend ACCJC for taking its responsibilities seriously.[70] The transcript demonstrates that NACIQI members considered a wide range of factors when deciding how to vote.

ACCJC asserts that quotes from the minority of NACIQI members prove that the majority erred. I reach the opposite conclusion: the recommendation of a majority of members, who voted after they considered all the evidence and statements both for and against ACCJC's position, is persuasive. Its recommendation is worthy of deference.

I am unconvinced by ACCJC's assertion that OPE or NACIQI recommended a finding of noncompliance with § 602.13(a) on an impermissible basis. I find no reason to reject their recommendations.

4) The application of a different standard to ACCJC than to other accrediting agencies.

Finally, ACCJC asserts that OPE staff and NACIQI members held ACCJC to a different standard than other accrediting agencies.

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[65] Id., pp. 34–36.
[66] Id., p. 38.
[67] Dec. 12 NACIQI Transcript, p. 376.
[68] Id., p. 387.
[69] Id., pp. 60–61.
[70] Id., p. 59.

ACCJC cites recognition proceedings for other accrediting agencies dating back to 2011. ACCJC asserts that other accrediting agencies received recognition despite, for example, demonstrating their wide acceptance by educators solely with evidence of including educators on site teams and in other agency bodies.[71] Because ACCJC's similar evidence did not persuade the SDO, ACCJC asserts the Department has made "an improper and an inconsistent application of this criterion."[72]

In response, the SDO states that the other accrediting agencies mentioned by ACCJC submitted evidence of support from both educators and educational institutions, whereas ACCJC provided inadequate evidence of support from educators.[73] The SDO also notes that language from OPE reports regarding other recognition proceedings do not quote in detail every piece of evidence those accrediting agencies provided.[74] Therefore, ACCJC's comparison of its proceedings to these earlier ones is not relevant.

I agree with the SDO. Recognition is an individualized and discretionary process. The process includes both an initial and final report and recommendation from OPE staff, a public hearing by NACIQI and its recommendation, and then a final review by the SDO. At each phase of the process, the accrediting agency has an opportunity to directly participate. OPE staff and NACIQI members weigh evidence in the context of the specific accrediting agency being reviewed. The differing sizes, policies and missions of accrediting agencies make apples-to-apples comparisons of them, and therefore comparisons of their recognition proceedings, very difficult and of limited value. The language used by OPE staff in a report about a different accrediting agency does not compel me to contradict the consistent recommendations made in this case by OPE and NACIQI, which the SDO found persuasive, based on the evidence available.

As a final matter, I note that ACCJC representatives believed the Department's "issues can be addressed and any necessary changes . . . implemented. We're confident that the ACCJC can demonstrate compliance with all federal criteria in the next 12 months and are pleased to accommodate the accreditation group's request."[75] Furthermore, ACCJC itself pointed out that the Department rarely grants recognition outright, but "has found that agencies petitioning for renewal of recognition have issues or problems that require a 12-month extension . . . including every regional accrediting commission in their most recent recognition review."[76] Thus, ACCJC has admitted that the Department's decision is neither overly burdensome nor unusual compared to decisions issued to other accrediting agencies.

Based on the above analysis, I reach the same conclusion as the SDO. The recommendations of OPE staff and NACIQI are rational and supported by documentary evidence. The arguments and additional evidence cited by ACCJC are unconvincing. ACCJC

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[71] ACCJC Brief, p. 11.
[72] *Id.*, p. 11.
[73] ED Brief, pp. 7–10.
[74] *Id.*, p. 13, n. 11.
[75] Dec. 12 NACIQI Transcript, p. 307.
[76] *Id.*, p. 308.

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should remain recognized, but must provide a report within 12 months from the date of this decision demonstrating its compliance with § 602.13(a).

I next turn to the finding of noncompliance with regard to administrative responsibility.

b. 34 C.F.R. § 602.15(a)(3) – Administrative Responsibility

Under 34 C.F.R. § 602.15, an accrediting agency must have the administrative and fiscal capability of carrying out its accreditation activities. Among the things the accrediting agency must demonstrate is that it has "[a]cademic and administrative personnel on its evaluation, policy, and decision-making bodies, if the agency accredits institutions."[77] In the initial presentation at the NACIQI meeting, OPE summarized, "[ACCJC] did not provide documentation that a representative number of academics serve on site teams . . . . A large part of the issue . . . is the agency's own definition of an academic representative, which is not comparable with the generally accepted policies and practices within [ACCJC] and wider higher education community."[78]

ACCJC argues the statute simply requires that an accrediting agency have academic personnel on site teams, that there is no measure of adequacy for the participation of academics on these site teams, and therefore the inclusion of a single academic on a site team satisfies the requirement.[79] ACCJC asserts that the Department is attempting to impose a standard beyond what is required by the statute, mostly in response to the CFT Complaint.[80] Furthermore, ACCJC claims it is being held to a different standard than other accrediting agencies, including those which have stated policies requiring only one academic on a site team.[81]

The SDO argues in response that the absence of the word "adequate" in the statutory language cannot possibly imply that Congress considered "inadequate" participation by academics to satisfy the statute's objectives.[82] The SDO also points out that ACCJC previously agreed to change its policies with regard to academic participation on site teams.[83] Finally, the SDO states that certain accrediting agencies may require only one academic when those agencies assemble small site teams of three to five members, whereas ACCJC commonly uses site teams of ten members and sometimes more.[84]

Academics are a subset of educators in the regulatory scheme. Yet many professionals in the education world embrace roles that cross the boundaries between academics and administration. Whether policies and actual site teams comply with these recognition criteria is necessarily a subjective analysis. The statute does not expressly require equal representation of both academics and administrators. Nevertheless, I disagree that the criteria can be satisfied by

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[77] 34 C.F.R. § 602.15(a)(3).
[78] Dec. 12 NACIQI Transcript, pp. 274–275.
[79] ACCJC Brief, pp. 13–15.
[80] Id., p. 14.
[81] Id., p. 15.
[82] ED Brief, p. 16.
[83] Id., p. 15.
[84] Id., p. 16, n. 15.

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the presence of a single academic in all cases. In the case of ACCJC, reviewing professionals uniformly agreed that such representation was inadequate and failed to satisfy the regulatory requirement. Accordingly, I reject ACCJC's interpretation of this criterion. Instead, like the SDO, I look to OPE and NACIQI to use their discretion to make recommendations about recognition, including their interpretations and applications of the criteria to each accreditation agency.

Although they are guided by past decisions, OPE staff must use their experience to make a case-by-case recommendation based on each accrediting agency's size, mission and other factors. Each accrediting agency and each circumstance is different, and although OPE cannot act arbitrarily, varying contexts prevent using a rote formula when determining compliance. In this case, OPE and NACIQI both determined that ACCJC was noncompliant with the requirement of academic representation on site teams. OPE found ACCJC's site team composition inadequate even after ACCJC made a required policy change designed to ensure academic representation. I find no grounds for ignoring this evidence of noncompliance or second-guessing the judgment of both OPE and NACIQI in their opinions of what qualifies as academic representation. After evaluating the same evidence OPE and NACIQI considered, I agree with their recommendation.

Therefore, while ACCJC should remain recognized, I adopt the finding that ACCJC is noncompliant with § 602.15(a)(3) and must provide a report within 12 months demonstrating its compliance.

c. Due Process

ACCJC also argues broadly that the Department violated its right to due process. ACCJC generally asserts that the Department is "subverting due process" by inappropriately denying renewal of its recognition based on complaints from CCSF constituents.[85] In response, the Department asserts that "neither ACCJC nor any other accrediting agency has 'due process' rights to be recognized, nor to be found compliant with one or more of the recognition criteria."[86] ACCJC responds that federal agencies must adhere to procedural due process in making discretionary decisions, and that the Department cannot treat accreditors inconsistently.[87]

ACCJC only had a constitutionally protected right to due process if it had a protected liberty or property interest.[88] ACCJC made no attempt to show that it had such an interest. Further, due process is flexible and calls for such procedural protections as a particular situation demands.[89] The key provision is some form of hearing that allows the individual a meaningful opportunity to be heard.[90] In this case, ACCJC had the benefit of an extensive hearing process. First, ACCJC was evaluated by OPE in a process that allowed ACCJC to submit an application for renewal of recognition, then review preliminary findings, then submit responses and

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[85] ACCJC Brief, p. 2.
[86] ED Brief, p. 12.
[87] ACCJC Reply, p. 6.
[88] *Ching v. Mayorkas*, 725 F.3d 1149, 1155 (9th Cir. 2013).
[89] *Id.* at 1157.
[90] *Mathews v. Elridge*, 424 U.S. 319, 333 (1975).

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additional evidence prior to OPE making a recommendation to NACIQI. Subsequently, ACCJC had the opportunity to appear before NACIQI in person to present, along with OPE employees and other interested parties, live testimony. NACIQI then held an open discussion about the application and ultimately voted on its recommended decision. Then, the SDO considered NACIQI's recommendation and all the available evidence in making her decision. Finally, ACCJC had the opportunity to provide legal briefing to me for a final decision on its application. There can be no doubt that ACCJC had the benefit of a hearing with a meaningful opportunity to be heard.

Contrary to ACCJC's assertions, the Department did not treat ACCJC inconsistently or arbitrarily. The Department provided a reasoned explanation for how the extensive records in recognition proceedings are evaluated. The Department also convincingly showed how the evidence in this proceeding was materially different from that of other accreditors, including the significant opposition from specific subcategories of interested parties. Because accrediting agencies vary in scope, size, mission, and methods, there is no rubric that can be identically applied to each recognition application. In this case, the Department expressed a reasonable basis for finding ACCJC noncompliant with the regulations. OPE, NACIQI and the SDO all made reasoned decisions within their discretion and expertise with regard to ACCJC.
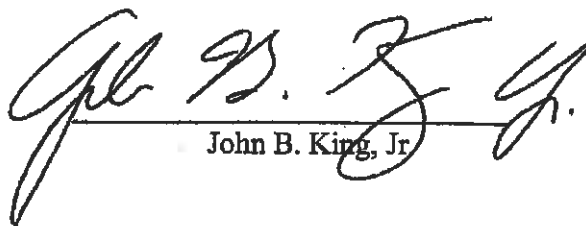
IV.   Conclusion

The record before me supports the recommendations of OPE and NACIQI and the Decision Letter of the SDO. To the extent ACCJC makes other arguments not discussed in this decision, those arguments have been considered and rejected. ACCJC has not persuaded me that any party in the recognition process abused its discretion or failed to give appropriate consideration to any material evidence. I therefore adopt the SDO's conclusions in the Decision Letter.

ORDER

ACCORDINGLY, the Decision Letter of the Senior Department Official is HEREBY ADOPTED as the Final Decision of the Department. ACCJC is GRANTED continued recognition pending submission of a compliance report on sections 602.13 and 602.15(a)(3) within 12 months from the date of this decision.

So ordered this 4th day of January 2016.

John B. King, Jr.

Washington, D.C.

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Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: August	Year: 2016
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1].	Julie Adams	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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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: August	Year: 2016
		Item No. VI B.	
		Attachment: YES (3)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW¹.	Julie Adams	Action	
		Information	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 August. 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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¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Standing Orders of Business

Roll Call

Pledge of Allegiance

President's Report

Chancellor's Report

Consent Calendar

May 16, 2016, Board Meeting Minutes (Paul Feist)   Item 1.1
  This item presents the minutes from the May 16, 2016 board meeting.

Appointment of a member of the Board of Governors to the Board of Directors   Item 1.2
of the Foundation for California Community Colleges (Vincent Stewart)
  This item requests the appointment of Jennifer Perry, filling the role of Board of Governors
  (BOG) Representative, to the Board of Directors of the Foundation for California Community
  Colleges (Foundation).

Action

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

Stand-Alone Credit Course Approval (Pamela D. Walker)   Item 2.2
  This item is a second reading of proposed regulations amending California Code of Regulations,
  title 5, section 55100 *Course Approval,* authorizing local districts to approve stand-alone
  courses.

Articulation of High School Courses (Pamela D. Walker)   Item 2.3
  This item requests Board approval of a revision to California Code of Regulations, title 5, section
  55051 *Articulation of High School Courses.*

Reappointment of a Special Trustee for San Francisco Community College District Item 2.4
(Jacob Knapp)
  This item presents for consideration the reappointment of a special trustee at San Francisco
  Community College District.

Petition for Transfer of Territory from Redwoods CCD to Mendocino-Lake CCD   Item 2.5
(Mario Rodriguez)
  This item concerns the proposed transfer of territory known as the Redwoods Community
  College District Trustee Area #8 from Redwoods Community College District to Mendocino-Lake
  Community College District pursuant to the requirements of Education Code § 74100 *et seq.*

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

Request for Waiver of Property Use Requirements: Sale, Lease, Use, Gift and   Item 2.6
Exchange (Mario Rodriguez)

> This item requests approval for the waiver of certain property disposition requirements identified in Education Code sections 81365, 81368, 81370, 81374 and 81375 as requested by the Long Beach Community College District.

Request for Waiver of Property Use Requirements: Sale, Lease, Use, Gift and   Item 2.7
Exchange (Mario Rodriguez)

> This item requests approval for the waiver of certain property use requirements identified in Education Code sections 81365, 81370 and 81374 as requested by the Ohlone Community College District.

2016-17 Expenditure Plan - $200M Strong Workforce Program (Van Ton-Quinlivan)   Item 2.8

> This item seeks the approval of the Board of Governors for the $200M Strong Workforce Program expenditure plan as prescribed by its trailer bill language.

FIRST READING

Academic Record Symbols and Grade Point Average - Satisfactory Progress   Item 3.1
Grade (Pamela D. Walker)

> This item is a first reading to revise California Code of Regulations, title 5, section 55023 *Academic Record Symbols and Grade Point Average*.

Regulations Governing the New Cooperating Agencies Foster Youth Educational   Item 3.2
Support Categorical Program (Pamela D. Walker)

> This item is a first reading of regulations that would govern Cooperating Agencies Foster Youth Educational Support, a new, categorical, component program of Extended Opportunity Programs and Services.

INFORMATION AND REPORTS

Foster Youth Support Services: Empowering Students with Tools and Resources   Item 4.1
for Success (Pamela D. Walker)

> This item provides the Board with an overview of the various foster youth support services and programs administered by the Chancellor's Office, the Foundation for California Community Colleges, and the 113 colleges in the system.

Program and Course Handbook, 6th Edition (Pamela D. Walker)   Item 4.2

> This item is to inform the Board of Governors about the revision of the *Program and Course Approval Handbook,* which will be the sixth edition.

Veterans Services Update (Pamela D. Walker)   Item 4.3

> This item presents information about activities the Chancellor's Office has engaged in to support student veterans.

State & Federal Legislative Update (Vincent Stewart)   Item 4.4

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

Overview of the Enacted 2016-17 Budget (Mario Rodriguez)   Item 4.5

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

2017-18 System Budget Request (Mario Rodriguez)   Item 4.6

    This item presents an update on the development of the 2017-18 System Budget Request and provides an opportunity for Board discussion and input.

Accreditation Update (Pamela D. Walker)   Item 4.7

    This item presents an update on the completed work of Accreditation Workgroup I and an update of the ongoing work of Accreditation Workgroup II.

Board Member Reports   Item 4.8

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

PUBLIC FORUM

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

A.   A written request to address the board shall be made on the form provided at the meeting.

B.   Written testimony may be of any length, but 50 copies of any written material are to be provided.

C.   An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

NEW BUSINESS

ADJOURNMENT

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

CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE
1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
http://www.ccccc.edu

AGENDA
Consultation Council
Thursday, June 16, 2016
Chancellor's Office, Room: 6ABC
9:30 a.m. to 2:00 p.m.
1102 Q St, 6th Floor
Sacramento, CA 95811

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

1. **Student Senate Update**

2. **Board of Governors Fee Waiver Fall 2016 Implementation of New Eligibility Requirements**

3. **Cooperating Agencies Foster Youth Educational Support**

4. **2016-17 Budget Update**

5. **State and Federal Legislative Update**

6. **Other**

Future 2016 Meeting Dates:

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

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AGENDA
Consultation Council
Thursday, July 21, 2016
Chancellor's Office, Room: 6ABC
9:30 a.m. to 2:00 p.m.
1102 Q St, 6th Floor
Sacramento, CA 95811

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

1. **$200M Strong Workforce Program Final – Trailer Bill Language**

2. **Student Senate Update**

3. **Board of Governors Fee Waiver Fall 2016 Implementation of New Eligibility Requirements Update**

4. **Update on the 2017-18 System Budget Request**

5. **State and Federal Legislative Update**

6. **Other**

Future 2016 Meeting Dates:

August – No Meeting
September 15, 2016
October 20, 2016
November 17, 2016 (Riverside)

Executive Committee Agenda Item

SUBJECT: Strong Workforce Implementation		Month: August	Year: 2016
		Item No: V C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on the status of the implementation of the Strong Work Force implementation.	Urgent: NO	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

November 14, 2015, the Board of Governors approved the 25 recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy (now called the Strong Workforce Recommendations). There are a number of activities taking place to address these recommendations including how to ensure that all interested parties are communicating and how to provide the legislature with continuous updates on progress. The ASCCC was actively addressing some of the recommendation before the recommendations were approved – see attached Curriculum Brief. The Executive Committee will be updated on the current conversations and activities occurring statewide.

Please note the Strong Workforce Recommendations spreadsheet can be found on the ASCCC website:

http://www.asccc.org/content/executive-committee-meeting-2016-08-19-190000-2016-08-20-230000

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.
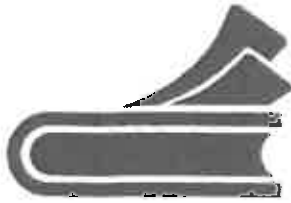
Strong Workforce Implementation -- Curriculum
June 2016 – 2017

The Board of Governors accepted the recommendations of the Taskforce for the Workforce, Job Creation, and a Strong Economy (WFTF) in May 2015.

The WFTF made 25 recommendations in the following seven areas: student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination, funding

The purpose of this brief is to share the Academic Senate for California Community Colleges (ASCCC) activities in the area of curriculum in anticipation of the WFTF recommendations. This brief report includes the status of what can already be accomplished in the area of curriculum, what is already in process, and what is pending action by the Chancellor's Office.

The WFTF Report included six recommendations with 68 subcategories on curriculum.

8. **Evaluate, revise, and resource local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.**

   All 72 districts and 113 colleges have well established curriculum processes. Many colleges do an excellent job in effectively facilitating the development, approval, and revision of curriculum, while a few may need assistance to ensure that the local curriculum process is effective and efficient. Since curriculum falls under the faculty purview of academic and professional matters under Title 5 §53200, the Academic Senate is leading the implementation for recommendations related to curriculum. Below is what the ASCCC has addressed, has in progress, and plans to complete according to the timeline at the end of this document.

   a. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor's Office.

      The ASCCC has six representatives on the System Advisory Committee on Curriculum (SACC). These representatives include one member of the ASCCC CTE Leadership Committee and a faculty representative from CCCAOE. These faculty, along with representatives from the Chief Instructional Officers, provide input to the Chancellor's Office about processes and practices which would benefit from an expedited process. SACC has made significant progress in this area, as the Chancellor's Office has already

modified course review criteria to ensure that only new and substantial changes go through a comprehensive review. This change has allowed the Chancellor's Office to clear a significant number of proposals out of the Curriculum Inventory and has helped to reduce the review time for other proposals. SACC remains focused on ensuring that processes are smooth and that the ASCCC is well represented at the CCCCO.
This discussion will resume in August and continue until recommendations are made no later than June 2017.

SACC oversaw the revision of the Program and Course Approval Handbook, or PCAH, with the work accomplished by a writing team of consisting of faculty, CIOs and academic deans, and Chancellor's Office staff and specialists. This collaborative effort resulted in two documents: the 6th edition of the PCAH (approved by the BOG in July 2016), which provides greater clarity and guidance on legal requirements, and curriculum submission guidelines that more clearly communicate how curriculum is to be submitted to the Chancellor's Office. The greater clarity provided to the field in these documents will improve the quality of curriculum proposals submitted to the Chancellor's Office and reduce the time required for approval.

SACC also established a workgroup to develop a response to concerns regarding the removal of stand alone course approval from local colleges. The workgroup, consisting of representatives from the ASCCC, the CCCCO, and CIOs, worked together throughout the 2015-16 academic year to develop a document, and at its July 2016 meeting the Board of Governors approved this new process. The return of stand alone course approval to the local colleges will increase the efficacy of local processes and allow colleges to decrease the time for stand alone courses to be approved.

At the Spring 2016 Plenary Session, the ASCCC adopted a new paper that provides guidance to the districts and colleges on improving local curriculum approval processes by outlining effective practices for approving curriculum in a timely manner. If the recommendations provided in the paper are followed, local curriculum approval, from submission to the curriculum committee to consideration by the local governing board, should take three months or less. Furthermore, the effective practices and recommendations presented in this paper can used to help meet the SB 830 requirement for the Chancellor's Office to develop and implement a plan to streamline curriculum approval at the state and local levels.

b. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process.

The Chancellor's Office is addressing this recommendation, and the Senate is providing input into what processes can be automated and streamlined by relying on local curriculum and local board decisions.

c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.

In anticipation of this recommendation and based on feedback from the field at regional meetings, the ASCCC conducted a survey in Spring 2015 and subsequently adopted a white paper, which can be found here, at its October 2015 Executive Committee meeting. This paper was a precursor to the more comprehensive paper adopted by the delegates at the Spring 2016 Plenary Session. In the adopted paper, the ASCCC provides information to local senates and others on effective practices to improve the curriculum process to ensure timely approval of courses and programs without sacrificing the quality, rigor, and relevance of the curriculum. Specifically, the paper provides guidance on how to assess the effectiveness of local curriculum approval processes, ideas for refining local processes including removing steps that are not legally mandated, suggestions for ensuring timeliness of regional consortia review for CTE programs, and recommendations for ensuring training and professional development related to the curriculum approval process. It also discusses the importance of providing sufficient resources to ensure that local curriculum processes function well. The Spring 2015 paper can be found here.

The ASCCC also disseminated effective curriculum approval practices to the field through a breakout session at the Fall 2015 Plenary Session, through two curriculum regionals in November 2015, and through a general session presentation to all attendees of the 2016 Curriculum Institute. Each presentation used the principles established in the Fall 2015 white paper and the subsequent position paper adopted at the Spring 2016 Plenary Session. In addition to these presentations at ASCCC events, an article was published in the February 2016 of the Academic Senate's *Rostrum* publication (available here) that encourages local senates to begin evaluating their college curriculum processes as soon as possible, and another *Rostrum* article was published in March 2016 (available here) that encourages local senates to review and identify ways to improve college catalog production processes in order to offer approved curriculum in a more timely manner.

Finally, the ASCCC and the Chief Instructional Officer Organization have developed a partnership to offer Curriculum Technical Assistance to districts and colleges. The purpose of this assistance is "to help districts and colleges

successfully implement state law and regulations involving curriculum." More information about the types of technical assistance is available here.

The ASCCC plans to continue to work with the colleges and districts to revise and improve local processes through additional regional curriculum meetings to be held in the Fall 2016 term and through additional efforts in the future.

9.   **Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.**

   a.   Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program and review process.

        Each CTE program in California community colleges must have an industry advisory group to inform its program requirements. However, based on discussion with several constituent groups, the ASCCC determined that a survey of CTE faculty and advisory groups should be developed to determine effective practices, especially around the establishment and use of regional advisory committees (Resolution 21.01 sp12). The ASCCC will work with the Regional Consortia and Chancellor's Office to survey the districts and colleges in Fall 2016. The results of the survey will be evaluated and possible next steps will be determined. The ASCCC expects that effective practices should be developed and distributed to the field by Spring 2016.

   b.   Promote effective practices for program improvement (retooling) and program discontinuance based on labor market data, student outcomes, and input from students, faculty, college, staff, employers, and workforce partners.

        The ASCCC has provided guidance to faculty on the development of policies on program review, development, and discontinuance for years and has published papers on program review and program discontinuance. In Spring 2016 delegates to the ASCCC Plenary Session directed the ASCCC Executive Committee to create a new paper on educational program development (see Resolution 9.02 S16) that will integrate the effective use of program review and program discontinuance as tools. The ASCCC anticipates that this paper will be developed during the fall 2016 academic term and adopted in Spring 2017. Additionally, the ASCCC has assigned this recommendation to three of its standing committees to provide further actions for implementation.

10.   **Facilitate curricular portability across institutions.**

       The ASCCC has worked on inter- and intra-segmental articulation for more than 10 years. The C-ID System is widely accepted across the state. This past year, the ASCCC included CTE disciplines in C-ID and has used the C-ID processes to

create intra-segmental articulation statewide.

a. <u>Scale up and resources the "C-ID" (course identifier) system for CTE courses, certifications, and degrees to enable articulation across institutions.</u>

During the 15-16 academic year, 28 CTE disciplines were convened to look at the creation of descriptors and model curriculum. Five Discipline Input Group (DIG) meetings were held, where roughly 400 faculty members participated in the initial development of the descriptors and model curriculum. C-ID's goal is to finalize descriptors and, if deemed appropriate, a model curriculum for the discipline by end of Fall 2016.

The following CTE disciplines currently have finalized Descriptors, Model Curriculum, or both: Biotechnology, Commercial Music, Culinary Arts, Emergency Medical Services, and Fire Technology.

The following CTE disciplines currently have Faculty Discipline Review Group (FDRG) assembled and convening:

Addiction Studies, Agriculture: Food Safety, Agriculture: Landscape Irrigation, Alternative Fuels and Advanced, Transportation Technology, Automotive Technology, Computer Software Information Technology, Health Occupations,
Licensed Vocational Nursing, Medical Assisting – Administrative and Clinical, Office Technology/Business Information Worker, Radiologic Technology, Real Estate, Small Business and Entrepreneurship, and Welding Technology.

The following CTE disciplines currently have incomplete FDRGs, in most cases because C-ID has struggled to find faculty interested and available to participate on the FDRG: Dental Assisting, Environmental Control Technology, Energy Systems Technology, Health Information Technology, Industrial Technology, Machining and Machine Tools, Manufacturing and Industrial Technology, Paralegal, and Water Technology.

b. <u>Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement towards CTE pathways.</u>

The ASCCC is working with the CCCCO advisory group to address this issue; the credit for prior learning (CPL) workgroup made the conscious choice to focus on military credit for the time being and then look at other areas where credit for prior learning might be legitimately considered, such as bachelor degrees and workforce programs.

c. Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.

The C-ID System has held workshops and will continue to do so regarding stackable or modularized curricula in terms of CTE, collaborative programs, cooperative work experience, and future dialog regarding apprenticeship in conjunction with the Chancellor's Office. Work is also underway through SACC to identify ways to allow more flexibility in using cooperative work experience by clarifying the appropriate use of cooperative work experience in conjunction with lecture in the same course, and clarifying the ability to offer cooperative work experience credit in fractional unit increments, including exploring possible regulatory changes. C-ID CTE descriptors include an addendum delineating the competencies that students will achieve in the courses comparable to the descriptors. In addition, as CTE disciplines develop descriptors, the discipline faculty are creating, if appropriate, model curriculum that may include stackable components and modules.

11. **Develop, identify, and dissemination effective practices.**
   a. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.

   The C-ID System is accomplishing this work. The model curriculum developed by C-ID will assist colleges in developing degrees and certificates in areas that are addressed by C-ID. In order for the C-ID system to manage the influx of additional information on model curricula, the C-ID website is adding a page dedicated specifically to model curriculum not related to SB 1440 or SB 440. This webpage will house the repository of CTE model curriculum and intersegmental model curricula designed by the faculty review groups. The content of the website will be accessible to the public for downloading.

   b. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.

   The C-ID system assists in addressing the intent of this recommendation. Part of the C-ID CTE process is to gather input and feedback from industry partners, via a survey distributed to faculty members and the Sector Navigator and Deputy Sector Navigators of each specific sector. The faculty

are responsible for collaborating with their industry partners on feedback regarding expectations of industry and ways to enhance the discipline moving forward. Industry feedback is also solicited on the descriptors and model curriculum by inviting industry representatives to a meeting of the faculty discipline review group. Collaboration can continue at these meetings and industry input can be included prior to finalizing descriptors or model curriculum.

12. **Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.**

   a. <u>Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices.</u>

      The current repetition guidelines allow CTE students to retake a course that has been previously completed when such repetition is legally mandated or if a significant change in industry or licensure requirements has occurred. These regulations are often misunderstood locally, leading to students being unable to retake courses even when they are eligible to do so. The ASCCC recognizes that additional information needs to be provided to the field regarding repetition in CTE fields, particularly to admissions and records staff that are not sure when a student should be allowed to reenroll. Among other possible approaches, the ASCCC will consider developing an FAQ that includes specific situations for CTE programs, courses, and students.

      Many CTE students do not need to earn course credit more than once, but they need to retake the material every few years to be recertified. In these cases, not-for-credit courses would be a viable option for these students. The ASCCC will include content on not-for-credit options at regional meetings in Fall 2016. Additionally, through SACC, the ASCCC is working with the Chancellor's Office to develop guidelines for allowing community services students to enroll in the same courses as credit students to ensure the availability of the courses students need to progress in their careers.

   b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.

      The ASCCC Noncredit Committee will be updating the ASCCC paper *Noncredit Instruction: Opportunity and Challenge* as outlined in Resolution 13.02 F15. The paper will specifically address the use of noncredit in CTE programs and curriculum.

      Further, the ASCCC has advocated for the revision of statute regarding the state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills.

7

The ASCCC adopted resolution 6.02 F11 in support of changing the audit fee and is working with the Chancellor's Office to accomplish this change. The leadership of the Student Senate for California Community Colleges also to be educated about why this would actually increase access and opportunities for students, not restrict it, so that the Board of Governors will be more supportive.

Executive Committee Agenda Item

SUBJECT: Technology and Telecommunications Advisory Committee (TTAC) Update		Month: August	Year: 2016
		Item No: V. D.	
		Attachment: YES (2)	
DESIRED OUTCOME:	The board will receive an update about TTAC	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Information Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

TTAC co-chairs Bill Scroggins and John Freitas held a teleconference meeting with Vice Chancellor Theresa Tena on July 27 to discuss the direction of TTAC for 2016-2017. The overarching goal is to re-energize TTAC as a committee. The outcomes of the meeting were:

- Established roughly when meetings and the retreat would occur, pending the responses to Doodle polls. In-person meetings will be planned for September and January, with a phone meeting in March, and the annual retreat in May.
- Brainstormed ideas for the content/agenda for the first meeting. Ideas include providing an orientation/re-orientation to the structure and purpose of TTAC, including possible discussion of a draft revision to the charter (if ready); discussion of budget change proposals for libraries and OEI; follow-up on outcomes of April 2016 retreat, including a discussion of how best to prepare a technology planning component for inclusion in the impending system strategic plan.
- The Chancellor's Office will reach out to the leadership of constituency leaders to solicit new appointees or re-confirm existing appointees to TTAC. This should happen ASAP. The ASCCC appoints 5 faculty to TTAC.

Attached are the minutes from the April 2016 retreat and the post-retreat memo from retreat facilitator Daniel Kaufman that summarizes the highlights and recommended next steps for TTAC and the Chancellor's Office. It is emphasized that the next steps stated in the memo are recommendations from the facilitator and that the actual next steps are just starting to be outlined. It is expected that the results of the retreat will drive the development of the new technology plan and provide the focus for TTAC in 2016-2017.

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

Telecommunications and Technology Advisory Committee Retreat
Tuesday and Wednesday April 26 - 27, 2016
The Dana on Mission Bay San Diego

TTAC Members Present: Bill Scroggins, Dean Nevins, Dennis Bailey-Fournier, Dolores Davison, Gregg Atkins, Jay Field, Joanne Schultz (online), John Freitas, Mandy Davies, Paul Bishop, Robert Coutts, Tim Kyllinstad, and Wei Zhou.

Chancellor's Office and Staff: Anna Stirling, Brian Miller, Caryn Albrecht, Daniel Kaufman, David Shippen (online), Debra Conick, Erik Skinner, Gary Bird, Jennifer Coleman (online), Joe Moreau, Joseph Quintana, Kirsten Corbin, Pat James (online), Paul Steenhausen, Rico Bianchi, Theresa Tena, and Tim Calhoon.

Welcome/Agenda Review:
Theresa called the meeting to order at 10:00am. Bill reminded members that the TTAC retreat has traditionally been a very influential meeting, one that sets the agenda moving forward. It has also influenced the creation and continuation of projects. The efforts of this group have helped the CCC to secure funding even when it is hard to get, and is commonly cited as a major resource to the state. As several initiatives are maturing, this group needs to focus on "last mile" issues, not only in terms of infrastructure but also in ways to support campuses in implementation. Additionally, since technology does not stand still, TTAC needs to be looking ahead at what is evolving and what needs to be developed. This group needs to put together a coherent series of practical plans to carry forward. This should include a focus on the essential element of data to be used in decision making, both by students and the rest of the system. John also emphasized the importance of open educational resources and how that affects faculty practice in the classroom. TTAC provides future visioning regarding where technology is going and how it affects practice in all areas of college campuses.

Theresa expressed the desire for a focus on dialogue and brainstorming to help lay out a vision for where the CCC is headed and how to support the effort. The last System Strategic Plan was launched 2007 and updated in 2012 with Chancellor Harris. The activities at the retreat will help structure where TTAC believes the next System Strategic Plan should go. Erik reminded the group of how the powerful ideas that became EPI, CAI, and OEI, as well as others, started with a vision from TTAC.

Daniel Kaufman, Principal and Co-Founder of Third Plateau Social Impact Strategies, was introduced as facilitator for the retreat. His goal was to help the CCC set direction for working more effectively and efficiently by spurring engagement, conversation, critical and creative thinking. The high level objectives for the retreat are to take stock of current projects, start developing ideas leading to the future vision, articulate some action steps for the vision, and revisit TTAC's purpose and function to make the group more effective. The group then came up with norms regarding speaking up, honesty and participation during the retreat. Members felt that it was important to have both a strategic and a tactical focus throughout the retreat discussions. They also encouraged looking for connection points between different users in the system as well as possible connections inter-segmentally.

Taking Stock of Current Projects: Information/Discussion
Online Education Initiative (OEI):
Some of OEIs goals are to increase CCC student transfer to four year institutions, increase student completion through collaboration, and leverage economies of scale in resource and technology acquisition. Joe Moreau presented a detailed slide summarizing all of the resources OEI has developed/provided. The Course Design Standard and professional development represents a major OEI element with ninety courses reviewed and ninety reviewers trained. There have also been 500 faculty and staff members trained in the Standard. Student online readiness including piloting of assessment is another significant OEI item; the readiness tutorial modules

are now in use with 6,000 students at pilot colleges and thousands more throughout the system due to development under a Creative Commons license. The project is also helping with tutoring by providing the WorldWideWhiteboard platform to the system (it is in use at thirty-nine colleges) and NetTutor tutoring at a negotiated 50% cost savings. OEI has a contract with Proctorio for online proctoring and is developing a proctoring network. They also have an RFP out for plagiarism detection.

The common CMS, Canvas, is more than two years ahead of schedule in adoption, with sixty-five colleges committed, and ten additional that are near commitment. Ninety colleges are projected to be on Canvas by December 2017, this represents an annual savings of more than $8M. Canvas is being used for all courses, not just online courses. The Consortium has twenty-four colleges meeting regularly to work on details for the Course Exchange. Administrative components are near completion, and student facing components are under development. The Exchange will be piloted in fall 2016 with between four and eight colleges. The intent is for the Exchange to provide a way for students to complete courses needed for transfer more expeditiously.

OEI is working with Cranium Café on delivery of an online counseling platform. The project is also working on development of a counseling network, and is coordinating with EPI regarding counseling issues. Basic Skills is collaborating with CAI and is also creating embedded content for underprepared students. Finally, OEI is collaborating with the Chancellor's Office and "Doing What Matters" in looking at credit for prior learning, with a current focus on Veterans.

Key concerns for OEI are: fiscal sustainability, accessibility, the evolution of governance, and communication to the field. The CCMS adoption has been very rapid and driven by centralized funding. Renegotiation of the Instructure contract for Canvas is likely and 100% adoption is feasible. Additional funds will be needed. Accessibility is an ethical, moral, and legal mandate. Assuring content accessibility is a huge task and an ongoing responsibility. The colleges, the High Tech Center Training Unit, DECT, the Technology Center, and OEI have inadequate funding to properly address accessibility issues; there needs to be better funding and coordination in investing in accessibility. Current governance is project based. with the OEI Steering Committee focused on policy issues, the Consortium on operational issues, and the Chancellor's Office on oversight and accountability. However, OEI is rapidly evolving from a project to the new normal and the current governance structure will not serve that long-term need. Communication is a never ending task and challenge. There is a need for coordination with the Chancellor's Office on targeted messaging to various stakeholder groups, while also articulating how the statewide initiatives will be integrated.

OEI Phase two will involve looking at what is next for the Exchange, data analytics, support for CTE programs, and other support services for online learners.

Information about OEI resources is available at Ccconlineed.org

Education Planning Initiative (EPI):
The base infrastructure and platform for the Portal are now complete. Shibboleth integration with pilot colleges is underway, and is nearly complete. Within the Portal, an orientation portlet is being built, and procurement and contracting with EMSI CareerBuilder for Career Coach is complete. Career Coach will be available to the entire system and will be a great place to link together with CTE. The project and EPI Steering Committee are also in the process of building college configurable content, and colleges will also be able to build their own content. The Portal will be a shareable, accessible, and secure product. The team expects to meet their June target for production release of the Portal to pilots.

Starfish by Hobsons is working with the EPI pilot colleges to implement their integrated degree audit, early alert, and retention tools. The pilots are completing their accessibility updates, MIS reporting, and "lessons learned" documentation. A tool that has not been delivered yet but is

important to the pilots is the ability to click a "register now" button after a student has an approved education plan for a particular semester. There are thirteen pilot colleges for the Starfish EPT/DAS tools and several of them are preparing to go-live. There are forty colleges in the queue for Starfish tools, and there will be more that come on over time, but David does not expect there will be 100% adoption in the state.

The Chancellor's Office Curriculum Inventory has three important elements: data harmony, application, and deployment. There is an advisory committee to guide that effort. Software development is underway per the MVP Roadmap, and schedules for sprint reviews are in place.

Maintenance and operations for C-ID Version 1.0 are under the EPI responsibilities. At the same time, the project is coordinating with SAAC, CIOs, ASCCC, Mt. SAC and other constituencies, along with the Chancellor's Office, for C-ID 2.0. The Bonitasoft workflow tool procurement is completed, as well as discovery and thirty baseline workflows. A development burndown is one of the next steps and the estimated delivery on that will be June. (It was pushed back from April 1st due to delays in procurement.) C-ID development is happening in parallel with ASSIST integration. The financial contribution and business process support for the help-desk is complete and contributions for technical program management are ongoing. The integrations from C-ID to ASSIST are also complete. The project is defining integration with education planning tools to accommodate the delayed release of ASSIST.

The e-transcript team is wrapping up the recruitment drive and conclusion of mini-grants. They are working on development of a verification service with PESC workgroup coordination for EdExchange, to provide an alternative to the SPEEDE server. EdExchange will be an open source, secure, point to point, e-transcript solution. The team will also be putting out a RFP for a student ordering tool.

Some challenges for the EPI overall include: the acceptance of SSSP as "net new work" to be done in changing systems; college costs and resource concerns; leveraging SSSP funding to access resources; coordination with Foundation effort; scope creep on C-ID, CO-CI, and the portal; and communication and rumor control.

Common Assessment Initiative (CAI):
All colleges in the state get to adopt the Common Assessment which makes it a significant statewide effort. There are now more than 2,800 completed assessments, with more than 500 in ready/in-progress status. The adoption schedule has been released, and colleges now realize the assessment is really coming. The CAI team has been planning for assistance at colleges to help them prepare for the transition. Throughout the spring 2016 there will be continued item development by LSI on a "back-up" item bank. Planned releases include version 1.1 which will include a paper and pencil version and 2.0 which will include the full package with enhancements. RFPs will be going out for a writing sample and some form of pre-assessment.

Work ahead includes summer approval of the assessment by the CCCCO Assessment committee and full release and implementation beginning in the fall. A timeline for when colleges will be coming on, which starts with fall 2016 and goes through fall 2018, has been sent out. Continued SSSP funding is tied to adoption of the Common Assessment by the date a college is assigned on the timeline. Priority in scheduling has been given to pilot colleges, sister colleges to pilots, and Compass schools. There were also a few schools that requested placement at a particular point in the timeline based on significant local factors (one school, which recently had turnover of fifty faculty members, for example) and those were accommodated as much as possible. The remaining small number was randomly placed on the implementation timeline.

There has been and will continue to be a large focus on professional development and continuous ongoing improvement. The project is making every effort to provide colleges with all resources possible for a successful implementation, including development of an eleven step implementation guide to help colleges set up teams and start conversations.

Professional development is targeted to different stakeholder audiences: content faculty, counselors and staff, assessment center staff, IT, etc. There have been five regional professional development events with more than 650 attendees to date and more are planned. There will also be integration with the Professional Learning Network (PLN).

Challenges for CAI include the shortage of local IT resources and integration with other projects. CAI is developing a document to clarify what CCCAssess and the Technology Center will provide, as well as what local institutions will need to provide. There will also be work involved with the data warehouse in terms of data management and data governance. Strategic planning for years four and five is happening now with respect to maintenance, future release cycles, keeping content fresh, technology updates, and responding to inquiries from other states.

Technology Center:
There have been over 837,000 electronic transcripts transmitted over the system, fifty-seven community colleges are on board with another twenty-three in process, twenty CSUs with one implementing, four UCs with one implementing, and five private colleges (including USC and University of Phoenix). The 2015-16 mini-grants provided support for several kinds of upgrades for colleges that already had e-transcripts, including: certification for CSU/GE/IGETC and others, course level transferability and eligibility, as well as providing support for new colleges in the ability to send and receive. Fifty-five colleges applied for mini-grants (thirty-two were new to e-transcripts) and there are twenty-nine more that are in process (eleven new members by June 30th, with eighteen more to follow).

The problem with SPEEDE is that all out of network transcripts pass through this single point of failure that uses legacy technology. The system is slow (with twenty minute delays in delivery) and involves third party storage of PII data, which is a security concern. The goal is to move away from that method of passing transcripts through a third party, to a system that enables network to network transfer. Currently members are working with Credentials (40%), National Student Clearinghouse (11%), and Parchment (2%). EdExchange will allow for point to point network exchange and has been developed by the Technology Center working with PESC and the Apareo Foundation, an open source foundation specifically oriented around higher education. The system is ready to test and testing partners are in place.

That should be included in e-transcript 2.0? It should include some type of student ordering portlet in the new Student Portlet. Another element is integration into EdExchange. Additionally, the Technology Center is looking at setting up a transcript verification service so any vendor can validate that a transcript meets the California transcript data standard.

Currently for CCCApply there are 2.6M OpenCCC accounts. More than 3.2M applications have been processed along with 1.7M BOG fee waiver applications. There are 105 out of 113 colleges in the system now using CCCApply, and the other eight have committed to adopting it. Twenty-eight colleges are using the BOG fee waiver, with fifty-three adopting it. There are forty-eight colleges planning to adopt the International application. Student satisfaction with CCCApply is high, with 98% expressing satisfaction with the process.

The Technology Center has been working with CENIC to administer and fund more than 230 circuits that connect colleges and offsite centers to the backbone, with decision making input from Gary, Debra, and Theresa at the Chancellor's Office. One time upgrade funds of $1.4M and ongoing funds of $4.6M are being used to restore backups and upgrade existing circuits. The current status of that project is that 157 circuits have been upgraded, 147 to 1 Gig circuits and ten to 10 Gig circuits. There are seventy-eight circuits that are in progress or that need review.

Projections of growth from CISCO are for a 30% increase in bandwidth usage compounded yearly, so the system is looking for further funding to "future proof" the network by getting everyone up to 10 Gig circuits. For fiscal year 2015-16 a Budget Change Proposal was submitted for $7M in one-time funding and $5M in ongoing funding for these upgrades.

<u>Questions and comments regarding reports:</u>
John and Dolores asked about a reference to "model course content" in one of the slides in the OEI report. Joe, Pat and Anna clarified that this is really a combination of two different areas of content that might be put into the PLN. One would be samples of content that align with the Course Design Rubric. The other would be content developed by bringing faculty together in a group of subject matter experts to develop content to cover a difficult concept perhaps with additional help from course designers. Neither of these ideas is intended to be prescriptive, instead they would be faculty driven. Faculty members suggested that the phrasing "model course content" be changed to something like "course content library for optional use" or "to assist faculty in course development."

Dennis asked about how to get ASSIST 2.0 moving forward and Tim Calhoon acknowledged that it is a point of frustration. We are heavily dependent on ASSIST, but we are not developing it. The CCC is doing everything to be ready for integration with the new version of ASSIST, but it looks like the soonest it will be ready is next summer.

Bill had questions about the full articulation of courses in the Exchange and embedded priority registration. Pat and Joe explained that at this point the colleges in the Consortium that have chosen to be there have determined what the agreements are. These agreements have been set out formally in an MOU for those colleges. For now courses in the Exchange have to have a C-ID and be ADT courses, because they are easiest to articulate. Essentially, those colleges have agreed to honor the enrollment priority from the student's home college at the teaching college. In the Exchange mechanism there is a place for priority because the colleges have agreed to accept that designation from each other. It has not yet been piloted, and the MVP will define priority registration, it is a known issue.

Small Group Discussions:
Small groups discussed issues and policy and implementation implications that came up as they heard the status reports from the projects. Groups focused on challenges, connections and integration points.

It is important to move away from the current reality of distinct projects to a more integrated ecosystem. This includes a need for an integrated system of supports rather than having to deal with many different vendors. Interoperability of different components should be demanded from vendors. Integration of technology pieces even beyond the three big projects that are all at different stages of development and levels of maturity.

There are disparate levels of capacity at the local level, small and medium sized districts being left behind especially those that don't have IT staff, etc. What can the system do to provide support to those on the wrong side of the technology gap? There is an overarching need for iT support and resources.

Issues related to data integration, use of data, and alignment of data definitions. The importance of creating more structure and efficient data management internally, and between colleges and the system, as well as better linkages with partners both longitudinally/inter-segmentally. There is a need for data governance and security.

The challenges of the current ASSIST system are critical. It is fundamental to transfer, but housed in the UC and they don't have an appreciation of how dire the need is. Is it possible to elevate this as a higher priority?

There is a need to communicate, share, and underscore that CAI is an improvement for the system. There are campus and system challenges with implementation for some users. What does "Common Assessment, but not common placement" mean at a system wide level and

looking at data system wide? The three big initiatives could also spur conversations about streamlining curriculum locally.

Look at perhaps changing the messaging focus of EPI to the aspects of it that make it desirable beyond education planning. Develop better integration between Degree Audit and OEI. It is also important to be able to register from the Education Plan directly. Look at the ability to register by time blocks, and also the ability to register based on historical course offerings. The Exchange system takes students to local offerings first; perhaps should go statewide. Messaging that CAI, EPI, and OEI are education projects supported by technology, NOT technology projects supported by education. Perhaps TTAC should be restructured to have more focus on end users and less on technology representatives.

There were overall concerns expressed about:

- Communication across various constituencies and various levels of acceptance
- Information overload with so much coming down from the state
- Project website clarity, there are various different looks and feels between projects
- Duplication of efforts between projects
- Project creep/having to address unanticipated events
- Ongoing funding
- Remaining aware of equity issues
- Appropriate balance in local autonomy versus centralization
- Elements which make sense at system level versus local
- Need for strategic mapping of messaging

Looking to the Future: Brainstorming
Understanding Our User Groups:
Small groups discussed the needs of user groups in the system. Students need information that is personalized, fit to life, work schedules, and provides a path to completion. Courses and data should be completely transportable, provide short paths to basic skills competency, and provide flexibility in scheduling. There should also be training provided in use of technology.

Faculty want autonomy, a functioning classroom, and students prepared and placed at the appropriate level. They would like to have professional development, technology training, and support for changes in technology. They would like room to innovate, make mistakes, and correct, while feeling supported, not targeted or blamed. Faculty also wants reasonable class sizes, a safe environment, and less non-teaching work. Finally, they want help with meeting accessibility standards, and with adapting to a reasonable amount of change.

Classified staff wants respect and recognition of their role in governance. They want processes that are meaningful and streamlined where possible. They also want professional development and opportunities for advancement.

Administrators want tools to better manage time and streamlining of administrative processes. They want leadership training and professional development. They also want opportunities to collaborate across instruction, student services, and CTE. Administrators want technology training and training on governance. Finally, they want more clarity into data measures.

What's Trending?
TTAC members brainstormed ideas about trends in education and technology to be taken into consideration in planning. In education, trends that could be considered are: open educational resources, digital supplemental resources, flexible learning spaces, more technology, student appreciation of more use of technology, and the desire for seamless integration. In technology,

trends that should be considered are: digital badges, mobile data collection in sciences, data sharing, protecting data/operational integrity of system, adaptive learning and technology, predictive analytics, adaptive assessments, individually tailored and customized solutions, use of bandwidth and robotics.

Developing a Vision Part 1:   **Brainstorming**

TTAC members were asked to provide three big picture goals. That list of ninety goals was later narrowed down to five clear top choices.

By 2020/2025, California Community Colleges will:

- Seamlessly integrate all system-wide technology tools
- Implement system-wide data management and governance
- Establish a fully funded and sustainable instructional technology infrastructure
- Enable students to seamlessly navigate and enroll in courses
- Define accessibility standards and implement technology standards to ensure access

An additional three that came up as second tier by number of selections were.

- Create a system level technology center
- ASSIST 3.0 (this might be part of enabling students to know which courses to take)
- Providing a single comprehensive digital identity for all students encompassing their previous, current and future education (may also be part of swirling students being able to take the courses they need)

Strengthening TTAC: **Discussion**

The group discussed the function of TTAC including how it is working well, how it is not working well, and what might be done to improve it.

TTAC has done well with system-wide initiatives that provide real benefit, especially because they are funded. This group supported work which benefits all of the districts. TTAC has also done a great job of bringing together a diverse set of system stakeholders to have good conversations and dig deeper into issues for the system. It has also provided real world advice to the Project Directors from stakeholders. Finally, it has a focus on economies of scale and scalable ideas.

TTAC is not working as well on clarification of the duties and responsibilities of being a member of the committee; there is no onboarding for members. There also needs to be more student involvement in TTAC. (More students should be invited to increase that important participation; perhaps try inviting ten students in order to have three available to participate.) The same is true for CEOs. Additionally, colleges with fewer resources might not have enough staff to send someone, so there might not be enough representation from colleges without robust IT departments. There should also be more input from end users. Dolores felt that there has not been as much effort to include the faculty as there was in the past; the focus seems to have shifted more to technology representatives.

Some members felt that the last two years the work of TTAC has moved into technology details, and needs to step back to set goals for five, ten, and fifteen years away. Others felt that focus on implementation details was also important. Mandy felt that TTAC could be improved by looking at what makes sense at the system level.

Mandy and Dennis were concerned about communication and clear messaging; their campus had Step:Forward materials sent to students that were contradictory to local campus information which was confusing to students. Colleges were not able to opt out, which was frustrating. There needs to be better coordination on those kinds of efforts. Brian explained that the Step:Forward

campaign tried to vet materials at a pretty high level and has also received positive feedback. It is hard to meet the needs of all 113 colleges.

The first ten years or so, TTAC focused on goals, strategies and activities formulated in a plan, and then the plans were updated or evolved. Bill noted that hasn't been done in a while. About three years ago the State gave the CCCs a lot of money and everyone became so focused on keeping up with the work of the initiatives, at the same time that we lost Patrick Perry, who TTAC had perhaps relied on too much for its strategic direction. Joe Moreau also felt that ten years ago was a simpler time and the goals and visions were fewer and more "one size fits all," like CENIC or statewide library resources that could be funded centrally and more easily accomplished. Now education is becoming more personalized and customized which introduces a higher level of complexity and draws TTAC "into the weeds."

Dolores felt that with the small number of meetings TTAC has each year, it is important to balance bigger vision with details. It might be time to look at the Charter, possibly at having some Zoom meetings online, more frequent meetings, or meetings with a specific topic and particular focus. It is important not to have the few meetings each year all focused around report-outs. It would also help to have meeting dates on the calendar as soon as possible. Tim Kyllingstad reminded the group that TTAC used to refer questions and ideas back to the Technology Center, for example, how to do CCCConfer. CSU and UC have nothing that works in the same way; perhaps they can be brought into Confer for a fee. Rico explained that a number of years ago CSU did express interest but didn't want to pay for it. Tim also acknowledged that TTAC used to send more questions to TTIP North and South because they weren't working on the projects.

TTAC has gone from strategic everything with minimal operational detail, to all operational detail focused on the work of the initiatives. Bill emphasized that TTAC needs to move back toward a focus on its driving principals. TTAC has been trying to create system level solutions that benefit every college including concern for colleges that have fewer resources. The desire has been to increase access of students to education, and TTAC has consistently been conscious of the digital divide and looking for solutions that covered a range: infrastructure solutions, user solutions, and applications that took solutions from small scale to large scale.

Erik agreed that the infusion of resources into the system with an exponential growth in projects has resulted in a challenge in how to shift the work of TTAC. Report outs have been important to keep members informed, but there is more than can be absorbed in a short briefing because there is so much going on. It is important to keep strategic planning but also be able to levitate up. We are thankful for the resources, and recognize that it has provided an interesting challenge to keeping ahead of the rapid progress. Part of the responsibility of TTAC is to take a good look at all that is out there and figure out what needs to be done to reduce the chaos for our system.

Daniel asked members to share potential solutions. Debra suggested that communication, governance, integration, and funding will always exist as issues system-wide. Coming up with infrastructure solutions in those areas is helpful. Tim Calhoon suggested that TTAC or a subcommittee of TTAC might be able to provide an oversight function for data governance, as all of the projects are going to be collecting a tremendous amount of information. John thought it would be important to have conversations about what infrastructure means for the system. Bill expressed frustration that the technology solutions on his campus are disconnected from one another. Other areas discussed included: emergency notification services, portal systems, productivity tools (like for document management), integrated instructional media solutions that are accessible that support faculty pedagogy, ASSIST, and "last mile" connections.

Theresa noted that the discussion about the Charter being somewhat dated came up in January but did not yet happen. That discussion should include work on visioning versus operational issues. There should also be focus on the issue of system solutions versus local solutions. She will work with John and Bill to put together some work on timeline or strategy to capture what TTAC should be using from the dialogue today. The intent is to update the Charter. This will

include looking at: how TTAC is evolving, the different skills required, and how to create the right organizational structure for that work.

Action Item:
Members interested in working on the Charter update and the vision for TTAC should talk to John Freitas, Bill Scroggins, or Theresa Tena.

Developing a Vision Part 2:   **Brainstorming**
Groups looked at hurdles to implementation and risks as the system moves toward accomplishing the top five goals.

Technology Integration:
System-wide technology integration is being seeded with CCCApply, Canvas, Common Assessment, and C-ID, so there is the beginning of a track record of success that can be built upon. Some barriers are the very diverse base of installed programs currently across the 113 colleges in the system which people are comfortable with. There will be a need for some kind of local/statewide recognition of need/mandate to be the tipping point. There is a lack of local expertise and local bandwidth for integration. This could be helped by standardized components that tie into system level components.

Potential risks include: many colleges consider standardization to be a bad thing (they feel threatened by it, or feel that local culture matters to students), local political dynamics ("you can't tell me what to do"), concerns about security and privacy, concerns about potential loss of ability to be agile and nimble to be able to steer quickly, missing local specialized groups of users (important to be purposeful and thoughtful ahead, instead of doing a retrofit later), and fear of individuals that the change is the result of someone trying to get them fired or eliminate their position (at Joe's campus they work at advancing people into higher positions to address that concern).

Data Governance:
Data governance hurdles include the need for a Chief Data Officer, the need for security and privacy underneath governance, and figuring out all the places data exists. (Who owns what, and where?) Other hurdles are the need for data dictionaries, alignment with FERPA, and the fact that there are currently no standards for access within the CCC system, or even within the Chancellor's Office. Even in silos that are known, there isn't adequate communication and standards. There needs to be system-wide buy-in for data governance. The legal office at the Chancellor's Office is under-resourced and probably needs full-time support, and staff at the colleges will be needed to support this effort. A subcommittee will be needed, perhaps out of TTAC, with stakeholder participation and project sponsorship from the Chancellor's Office.

Bill emphasized the importance of data as it can impact decision making. As a system a lot of decisions are made without using the data, because it is too hard to use or we don't know how. The data should be connected to the decision making. The Chancellor's Office curriculum approval process, for example, generates a lot of data. What data would be appropriate for colleges to receive? Establishing criteria for analyzing data could be very useful in campus enrollment management. However, currently enterprise management systems are awash in data that is not being used. Data driven decision making is an important higher level goal. Debra agreed that having data policies should also include looking at whether the data is only useful for the Chancellor's Office, or whether it is also useful for individual colleges. It is also important to look at how this topic interfaces with other systems of education, and the Employment Development Department. These points of connection to other systems are currently ad hoc and can be logistically difficult, but are important to discuss at some point. John also noted that both quantitative and qualitative data should be looked at.

Instructional Technology:
Aspirations for instructional technology include: Smart classrooms, library resources and systems, training in instructional technology and professional development, cloud backed and centrally funded resources, access to instructional software, lab technology hardware, continuation of CMS and OEI resources, intersegmental connections, centralize support/help desk, and library video on demand. Hurdles to establishing a fully funded and sustainable instructional technology infrastructure included defining the "last mile", as well as defining what instructional technology infrastructure means. Other potential concerns include: the perception from the field that this would be prescriptive rather than permissive, sufficient training at all levels, funding and legislative constraints, and long term commitment. Other risks include: tension between local autonomy and system control, adoption and integration issues, local purchasing issues, accessibility, adequate support at the local level, and current silos of instructional technology with turf wars between local factions.

Bill cautioned about taking into account the lifetime and maintenance cost of staff or contracting for installation, upkeep, and maintenance with all technology. He also noted that last mile is important for instructional technology, but also for the comprehensive aspects of the initiatives. Anna noted those elements can be affected by the way the contract is negotiated versus whether local colleges have the ability to buy-in, like Canvas. Implementation and adoption changes the risk of investment. Paul thought another possibility would be for the system to fund the Standards for Instructional Technology that already exist as seventy-two standards.

Students/Courses:
Enabling students to know exactly what courses to take and when, will touch on a variety of functions/roles: admission and records, counselors, data, IT, instructional, etc. The group found that the role of technology solutions was more to support or to make the hurdles more efficient to overcome. Ultimately, the hurdles were based in non-technical areas. When a student takes a course, there needs to be a high level of articulation of courses for it to really count. Does it count from college to college, or to another educational system, or even department to department? Having an accessible data system doesn't help with that. The people in the different colleges, systems or departments still need to agree. This means that communication will be really important, it will be essential to get people together to have those discussions to build articulation and agreement.

The group identified pieces that if expanded, could help, like expanding the Course Exchange beyond online courses with C-ID numbers; it could be a giant articulation system. ASSIST could be the vehicle to establish the relationships and OEI could be the thing that kept it accessible. However, policy issues are also involved. For example, if you want students to take courses in a particular sequence; the current Title V regulations only allows it if there are certain pre-requisite structures in place, or in exceptional programs like nursing. That would need to be revisited to be able to establish sequences of courses. There will also be a lot of work involved in reviewing programs, curriculum alignments, scheduling protocols, faculty assignment systems, and so on.

There will also be capacity and resource issues on campuses. There will need to be enough faculty, classrooms, and equipment, to offer courses that students need. That would have to be delivered on a large scale. Coordination would be needed to establish policy agreements, residency, and Financial Aid, for what would be enacted on a system like this. This would be a major policy and implementation issue, and it has been under discussion for years, but the time is right to do it. This will involve enrollment prioritization, if we want to be able to guarantee the student will be able to take next course. Faculty desire to teach as they want may result in a need for a cultural shift to meet student need and desire: full time versus part time, online versus on campus, day courses versus night courses, etc. Course schedule data would be available at least a year out so that counseling and students could assist themselves. Some of this work will require CSU and UC to collaborate (for example to agree on GE requirements)

Accessibility:

There has been a proliferation of technology and multi-media in the CCC. There are websites, webpages, third party software, and applications. There are 508 and WCAG 2.0 standards that colleges and the Chancellor's Office have to meet for technology resources. Campuses that don't meet those standards can be held liable and are required to provide accommodations to individuals when they don't meet them. There are legal and financial issues, but most importantly ethically, students and employees don't have equal access to materials, training and content they should. However, even for campuses that are trying to comply, the standards are very hard to understand. Paul Bishop, for example, is a Compliance Officer and a PhD and he finds them hard to understand. It is even harder for the smaller colleges that don't have the resources and are left to themselves to try to understand.

Members discussed the usefulness of also addressing the question of what constitutes a "reasonable accommodation" in the classroom. This would be very helpful to faculty in making their courses accessible, since currently that complex or time-consuming task falls on the faculty. The DECT grant helps to provide captioning, however there isn't enough funding, so 3CMedia (with 1,200 instructional videos to caption) has to determine which to do. It would be helpful to have a committee to deal with accessibility issues. Even with the HTTU, the Technology Center, @ONE, and DECT nobody has enough resources, they are deeply underfunded.

There are two standards: the standard for accessibility in educational materials where everything has to be accessible, and then the technology which helps with reasonable accommodations for lab processes, hearing assistance, etc. where the technology is highly variable. The law regarding accessibility of educational materials has been there for a very long time; that needs to be enforced. It is in the purchasing guidelines, but help with understanding what those rules are and whether a particular vendor meets them would be quite helpful. It would be useful to have a clearinghouse of products or materials that are known to meet the legal requirements, so that campuses are not relying on the vendor's word.

It would be really helpful to bring together a group of experts to put together deliverables, in plain English, explaining the standards and best practices. It would also be helpful to provide examples and best practices for meeting those standards. Campuses could be directed to resources to help with making fixes to meet the requirements, including fixes they could make themselves where possible. This project would actually provide risk mitigation for the system.

Creating a Road Map:
The following draft ideas represent guidance for the five "big ideas" worked on by the groups at the retreat. These were the top goals but the order does not represent a priority order.

Big Idea 1 Integration of system-level technology tools

If we're successful, why is this important?
Student success
      Consistency/Clarity
      Improve student equity
      Better data = better services to students
      Improve student outcomes/persistence
Efficiency/Cost savings
Improve security/privacy
More consistent support for all campuses- higher baseline

Short-term success metric:
Are current initiatives meeting our expectations for seamless integration?
What do students think? Is this helping? Are we saving money?
Are adoption rates on voluntary components high?

Did we establish governance, standards, monitoring, guidance, and assistance to support this initiative?
Did we identify/acquire sustainable funding?

Long-term success metric:
Have we maintained sustainable funding?
Is there widespread adoption?
Have we improved student success: retention and success, completion, time to completion, higher transfer rates, higher employability, and lower student debt?

Next Steps:
Form a governance body- Perhaps a subcommittee of TTAC with other subject matter experts
Inventory/landscape analysis to establish baselines
Develop user stories to create standards and metrics
Identify cost components and funding
Create and implement roadmap.

Big Idea 2: Implement system-wide data integration and governance

If we're successful, why is this important?
Impacts all areas
Facilitates student success and cost savings
Operational effectiveness
Data driven decision-making
Facilitate best practices among colleges
Proof for future funding of system enhancements

Short-term success metric:
Inventory all data using an environmental scan or a third party assessment
Data dictionaries and discrepancies
Scope document, Charter, Communication plan
Establish Governance. Identify and recruit stakeholders
                Charter, agenda, minutes
                Transparency mechanism (website)
Project plans and schedules
Determine what roles and resources are needed

Long-term success metric:
Cohesive integrated data
        90% of system-wide staff/faculty can **access** data for decision making
        Real-time data synchronization
        System-wide control processes for change, delete, update, and add data elements
        Alignment with external organizations and standards

Next Steps:
CCCCO Executive team buy-in
Environmental scan
Third party scan/audit
Master Data Management (MDM) work at CCCTC
Inventory of data and discrepancies
Project scope and planning

Big Idea 3: Establish a fully-funded and sustainable instructional technology infrastructure

If we're successful, why is this important?
Technology in now embedded in 21st Century learning and teaching

Short-term success metric:
Usage, focus groups, surveys
How well being done now?
Identified needs now and level of support for improvement

Long-term success metric:
Increased sophistication in use of technology and technology resources in teaching and learning

Next Steps:
System inventory and needs assessment; identify user expectations
Establish group(s) to identify definition of system instructional technology infrastructure and technical specifications with TCO
Identify funding and implementation framework(s)

Need to:
Identify and assess other successful examples (i.e. Florida CC, Virginia CC, CSU, etc.)
Explore funding and purchasing model changes
Use a JPA as a tool for more agility and simplicity?

Big Idea 4: Enable students to know exactly which courses to take, when to take them, in what order, where they are offered (and whether space is available), and be able to enroll in those courses in a totally seamless fashion.

If we're successful, why is this important?
Everything depends on the student's being able to find and take the courses they need
Currently we do not know what student demand is
Pre-requisites offered in other divisions /departments
Goal of avoiding simultaneous conflicting course offerings

Short-term success metric:
Use cases to support ASSIST
Build a crosswalk of courses
OEI Exchange
Tech Tools- "pre-mapping courses" conversations: Where is the demand coming from?
                                                        What works best for students?

Long-term success metric:
Interest in supporting solution based upon a regional approach
Focus on NEW students first, low hanging fruit
Research approaches to answer the question
Need input into tool (counselor, faculty)
Evolve and respond to industry
Change courses to seamlessly integrate into a job

Next Steps:
1) Catalog validation: audit of existing catalogs, move to online?
2) Data dictionary for catalogs- work immediately with courses; encourage reading of the updates
3) API interact programmatic rather than silo the program

4) ERP User Group (Banner, Datatel): bring user groups to help articulate change to the large group

Big Idea 5: Ensure system-wide accessibility of technology for both students and CCC employees (faculty, staff, and administrators)

If we're successful, why is this important?
Meet State and Federal requirements
Save colleges money from not having to provide nearly as many ad hoc accommodations
Make college personnel's lives easier by clearly understanding requirements
Reduce the hassle involved to understand standards
Equal opportunity/moral issue

Short-term success metric:
Define accessibility operational standards in plain English
Identify best practices for meeting requirements, including:
- Suggested Board policy for administrative procedures
- Purchasing guidelines
- Communicating out to faculty and other staff on these standards and their responsibilities (Why compliance is so important)
- How to make fixes and available resources to leverage to meet compliance standards

Long-term success metric:
Create clearinghouse of third party products that meet standards
Goal of 100% compliance in system

Next Steps:
Form system-wide working group convened by CCCCO to include:
- CCCCO accessibility experts
- DSPS campus reps
- Hi-Tech Center Training Unit
- Vet representatives
- Any others

Lay out framework and identify scope of work for workgroup (their specific charge)
Produce a guide that translates into plain English and operationalizes the standards in 508 and WCAG 2.0 accessibility
Make recommendations about tools, how to make pdfs, PowerPoints, etc. accessible
Create training materials and place in the Professional Learning Network

Wrap Up and Next Steps:
TTAC members each spoke briefly about how they felt about the retreat and the processes followed. They expressed excitement about moving forward with a vision, goals, and the potential for getting things done, and about getting back to "the roots" of TTAC with a productive process of listening to perspectives and discussing how to support each other moving forward.

Daniel expressed excitement about TTAC having some crystallization around big ideas moving forward and realization of the work that will be ahead to turn those ideas into reality. John was excited about reinvigoration of TTAC and great ideas for the future that have the ability to coalesce into a plan with the right environment moving forward. Bill was encouraged by honest, constructive conversations regarding what works for TTAC and what can be improved. He is looking forward to revisiting suggestions regarding TTAC membership and process. Some of the goals coming out of this retreat capture past ideas and stand on the shoulders of previous work, but most importantly, Bill was excited that the work today was based on need and not necessarily

just technology but instead on fitting the technology to where it might help. Going forward, the key, as always, will be on the ability to follow through.

Theresa echoed the excitement of others in feeling new energy and positive forward direction. She also highlighted the mindset of looking beyond the technology initiatives to supporting important activities and using this work as a starting point to feed into the upcoming System Strategic Plan.

Action Item:
Theresa will work with Bill, John, and other interested individuals in the near future on revising the TTAC Charter and bringing that back to the group.

Adjournment:
The meeting was adjourned at 1:30pm.

TO: Theresa Tena, California Community Colleges Chancellor's Office

FROM: Daniel Kaufman, Third Plateau

RE: TTAC retreat follow-up

DATE: May 10, 2016

OVERVIEW

On April 26-27, 2016, the California Community Colleges Chancellor's Office's ("CCCCO") Technology and Telecommunications Advisory Committee ("TTAC") met in San Diego for its annual retreat. Third Plateau facilitated the meeting and identified four main objectives:

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

HIGHLIGHTS

Over the course of two days, participants heard reports from project directors and considered the projects' implementation challenges and policy implications, examined the needs of different user groups, and engaged in a series of small group discussions to explore trends in education and technology. Through these conversations, the participants identified and began to road map five priorities for the future:

1. Seamlessly integrate all system-wide technology tools;
2. Implement system-wide data management and governance;
3. Establish a fully-funded and sustainable instructional technology infrastructure;
4. Enable students to seamlessly navigate and enroll in courses;
5. Define **accessibility** standards and implement technology standards to ensure **access.**

Participants **also** identified three other second-tier priorities:

1. Create a system-level technology center;
2. Develop ASSIST 3.0
3. Provide a single comprehensive digital identity for all students encompassing their previous, current, and future education

To focus conversation and action planning on the five first-tier priorities, participants agreed to table working on the second-tier priorities and turn to them at a later date.

At the end of Day 1, participants also took stock of TTAC's operational strengths and weaknesses and discussed how to improve TTAC moving forward. The group identified five aspects that need attention:

1. TTAC membership: Which stakeholder groups should be represented on TTAC? What's the right balance between technologists, administrators, and user groups?
2. Roles and responsibilities: What is expected of TTAC members? How should TTAC onboard new members?
3. Meeting scheduling and frequency: How often should TTAC meet? How far in advance should TTAC meeting dates be scheduled?
4. TTAC substance: How should TTAC meeting agendas balance discussion of technology project details with big picture thinking?
5. TTAC leadership: What role should CCCCO play in setting TTAC's agenda and driving conversations?

RECOMMENDED NEXT STEPS

A number of big ideas and themes emerged through the whole committee and small group discussions. To maintain the momentum from these discussions, Third Plateau recommends that CCCCO and TTAC take the following next steps:

- TTAC Charter Review Sub-Committee: CCCCO should re-solicit self-nominations to participate in a TTAC Charter Review Sub-Committee. Once the membership is finalized, CCCCO should convene the sub-committee and facilitate a review of the five key questions identified above (and any other relevant concerns that emerge). The sub-committee should seek to develop and present recommendations to the entire TTAC at its next meeting.

- Data governance and system-wide integration: TTAC should create a data subcommittee of TTAC to oversee and guide the system-wide data management and governance work. Additionally, CCCCO should conduct a landscape analysis to take stock of the system's current practices. This can serve as a baseline for future initiatives.
- Sustainable instructional technology infrastructure: CCCCO should conduct a needs assessment to better understand the bounds of what users want and expect.
- Seamless course navigation and enrollment: CCCCO should develop an online course catalogue with a universal data dictionary. CCCCO should research how other higher educational systems have accomplished (or failed in) developing similar systems. Additionally, CCCCO should conduct user interviews and focus groups to better understand the needs, behaviors, and challenges of various user groups (students, counselors, faculty) as they relate to developing such a tool.
- Accessibility: CCCCO should create and convene a system-wide working group focused on producing an easy-to-understand guide to accessibility standards, vetting and recommending technology tools, and creating training materials.
- Second-tier priorities: CCCCO should review the second-tier priorities to determine if and how they connect with the identified top-tier priorities. For those that are sub-elements of the top-tier priorities, CCCCO should include those issues in the appropriate discussions. For those that are unique considerations, CCCCO should make space to discuss them at a TTAC meeting during the next academic year.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Optimizing the **Statewide** Value and Opportunity of Digital Textbooks for Community **Colleges**		Month: August	Year: 2016
		Item No V E	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval ways that the ASCCC can partner with Apple to provide services to faculty.	Urgent: NO	
		Time Requested: 1 hour – time certain 11:00 a.m.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Executive Committee	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Innovation and Instructional Design Institute featured a general session on the future student population by an Apple educational representative as well as a breakout session on technology tools. Both presentations were well-received by the faculty, and opened up communication with Apple about how the resources they offer can better assist faculty members and their students. Subsequently, the ASCCC was invited to attend a two-day leadership event hosted by Apple. Adams and Freitas attended the event and in March reported to the Executive Committee on Apple resources that might benefit faculty. Some of the resources available are three-dimensional learning through free textbooks, free OpenStax books, and new innovations used in the classroom. The Executive Committee asked that an item be agendized for further discussion about Apple's technology tools.

Since the March meeting a number of activities have transpired such as the creation of an ASCCC Taskforce to consider how we can develop CCC online educational resource and the Governor's Z-Degrees. Marlene Garcia, national manager for the Strategic Initiatives Group, a division within Apple Education, has been invited to provide the Executive Committee with information regarding technology tools that could help ASCCC in addressing legislative requirements.

Ms. Garcia will discuss the changing digital textbook market, political pressure to reduce textbook costs for students, i.e. implementation of the new Z-Textbook initiative, and how faculty can lead the discussion statewide. She will talk about digital trends in higher education from a device agnostic perspective and will reference Apple specifically only to illustrate concrete examples.

Ms. Garcia understands California community colleges and legislative requirements since she formerly worked for the California Community College Chancellor's Office as the Vice Chancellor for Government Relations.

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

Executive Committee Agenda Item

SUBJECT: System Advisory Committee on Curriculum (SACC) Update		Month: August	Year: 2016
		Item No. V. F.	
		Attachment: YES	
DESIRED OUTCOME:	Exec will be updated about the activities of SACC over the past year and ongoing concerns	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

2014-2016 saw numerous resolutions and responsibilities assigned to the System Advisory Committee on Curriculum (SACC). Working with the Chancellor's Office, the CIO appointees, and other interested stakeholders, considerable progress has been made on a number of significant issues, including the revision of the PCAH, the creation of a new SACC charter, and the completion of a number of outstanding resolutions from the field. The attached list provides an update on the activities of SACC, along with a summary of each of the issues that the committee has tackled over the course of the past two years.

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

SACC Agenda Items Updates/Prioritizations
April 2014 through present

"P" and the PCAH -- Completed
April 2014: PCAH Draft Language changes on grades of "P" and ADTs and GE requirement for "transfer" AA and "CTE for Transfer" degrees. CCCCO staff reported that, after a thorough review, there is nothing in Education Code or regulation that indicates a restriction on the use of "P" grades for an Associate degree. Therefore, the CCCCO will remove this statement from the PCAH as part of an errata (which must be vetted through Legal Affairs). Further investigation determined that an errata was not acceptable; rather a CCCCO memo was issued on May 20, 2014 that informed the field.

Eliminate the Word Discipline – Ongoing
May 2014: Resolution 09.05 (SP13) Eliminate the word "Discipline" in the Taxonomy of Programs was discussed in SACC. Members recommended the language changes to the CCCCO. The term "discipline" will be replaced with "program." Legal staff found no issues and changes are to be posted to the website. The Taxonomy of Programs (TOP) manual is being revised to eliminate use of the word "discipline," using the term "program" as a replacement. The Chancellor's Office is waiting for the 2010 CIP Code and TOP Crosswalk before publishing the new version. There have been ongoing discussions of transitioning from TOP codes to CIP codes.
August 2014: SACC noted that they will discuss the implications of this transition at future meetings.
August 2016: This is supposed to be dealt with in the forthcoming TOP manual but has not been resolved; will remain on SACC agenda.

Adult Education (AB86) -- Ongoing
June 2014: SB 173 passed Assembly Committee. Funding for CDCP courses proposed (and later approved) for 2015-16. CCCCO will update SACC with new information as needed.
March 2015: Discussed budget trailer bill and concerns continue to exist regarding allocations committee, as well as new concerns regarding the LAO documents, and rolling credit basic skills into block grants.
August 2016: Interest in comingling courses and noncredit minimum qualifications among other issues, will keep this on the SACC agenda going forward.

PCAH Revision – Completed/ Submission Guidelines -- Ongoing
June 2014: SACC recommends taskforce to conduct a PCAH revision. A work group is comprised of CCCCO staff, CIOs, and faculty.
July 2016: 6th edition of PCAH accepted by Board of Governors. Second document, on submission guidelines, is forthcoming.

GE requirements for AA/AS and CTE degrees with program goal of "transfer" -- Completed
June 2014: Members expressed concerns about local (non ADT) degrees identified as "transfer" as the program goal in the Curriculum Inventory. The 5th Edition of the PCAH limited colleges to the use of IGETC or CSU pattern. Historically, colleges were permitted to allow students to

choose among the local GE pattern, CSU GE, or IGETC for local degrees. SACC discussed several options but came to no conclusions. In January 2015, documents distributed (but not discussed) analyzed the degrees in the system and investigated possible solutions to the GE pattern determination so that colleges could best serve students. ASCCC resolution 09.01 (F2014) supports the option for local determination of using any GE pattern that matches the students' goals, regardless of the program goal.

March 2015: Continued discussion but no resolution

July 2016: New PCAH designates that program goal of transfer is only for ADTs. Any degrees denoted as CTE or Local may use local GE, CSU GE Breadth or IGETC.

Noncredit Progress Indicators--elevating the priority of Title 5 changes to add SP (Satisfactory Progress) -- Completed

June 2014 and August 2014: SACC reviewed proposed language developed by the Academic Senate for needed modifications to title 5. The language was vetted with members from the original pilot group.

November 2014: SACC recommended that the language be put forward for approval and incorporation in reporting data elements.

April 2015: Discussion changing Title 5 to include SP (satisfactory progress). CO assertion at this time is that noncredit is not tracked in student success data (MIS will not recognize it unless every college is doing it); if we do this it becomes an unfunded mandate. This T5 change needs to accompany a budget proposal.

July 2016: At the Board of Governors for a first read, with approval in September.

Noncredit Prerequisites on Credit Courses – To Noncredit Committee

April 2015: LeBaron stated that Title 5 is permissive and there is nothing preventing non credit courses as pre-reqs to credit courses. However, established policies must be followed regarding the creation of pre-reqs. The noncredit course will need to be graded and on a transcript. Concerns were raised about the legal interpretation of this issue, and while it remains on the agenda, it has not made progress.

April 2016: ASCCC resolution 9.07 (S16) calls for the creation of guidelines on this issue, which will be developed by the noncredit committee.

Collaborative Programs Statement -- In Progress

June 2014: CCCCO is developing guidelines for collaborative programs and will bring these to SACC in the fall.

August 2014: SACC recommended that the CCCCO create a template that colleges might use as parameters to establish programs to serve students. SACC adopted a philosophic principle statement in October 2014 and recommended that a statement on collaborative programs be reintroduced to the next PCAH revision.

Relationship of Units to Contact Hours -- Completed
August 2014: The CCCCO described concerns of the assignment of units to contact hours and collecting apportionment. A worksheet was distributed.
October 2014: The CCCCO posted a checklist for colleges to use when submitting applications for degrees, certificates, and courses. Commonly asked questions from the field are about units and collecting apportionment for homework.
April 2015: CO Acknowledge that the new worksheet may be problematic and SACC engage is a conversation about credit hour vs. contact hours and the relationship to apportionment. Information will be included in the 6th edition of the PCAH.
July 2016: In the 6th edition of the PCAH.

ESL Coding for the Data Mart Basic Skills Progress Tracker Tool—Review of Coding Instructions -- Ongoing
August 2014, September 2014, and October 2014, : Basic Skills courses coded with a CB21 value of "Y" – which should not be possible, but do exist – are in conflict with CB08. The CCCCO indicates that there have been problems with data verification, and GoverNet is in the process of developing data checks in the Curriculum Inventory to cross check coding. Other coding issues arise with supplemental courses in labs and sequential courses. SACC recommended that the CCCCO's Academic Affairs and MIS divisions work with CIOs and ASCCC to identify the coding issues and ensure that recoding doesn't negatively impact the Scorecard. Cris (email) asked LeBaron to set up a meeting.
September 2014: A review of CB21 rubrics took place.
March 2015: Colleges have coded ESL courses both in basics skills and degree applicable. There are ESL courses coded as degree applicable and coded as being up to two levels below Freshman composition. There is no uniformity in the degree applicability of ESL courses and additional discussions are needed to determine if more specific guidelines are needed. There are two interpretations of the Title 5 language. One could interpret the language that such coding may is inappropriate since one could compare these courses to other basic skills courses. The other interpretation is that ESL courses are much more like foreign language and the determination of degree applicability for ESL course work is subject to the same processes of approval as any other discipline's course that is seeking degree applicability. A separate work group (LeBaron and Craig) will work on this. The ASCCC will be asked to include ESL faculty in the discussion.
April 2015: Craig will follow up with David Morse to ensure that we have faculty for the task force.
July 2016: Ongoing; was delayed in part because of absence of LeBaron from CCCCO for 6 months; will be a priority for SACC in 2016-17.

ADT Issues and Questions – Ongoing and never ending, with many of these issues on ICW's plate going forward. :)
October 2014: Members recommend COT publish dates in February and September. Ongoing questions regarding ADT legislative mandates and implementation include the following:

- Does a college have to remove its existing degree if it has a transfer degree in the TOP Code and is not able to create an ADT?

- Does the existence of a degree with a CTE goal in a TMC TOP Code create a degree-creation obligation?
- What is the consequence of not creating an ADT as required by SB440?
- What is the process for modification of an existing ADT?
- Why do all posted templates indicate that they were recently revised, yet no notice was made of what changes were made? Ongoing issues about the communication of template changes, TMC revisions and template modifications.
- What steps will be taken to ensure that templates are not modified or removed when ADT development is in progress? What if the TMC is modified by the discipline faculty? How do we ensure that the intended TMC is reflected in the COT?

March 2015: Members discussed the need for colleges to be able to document when an ADT obligation can be met. There needs to be documentation and proof of reasons why it will not work (anomalous materials, for example).

July 2016: The Chancellor's Office is collecting information from colleges that are unable to create an ADT, specifically because of the 60 unit restriction. This information will be shared with the LAO to try and develop a strategy about how to deal with these challenges.

Chancellor's Office Curriculum Inventory (previously GoverNet)-- Ongoing
November 2014: System changes have allowed the CCCCO to track data access. The goal of the August closure was for maintenance of the system. Some coding errors have required manual intervention and coding. A SACC-generated task force may be formed to review the system-wide CI issues.
February 2015: The Senate supported development of a system-wide management system (Resolution 9.09, Fall 2014), and this was shared with the committee.
July 2016: Three ASCCC appointees are part of an advisory committee working on the creation of the third generation COCI. The new COCI is currently scheduled for completion in December 2016. There are several issues that must be resolved with the development of the new COCI. Issues with several CB codes (degree applicability, basic skills, and level below transfer) must be addressed before copying over the existing course database. SACC must work with the Chancellor's Office to develop a plan to correct data errors in the new system. Originally, the Chancellor's Office indicated that inaccurate or incomplete records would not be copied to the new system. They then said that all records would be copied and now there are rumors that they will force colleges to correct any errors immediately upon data migration. A memo from the Chancellor's Office clearly outlining the transition process is essential. SACC will also need to decide what information will be included and stored in the COCI. When local curriculum management systems are linked to COCI, all of the data in those systems could be uploaded into the inventory. Should it?

Baccalaureate Degrees -- Ongoing
SACC was presented with information multiple times on the process and activity of the pilot. Conversations about the parameters of the degree need to be held.
July 2016: SACC will continue to be updated as pilot colleges roll out first degree programs in fall 2016.

CTE Task Force/Doing What Matters/Dual Enrollment -- Ongoing
December 2014: Vice Chancellor Van Ton-Quinlivan presented information. A white paper on Curriculum and Instruction issues will be shared with SACC members. Guidelines on dual enrollment need to be developed.
July 2016: WFTF continues to be a topic in many areas of the SACC agenda; a representative of the CTE Leadership have served on SACC for the past two years and a new representative will be on the committee in the fall. Members of the Workforce division of the CCCCO will be invited to SACC as needed for clarification and information.

Credit/Community Service Combination Classes -- Ongoing
January 2015: CCCCO declared in September 2013 that there were no legal restrictions to offering credit/community services classes at the same time. A guidance document has been reviewed and vetted over multiple meetings since 2013. The CCCCO and the ASCCC believe this document is a priority. SACC members recommend the 2013 document to the CCCCO for adoption.
June 2016: Elias from the CCCCO presented a list of legal issues/concerns and this continues to be held up; it is on the agenda for the first meeting of fall.

ADT approvals and articulation options – Ongoing but more on ICW than SACC
February 2014: There are two different scenarios for the use of existing articulation agreements in ADTs. The first scenario is when the template lists both C-ID and articulation as options for course inclusion. Can the college submit a revised COT indicating the use of course-to-course articulation? Currently, this is a non-substantial change to an existing credit program (so the answer is yes?). The second scenario is when the TMC does not provide the option for using existing articulation agreements. The use of articulation agreements in this case would need to be discussed with the FDRG and accepted by ICFW and ICW.
July 2016: Discussions continue regarding majors that have proven problematic (computer science, studio arts) and will remain on the SACC agenda.

Supervision of Foreign Language Labs – Completed
May 2014, November 2014: Resolution 07.04 (SP14) Immediate Supervision in Foreign Language Labs. Title 5 § 58055 was discussed. SACC affirms that Title 5 changes are not necessary. ASCCC members are working with resolution authors to clarify why a change is necessary and depending on the outcome, resubmit the changes for further consideration by SACC.

Local Approval of Stand Alone Courses – Completed with need for addendum to PCAH
January and February 2015: The CCCCO is reviewing 132 courses using a 22 metric rubric. SACC members reviewed the rubric and expressed concern about the qualitative nature of the evaluation. Senate Resolution Fall 2014 09.03 Reinstating Local Approval of Stand Alone Courses recommends the CCCCO move toward reinstatement. The CCCCO assured members that results from the evaluation will be vetted by SACC at the March 26 2015 meeting.
March 2015: A partial report of 30 courses was presented to SACC. The committee expressed renewed concerns regarding the qualitative components that were measured and asked that those be removed. The committee also wanted to see the degree applicable and non-degree applicable courses.

April 2015: LeBaron is redesigning the study. He acknowledges that there will be no qualitative elements and everything on the rubric that was presented on a past SACC meeting will be only examined to see it the information is on the COR and not examined as to its quality. They will not be using the inventory but rather asking colleges to submit CORs for the study based on a random sample of SA courses from 2009 to spring 2015. LeBaron agreed that they would ask colleges if the SA course was in the process or has been attached to a degree or certificate since original submission to the CCCCO and they will also ask if the SA course is now program applicable. They will produce descriptive statistics and identify courses by TOP Code.
It should be noted that AA did not do the report but the local colleges lost the local approval that is hurting CTE programs. Although this was not noted as priority, it is in terms of the PCAH revision. The breakout at the CI should enable us to get more information.
July 2016: Return of local stand-alone approval approved at BoG. However, the section on stand-alone in the 6th edition still refers to the old version of §55100. (18 units of consecutive prerequisites, which is now gone). SACC discussed the need for an addendum to the PCAH that reflects the new version of §55100 and the need for Academic Affairs to send a memo about this. Will be on agenda for fall.

Credit by Exam/HS Articulation -- Completed
Title 5 55051, High School Articulation
February 2015: Members discussed Senate Resolution 09.02 (Fall 2013) Modify Title 5 Language to Include Credit by Examination Processes into §55051. SACC recommended that draft language be proposed and consider interplay with other Title 5 language; issue of residency for units that are earned (should that be considered) and issues regarding units in "escrow." The ASCCC has a resolution from Fall 2007 regarding this issue. The CCCCO would like a task force to work on this. Language MGH sent potential language to CCCCO by email with a request to meet.
March 2015: Language was present to the committee. Recommendations were made for minor language changes. The committee will review this again at an upcoming meeting
July 2016: Document sent to July Board of Governors meeting for approval.

Competency vs. Completion vs. Achievement certificates -- Completed
February 2015: Members discussed Education Code language and CDCP Certificates approval requirements as well as the difference between the various certificates. Certificates of Competency and Completion, defined in title 5 (section 84760.5), are for noncredit CDCP programs while Certificates of Achievement are used by credit certificate programs.
July 2016: Language clarified in 6th edition of PCAH.

Cooperative Work Experience – Ongoing
May 2014: SACC discovered a misalignment between the sections of Title 5 on work experience and course repeatability. Under Title 5 §55040, only occupational work experience courses are allowed to be repeatable, but general work experience courses are not. Therefore, SACC recently discussed and recommended proposed changes to §55040 (b) (6) that delete the word "occupational" and substitute the word "co-operative" throughout, thereby encompassing both occupational and general work experience. The regulations are with the DOF.
April 2016: ASCCC Resolution 9.04 (S16) asks for flexibility in terms of awarding credit in incremental units for CWE: SACC will be working on this.

Low-Unit Certificates – Ongoing
December 2015-February 2016: A workgroup was formed to investigate how many certificates of less than 18 units that are not approved by the Chancellor's Office ("local certificates") are being awarded to students, and to look at the feasibility of allowing certificates of less than 12 units to be submitted for approval by the Chancellor's Office. MIS data revealed that in the period 2010-2015 there were 77,836 local certificates awarded, with 56,787 between 6 and 18 units, and 21,049 less than 6 units. Because these are local certificates, they do not appear on student transcripts. A survey was developed by the workgroup to collect information from the CIOs about their local certificates. The survey was to be distributed by the Chancellor's Office. The consensus in SACC was that regulation should be revised to allow colleges to submit all certificates, regardless of unit value, to the Chancellor's Office for approval so that they can be recorded on student transcripts and be reflected in the Scorecard. This also supports WFTF recommendation #4(b). Finally, there was a discussion about the USDE requirement that students must be pursuing a state-approved program to be eligible for Federal financial aid. It was also pointed out that the lower limit for eligibility is 16 units. There was consensus that lowering the unit minimum for Certificates of Achievement from 18 units to 16 units for mandatory CO approval should be explored.
April 2016: The ASCCC approved resolutions 9.03 S16 (Criteria for Recording Low-Unit Certificates on Student Transcripts) and 9.05 S16 (Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid) in support of changing regulations regarding credit certificates.

SACC Charter – Ongoing
June 2015 – Concerns regarding the role of SACC continue to be raised. Decision was made to create a workgroup to review and potentially revise SACC charter.
July 2016 – Charter workgroup suggested changes to charter; charter was sent to CCCCIO board which approved charter revisions unanimously. Charter revisions will be sent to Exec for its August meeting.
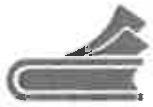
Executive Committee Agenda Item

SUBJECT: *California State University Task Force on Quantitative Reasoning*		Month: August	Year: 2016
		Item No. V. G	
		Attachment: YES (1)	
DESIRED OUTCOME:	Discussion	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The California State University General Education Advisory Committee agreed to expand their acceptance of alternative pathways to meet the quantitative reasoning requirement early in 2016. The CSU Academic Senate then requested an intersegmental task force to evaluate the quantitative reasoning general education requirement. The task force included representatives from ASCCC, K-12, UC, acceleration projects, and political figures. Attached is the final report to the CSU Academic Senate.

Please note the QRTF final report can be found on the ASCCC website or going to the link below:

https://drive.google.com/a/asccc.org/file/d/0B9A4xIRvVwraOUFlQUIRZ1ZhTmM/view?usp=sharing

DESIRED OUTCOME:

The executive committee should be appraised of any proposed changes that will impact our primary transfer institutions.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.
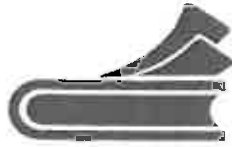
Academic Senate
for California Community Colleges

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Educational Policies Committee
Friday, 13 May 2016
10:00 AM – 11:00 AM
CCC Confer: **1-888-886-3951**
Participant Pin:
951568

MINUTES

I.   Call to Order

II. Approval of the Agenda
a. Approved
b. Members present: Lillian Batista-Edwards, Julie Bruno, Tonya Cobb, Dolores Davison, Jason Edington, Corinna Evett, Cynthia Reiss
c. Members absent: Olivia Light, Wheeler North

III. Discussion items, with action as needed

a. Plenary Breakout report
    i.   Ed Policies folks did a breakout on dual enrollment. Without the toolkit, the breakout needed to be revised a few days before the presentation. The Plenary Plague attacked Jason, so Dolores and Cynthia valiantly carried on with the presentation.
    ii. Presentation focused quite a bit on basic skills.
    iii. Much interest in dual enrollment evidenced by the number of attendees.
b. Dual Enrollment Task Force
    i.   It was interesting because the dual enrolment toolkit is still not out yet.
    ii. Almost a month since plenary and still no toolkit.
    iii. New plan to release different components of resources related to dual enrollment at different times:
        1. Now set to put out a FAQ document before releasing the toolkit.
            a. Because faculty weren't involved in the creation of the document, the FAQs need to be revised, such as a section about colleges setting minimum qualifications, and faculty evaluations.
            b. Hope to have the first iteration of the FAQ document (so far

31 pages with widespread research) released by the end of May.

    iv. Some colleges already actively participating in dual enrollment while faculty at other colleges are asking their administrators to slow down before jumping into dual enrollment agreements.

    v. The FAQ article in the fall *Rostrum* really sparked interest and discussion. Central message: Include faculty in dual enrollment discussions.

  c. Actions moving forward

    i. Once it's out, the committee will want to continue work with/discussions of the toolkit.

    ii. Resolution regarding creating a document related to academic integrity may be something to consider in the future since we were unable to get to it this year.

    iii. Dolores will meet with the new Ed Pol Chair Ginni May to help with the transition for next year's committee.

    iv. Dolores expressed appreciation and thanks to the committee members for their efforts this year.

    v. Committee members expressed thanks to Dolores for her excellent leadership and to the other committee members for the positive experience and opportunity.

  d. Next year's committee service: http://www.asccc.org/content/application-statewide-service

    i. Need to fill out the application again if you want to serve, and Dolores and Julie encouraged the committee to sign-up again to serve.

    ii. Encouraged the committee members to list more than one area of interest.

    iii. Dolores mentioned that she would provide positive recommendations for any members who wish to serve on a committee next year.
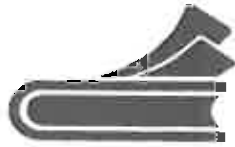
IV. Announcements

  a. Faculty Leadership: June 10-12, Mission Inn, Riverside

  b. Curriculum Institute July 7-9, Anaheim Doubletree

V. Adjournment

  a. Many wishes for a successful remainder of the semester!

**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

Online Education Committee
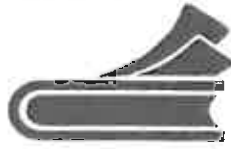Thursday, 19 May 2016
2:30 PM – 3:00 PM
CCC Confer: 1-888-886-3951
Participant Passcode: 283437
Minutes

I. Call to Order at 2:32pm
   a. Members present: Dolores Davison, Wheeler North, Sanya Soyemi, Fabiola Torres

II. Approval of the Agenda as submitted

III. Discussion items, with action as needed

   a. Online Education Regionals Feedback
      i. Thanks to all; great reviews!
   b. Z Degrees Trailer Bill language
      i. Waiting for further information on where that will be focused.
   c. Next year's committee service: http://www.asccc.org/content/application-statewide-service
      i. Need to fill out the application again if you want to serve
      ii. List more than one area of interest.

IV. Announcements
   a. Faculty Leadership: June 10-12, Mission Inn, Riverside
   b. Curriculum Institute July 7-9, Anaheim Doubletree

V. Adjournment
   a. Many wishes for a successful remainder of the term!

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Online Education Committee
Thursday, 31 March 2016
2:00 PM – 3:00 PM
CCC Confer
Passcode:
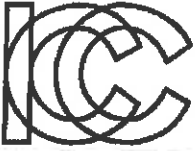Dial your telephone conference line: 1-719-785-4469*
Participant Passcode: 938322
*Toll free number available: 888-450-4821
Minutes

I. Call to Order at 2:03pm
   a. Committee members present: Dolores Davison (chair), Wheeler North, Sanya Soyemi
   b. Committee members absent: Joe Perret, Fabiola Torres, Laurie Vasquez
   c. Guests: John Freitas, ASCCC Curriculum Chair

II. Approval of the Agenda

III. Discussion items, with action as needed
   a. Spring Regionals Update
      i. Registration – lower than expected (25 in north, 29 in south)
      ii. Logistics
          1. Single general session after lunch
             -First part will be about Accessibility; remaining session will combine Professional Development, Effective Practices, non traditional OE
             -Ask Fabiola to meld two PPTs into a single, cohesive set of materials
      iii. Travel – Wheeler will check with Fabiola regarding travel to northern regional
   b. Resolutions for Plenary – none from the committee; OER resolutions may have impact on the committee going forward
   c. Other?

IV. Announcements
   a. Upcoming Events:
      i. Noncredit Regionals: 15-16 April (north and south)
      ii. Spring Plenary Session – April 21-23, Sacramento Convention Center
      iii. CTE Leadership Institute – May 6-7, Double Tree, Anaheim
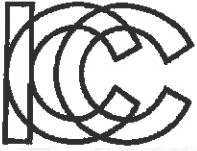
V. Adjournment at 2;48pm

CALIFORNIA EDUCATION ROUND TABLE INTERSEGMENTAL COORDINATING COMMITTEE (ICC)

California Community Colleges
1102 Q Street-6th Floor
SACRAMENTO

June 29, 2016
10:00 a.m.-3:00 p.m.

AGENDA

1.0	Welcome and Introductions
2.0	Approval of Summary Notes for the ICC Meeting on January 30, 2016 (*Attachment*)
3.0	2016-17 State Budget Presenter: Jennifer Kuhn
4.0	Report on the Student Success Initiative at the California Community Colleges Presenter: Pamela Walker
5.0	Discussion on the Impending Teacher/Faculty Shortage in California Presenters: Joe Aguerrebere Kate Browne Larry Corio Veronica Villalobos-Cruz Charlie Watters Christine Zeppos (*Attachment*)
6.0	2016 Eligibility Study Presenters: Jason MacCannell Christian Osmeña
7.0	Intersegmental Efforts Related to Financial Aid Presenters: Catalina Mistler Keith Yamanaka
8.0	ICC Program Reports ~ARCHES-Sharon Twitty ~California GEAR UP Program-Shelley Davis (*Attachments*)
9.0	Other Business
10.0	Adjournment

CALIFORNIA EDUCATION ROUND TABLE
Intersegmental Coordinating Committee

1430 N Street, Room 3705
Sacramento, California 95814
Phone: (916) 324-8593
Fax: (916) 327-9172
E-mail: certicc@cde.ca.gov
Website: http://www.certicc.org

CALIFORNIA EDUCATION ROUND TABLE
INTERSEGMENTAL COORDINATING COMMITTEE

January 14, 2016
California Community Colleges Chancellor's Office
1102 Q Street
Sacramento, CA

DRAFT SUMMARY NOTES

Members Present

Vince Stewart, Chair (Office of the Chancellor, California Community Colleges); Tom Adams (California Department of Education); Saron Dea (Student Representative, California Department of Education); Steven Filling (Academic Senate, California State University); LeAnn Fong-Batkin (California Department of Education); Rick Miller (Alliance of Regional Collaboratives to Heighten Educational Success); Joe Radding (California Department of Education); Nina Robinson (Office of the President, University of California); Erik Skinner (Office of the Chancellor, California Community Colleges); Kristen Soares (Association of Independent California Colleges and Universities); Sharon Twitty (Alliance of Regional Collaboratives to Heighten Educational Success);

Members Absent

Daniel Clark (California State University, Student Association); Mary Gilly (Academic Council, University of California); David Morse (Academic Senate, California Community Colleges); Judy Sakaki (Office of the President, University of California); Pamela Walker (Office of the Chancellor, California Community Colleges); Russell Weikle (California Department of Education);

Guests

Denise Brandt (National University); Shawn Brick (Office of the President, University of California); Michael Burton (California College Guidance Initiative); Zee Cline (California Academic Partnership Program); Lupita Cortez Alcala (California Student Aid Commission); Shelley Davis (California GEAR UP Program); Yvette Gullatt (Office of the President, University of California); Dan Kaplan (Office of the Legislative Analyst); Jennifer Kuhn (Office of the Legislative Analyst); Denise Noldon for Pamela Walker (Office of the Chancellor, California Community Colleges); Kenneth O'Donnell (Office of the Chancellor, California State University); Jose Ortega (California Department of Education); B.J. Snowden (Office of the Chancellor, California Community Colleges); Thomas Vu (Association of Independent California Colleges and Universities)

Staff

Sandra Douglas (ICC Consultant); Penny Edgert (ICC Executive Director); Vicki Lovotti (ICC Administrative Associate)

WELCOME AND INTRODUCTIONS

Penny Edgert welcomed and introduced the new Intersegmental Coordinating Committee Chair, Vice Chancellor for Governmental Relations Vince Stewart, Office of the Chancellor, California Community Colleges. She announced that Karen Yelverton-Zamarripa, former ICC Chair from the Office of the Chancellor, California State University, had retired. Erik Skinner, Office of the Chancellor, California Community Colleges, has taken on new responsibilities and has turned over the ICC responsibilities to Vince.

THE GOVERNOR'S BUDGET FOR 2016-17

Jennifer Kuhn stated that the Governor intends to reduce the amount of payments owed to various entities due to the past recession. Therefore, the budget plan allocates $1.4 billion to reduce the back payments to public schools for the Proposition 98 guarantee.

Jennifer highlighted items in the budgets for public schools and California Community Colleges funded by Proposition 98. With respect to public schools, an increase is included for per pupil funding and the Local Control Funding Formula (LCFF). The Governor's Budget contains an one-time increase for deferred maintenance and instructional equipment, two percent for enrollment growth, and an augmentation to the Basic Skills Initiative for the California Community Colleges.

With respect to higher education, General Fund support is augmented in order to fund student enrollment at the California Community Colleges, California State University, and University of California. Tuition levels for the California State University and University of California remained constant; the University of California received one-time funding for its retirement program.

Segmental representatives expressed pleasure about the increases in the Governor's Budget but each sector expressed specific concerns:

- The California Department of Education needs additional resources to rebuild the state accountability system as it pertains to early learning.
- For all three public sectors of higher education, enrollment growth remains a major focus.
- The Association of Independent California Colleges and Universities (AICCU) has concerns about the lack of increase in Cal Grant funding. AICCU staff has conducted capacity surveys that analyze the proportion of students served by the various higher educational systems.

A PANEL DISCUSSION ON DEVELOPMENTS RELATED TO COMMUNITY COLLEGE TRANSFER

Members of the panel were Denise Brant (National University); Shawn Brick (University of California); Steve Handel (University of California); Denise Nolden (California Community Colleges); Ken O'Donnell (California State University): Nina Robinson (University of California); and, Thomas Vu (Association of Independent California Colleges and Universities).

A summary of comments follows:

Association of Independent California Colleges and Universities

Thomas Vu: 10-15 percent of transfer students are from the California Community Colleges. Some members of the Association of Independent California Colleges and Universities have transfer agreements with specific community colleges.

Denise Brandt: National University is a private, non-profit institution that is part of a larger system in the United States with 140,000 alumni in California. The campus has a 70 percent retention rate; the average age of students is 30.

There are 30 locations in the state that focus on regional needs and serve both undergraduate and graduate students. National University has the largest number of students taking educational credential courses. Campuses have articulation agreements with community colleges and offer some courses on community college campuses at a reduced rate. National University has the largest electronic library in California. Counseling is available by phone twenty-four hours a day, seven days a week.

California Community Colleges

Erik Skinner and Denise Noldon: The main focus of the Statewide Transfer Pathways is to facilitate the transfer process but still allow students to explore various course offerings. Moreover, Statewide Transfer Pathways are flexible so that students can transfer to the California State University, University of California, and the independent colleges and universities. Currently, there are 2,000 transfer agreements in which over 20,000 students are participating from 500 at the beginning of the process. The Transfer Agreement Program and the attendant processes are monitored continually. In addition to these intra-state agreements, the California Community Colleges have nine Memoranda of Understanding (MOU) with several Historically Black Colleges and Universities.

Fortunately, due to the increase in financial support, more counselors are being hired and more comprehensive counseling opportunities will be available to promote transfer. Counselors will receive training to make sure that they have the correct tools to counsel students accurately and effectively.

With regard to the Associate Degree for Transfer, a question arose about the extent to which program staff are talking with high school students and counselors about option? The response was that the level and nature of communications depends on the school and school district and the strength of the partnership. The pathways staff expects to see more communication with the high schools in the future.

California State University

Kenneth O'Donnell: Sixty percent of graduates from California at the California State University transferred from a community college. The Associate Degree for Transfer ensures that students are well prepared for baccalaureate-granting institutions. This Degree has become a powerful tool that allows students to explore curricular options that they may not have considered as well as supporting better use of data.

University of California

Nina Robinson and Shawn Brick: At UCLA, San Diego, and Davis, one-third of undergraduate enrollment is from community colleges; the other campuses are striving towards that percentage. Funding for 5,000 more students gives the University of California more flexibility to admit additional transfer students. In recent years, the University has increased its transfer applications by 11 percent due, in part, to the extension in the application filing period.

The President of the University of California has established a Transfer Action Team whose charge is to increase the diversity of the transfer pool. To achieve that goal, the number of community colleges sending students to the University needs to expand because historically most transfer students matriculate from campus that do not have diverse transfer populations.

The University of California plans to continue to focus on transfer pathways across the system that emphasize major field preparation that consistent across the system and aligned as much as possible with requirements for the Associate Degree for Transfer. Ten pathways were developed last year; 11

more will be completed this year. Although a student can be admitted to the University of California without participating in any guarantee program, preference is given to students with an Associate Degree for Transfer and to students participating in its Transfer Pathways program.

PERSPECTIVE FROM THE NEW EXECUTIVE DIRECTOR OF THE CALIFORNIA STUDENT AID COMMISSION

Lupita Cortez Alcala wants to develop transparency about financial aid information. She wants the California Student Aid Commission to provide a public service to students and parents. As such, Lupita sees a nexus between the ICC and Commission goals.

Lupita expects to establish a relationship/partnership with higher education through the IC in order to assist the Commission in disseminating critical information to the public. For instance, the Commission sends information to parents and students before the senior year in order to lessen "sticker shock" related to the cost of college attendance. Additionally, the Commission needs to address Cal Grant issues. For instance, Cal Grant C is underutilized as is true for other grant programs. Because the Commission does not have a research arm, staff needs assistance in determining the most effective and efficient ways by which to disseminate information that is based on the fact.

Members acknowledged the problems and suggested that the Commission look holistically at financial aid. Lupita was asked about ways that the ICC could collaborate in order not to duplicate efforts and share resources. Penny suggested that the ICC convene a group to address issues that Lupita has raised.

CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM (CAPP)

CAPP Director Zee Cline presented a progress report on CAPP that was authorized in legislation in 1984 and has, for over 30 years, successfully developed "cooperative efforts to improve the academic quality of public schools in order to improve the preparation for college for all students, particularly in secondary schools with high proportions of low-income students." To recognize this milestone, CAPP, in conjunction with its partner ARCHES, will co-host a celebration in the Fall of 2016.

Currently, CAPP is focused on the following areas:

College-Going Culture Extension Grant that supports schools in creating a *college-going culture* with a focus on academic rigor in three areas: Mathematics, English/Language Arts, and Counseling.

CAPP Demonstration Project that focus on incubating partnerships between high schools and postsecondary institutions in implementing Common Core State Standards and creating a seamless transition for students.

Mathematics Diagnostic Testing Project (MDTP) -- a signature program for CAPP -- is now aligned to the Common Core State Standards and facilitating better understanding among teachers as to ways to use the MDTP results in light of its alignment with Common Core State Standards.

Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) continues its strong partnership with CAPP by adapting lessons learned from its Investing in Innovation (i3) project to support the focus of the *College-Going Culture* Extension grant.

ICC INITIATIVES

Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)

The new Executive Director Sharon Twitty reported that ARCHES is engaged currently in examining, refining, and exploring strategies and services that "leverage efforts of local partnerships to close the

opportunity and resource gaps that impact student achievement in a regional collaborative." These efforts include:

- Site visits;
- Embedded partnering -- an individualized service model that provides expertise and/or resources for collaborates as requested;
- Provider of teacher professional development through the ACCESS Model in mathematics; and,
- Examining emerging educational trends and/or initiatives that would provide an opportunity to leverage efforts and relationships to advance the ARCHES mission.

Conclusion of the i3 Grant (SLOPE)

This five-year effort concluded on December 31, 2015 in which 127 middle school teachers in 18 school districts and 40 schools serving underrepresented and underserved student populations participated during the program's duration. Accomplishments of this initiative are:

- Willingness of teachers to experiment with new strategies and curriculum;
- Continued dissemination of a new culturally responsive and relevant mathematics professional development model in California through the *A College and Career Equity-Based STEM Strategy* (ACCESS) initiative with three partners, including CAPP, California GEAR UP Program, and the Madera County Compact through a three-year California Math and Science Partnership Grant (CaMSP) from the California Department of Education ; and,
- Demonstrated success of innovative teaching practices and resources provided in rural schools.

Eric Skinner commented that he wanted to disseminate these successful strategies and best practices developed by CAPP and ARCHES throughout the state. Additionally, Joe Radding indicated that these efforts prepare students not only for the California State University and the University of California but for success at the community colleges.

California GEAR UP Program

Because California GEAR UP Director Shelley Davis was unable to attend the meeting, there was no oral report but the agenda packet contained a written report.

National Governors Association

Penny Edgert referred the members to the invitation in the agenda packet to a conference entitled *California's New Goals and Multiple Measures of Educational Achievement: Potential Implications for Higher Education.* This conference will be the coda for this initiative that was focused on the implications of the Common Core State Standards for higher education because, if these new standards are effective, colleges and universities will be receiving applications from students who have been educated in a very different way and may, in fact, be very different students.

Publications

Penny shared that *Futures* is being given to every eighth-grader in the State. The booklet is in English and Spanish; versions in Vietnamese, Khmer, and Hmong can be found on the ICC website.

College: Making it Happen -- a Guide for middle school educators and parents -- remains a popular publication that is disseminated widely to middle school students and their families.

ADJOURNMENT

There being no other business, the meeting was adjourned.

California Teacher Shortage
AICCU Response
Prepared by AICCU Deans and Directors of Education

The Association of Independent California Colleges and Universities (AICCU) represents seventy-eight private, nonprofit, WASC accredited colleges and universities throughout the state, some of which prepare teachers and other educators. At their April Commission meeting, the California Commission on Teacher Credentialing (CCTC) approved the report *Teacher Supply in California, 2014-15: A Report to the Legislature*. The report reflected that collectively, independent institutions prepare 43.1% of the credentialed teachers in the state.

AICCU institutions offer programs throughout the state in urban, suburban and rural settings and through a variety of models (on-ground, on-line, hybrid) as well as in year-round program and more traditional semester programs. The population of those being prepared as teachers reflects the diversity of the state and has the highest percentage of program completers who identify themselves as Black with 7%.

The Teacher Supply Report also notes "More than half (53.6 percent) of the total enrollment in 2013-2014 was in Private/Independent Colleges and Universities; more than two-fifths (39.8 percent) were enrolled in the CSU system. The UC system enrolled 3.9 percent and District Intern programs enrolled the remaining 2.7 percent." (page 16)

Finally, Table 1A (Appendix) of the report titled "Distribution of University Intern Credentials by Type and Institution: Multiple Subject, Single Subject and Education Specialist Intern Credentials Issues July 1, 2014-June 30, 2014" indicates that the total intern credentials issued by the CSU system was 1,030, UC total-51 and Private/Independent Institutions was 1,376.

As demonstrated by the above information, AICCU institutions are a **significant stakeholder** in the State's production of teachers and have been addressing elements of the teacher shortage. As noted by the CTC and by reports/analysis issued by the Learning Policy Institute, the Legislative Analyst's Office and the California State University this past year, the shortage will continue to persist in the immediate future, particularly in specified academic subjects and geographic areas of the state.

AICCU's forty-three (43) teacher education programs are committed to educating and producing high quality California teachers and administrators dedicated to student learning and who reflect the diversity of our State. To that end, AICCU institutions have created unique and rigorous learning environments that seek to serve the needs of today's students, providing flexibility and innovation in the delivery of programs (e.g. intern programs, residencies,

undergraduate blended programs, online, etc.). This ability to deliver programs in a variety of ways and to utilize active pools of qualified faculty allows our institutions to expand enrollment/capacity to serve any increase in demand. Furthermore, AICCU supports the below policy and budget recommendations to help meet the short and long-term demands of the districts, some of which are efforts underway by the state, individual institutions and /or districts:

- Create **incentives for students** interested in the teaching profession to enter and finish a teaching credential program. Examples of these incentives would be loan assumption programs or grant programs to minimize costs to hard-to-staff academic and/or geographic areas.

- The State should support **competitive grant programs** that allow districts, public and nonprofit colleges and universities and other partners to work together and create new or improved models in recruitment and retention that could be evaluated and focus on creating and supporting high quality teaching and student achievement. Such pathways into the profession should include programs for high school students, undergraduate students, paraprofessionals, and career changers.

- Support **programmatic and/or structural changes** to existing teacher preparation pathways that **assist in eliminating barriers** for the expansion of effective programs and help meet the needs of potential candidates, such as:

  - Create a grant program or other funding mechanism for preparation programs that would support continued collaborative efforts between programs and districts to support interns. Intern programs have become difficult to administer due to changes imposed by the Local Control Funding Formula. Proposed improvements include:

    - Multi-year grants to support intern programs, which will allow providers to be more strategic and systematic in program improvements and growth, in addition to allowing for better student recruitment.

    - Streamline the training demands of intern site supervisors through the creation of regional training opportunities organized and led by public and private/nonprofit universities and district providers.

    - Assess the impact on the definition of "Intern Eligible" and the role of the CSET and CBEST.

    - Minimize variance across Intern programs by providing clear state guidance on program standards, while supporting and disseminating effective and successful program practices.

- Require the CTC and the California Department of Education to issue state guidance to districts on their role and responsibilities when partnering with universities to administer Intern programs. Have the CTC/CDE create a template MOU.

  o Remove barriers to subject matter waiver programs for Multiple Subjects programs. **By allowing for a subject matter waiver for the CSET exam,** programs can be more effectively developed for an undergraduate population to enter the teaching profession early in their collegiate career. The waiver for the CSET exam would incentivize early decision-making.

- Ensure that any **recruitment and marketing campaign** or efforts by the State to develop interest in the teaching profession be informed by and involve all teacher preparation stakeholders and partners. Communicate how teaching can be a viable option for various targeted populations.

- **Explore possible incentives for returning teachers** and reach out to this population with a targeted public service announcement. According to the Legislative Analyst's Office, over 10,000 teachers in California have credentials but are not currently teaching.

COLLEGE FINANCIAL AID APPLICATIONS FOR 2017-18 AVAILABLE OCTOBER 1, 2016

"We're making it easier to fill out the FAFSA – which can help you pay for college."
– The White House

STUDENTS SHOULD APPLY FOR FINANCIAL AID EARLIER

Students can apply for financial aid for fall 2017 starting October 1, 2016 and won't have to wait until January 1, 2017. This timing will allow students and their families to complete their financial aid application while, or even before, they apply for college admission. In addition, this application will now ask for income data from a year for which the income tax filing deadline has already passed. This change will allow the Free Application for Federal Student Aid (FAFSA) files to

make better use of the IRS Data Retrieval Tool. With the push of a button, the 2015 income data information needed on the 2017-18 FAFSA will be transferred directly and securely from the IRS to the FAFSA.

Students applying for financial aid using the FAFSA or students who apply using the California Dream Act Application for undocumented students will benefit from the earlier application timeline.

STUDENTS RECEIVE NOTIFICATION EARLY ABOUT FINANCIAL AID

Although the March 2nd priority deadline still applies, consider the advantages for students of the early application date, including:

- Completing the FAFSA/California Dream Act Application before knowing an admission application.
- Receiving an estimate of eligibility for state and federal financial aid early, in fact, before even many applications students (campuses may provide full financial aid packages with offers of admission.

STUDENTS SHOULD GET STARTED BY

- Securing a Federal Student Aid (FSA) ID (www.fafsa.ed.gov or 1-800-433-3243) or CA Dream Act ID, if applicable (www.caldreamact.org)
- Attending a FREE Cash for College workshop for hands-on application assistance (www.cash4college.org)
- Opening an account to track state financial aid awards is required after a FAFSA or CA Dream Act Application is submitted (www.webgrants4students.org)
- Visiting www.icanaffordcollege.com

IF YOU PLAN TO ATTEND COLLEGE FROM	YOU CAN SUBMIT THE FAFSA FROM	USING TAX INFORMATION FROM
July 1, 2015 - June 30, 2016	January 1, 2015 - June 30, 2016	2014
July 1, 2016 - June 30, 2017	January 1, 2016 - June 30, 2017	2015
July 1, 2017 - June 30, 2018	October 1, 2016 - June 30, 2018	2015
July 1, 2018 - June 30, 2019	October 1, 2017 - June 30, 2019	2016

Progress Report

Background

The Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) was launched in 2005 as an initiative of the California Education Round Table Intersegmental Coordinating Committee and the California Academic Partnership Program (CAPP). This initiative is focused on addressing the proverbial achievement gap among student groups through regional collaboration and is based on the premise that multi-sector involvement is required to ensure that all students succeed academically. The ARCHES collaboratives share the common goals of increasing college readiness, enrollment, and completion rates for students in communities with historically low college-going rates, but the specific strategies that they use to achieve those objectives are dependent upon the particular complex of issues in their region. ARCHES, therefore, fills an unique role in the efforts to improve California's education system by promoting a strategic framework of deep collaboration between education -- at all levels, from pre-kindergarten through graduate and professional schools -- business, parents, and community sectors. Additionally, ARCHES has created an alliance among these regional collaboratives in order to share effective practices and lessons learned across this network.

Annual Progress Report

Over the past year, ARCHES has focused on providing support for individual regional collaboratives through a tiered support system as well as professional development opportunities. In addition, ARCHES devoted effort to external communications, including re-branding and an extensive update to the organizational website.

ARCHES Collaborative Support Services

Core Services

As members of the ARCHES alliance, all collaboratives receive communication from ARCHES about funding opportunities and relevant policy briefs and participate in ARCHES's professional learning community. In addition, collaboratives can receive advisement, consulting, and/or technical assistance in the following areas: formation, planning, data and evaluation, policy, project monitoring, and intersegmental guidance.

Targeted Support

Annually, 2-3 collaboratives engage in limited partnering with ARCHES on special projects that involve additional contact, increased time in the local setting, and assistance and support. This targeted support might include delivery or participation in ARCHES equity-based professional development offerings, such as ACCESS (see below) or preparation of grant applications to be implemented by a collaborative.

Partnership

Each year, ARCHES engages deeply with one collaborative through embedded partnering which might be participation in Individualized Collaborative Building on an initiative or area of emphasis surfaced through completing the Education Collaborative Assessment Rubric (EdCAR).

Professional Development: ARCHES ACCESS – Applying College and Career Equity-based STEM Strategies

ARCHES has completed Year One services to 18 districts, 40 schools, and 127 teachers as well as trained 28 coaches as professional development providers to the California Academic Partnership Program (CAPP), the California GEAR UP Program, and the Madera County Office of Education on a California Mathematics and Science Partnership Program (CaMSP) Grant. The following services have been provided:

- 23 days of in-person professional development for teachers and over 657 hours of coaching; and,
- Mathematics Diagnostic Testing Project (MDTP) assessments administered to over 350 times.

Training evaluations averaged 4.6 on a 5-point scale.

ACCESS will add one new project this fall that will be a site-based model focusing on the seamless transition from middle school to high school to community college of mathematics professional development.

THE CALIFORNIA STATE GEAR UP PROGRAM:

2015–2016 EXECUTIVE SUMMARY

The goal of the California GEAR UP Program is:

To develop and sustain the organizational capacity of middle schools to prepare all students for high school and higher education through a systemic network of support for adults who influence middle school students, specifically their counselors, faculty, school leaders and families. This expanded capacity is expected to result in a higher proportion of students, particularly from backgrounds and communities that have not historically pursued a college education, enrolling and succeeding in higher education.

The ultimate outcome expected from this Program is that a higher proportion of students will be prepared to enroll and succeed in advanced courses in middle school and high school and enter and graduate with a degree from a higher educational institution.

This Program has three modes of services to support schools in reaching this goal:

- direct service to a cohort of students through the **Bridge for Students Model**;
- services to a cohort of middle schools through the **Whole School Model**; and,
- services to all California middle schools through the **Educational System Transformation Model**.

Bridge for Students Model

The Bridge for Students Model is characterized by collaboration, student progress tracking, and data sharing among a family of schools across educational levels in order to prepare all cohort students for college. The objective guiding this model is:

Objective 1: To Increase by 20 Percent the Number of Bridge Students Achieving at Grade-Appropriate Levels in Mathematics as Compared to the Respective 2010–11 Class at the School.

The first step in building this bridge occurred when 631 sixth graders at five elementary schools were introduced to a *college-going culture* in the 2010–11 year. Today, these students are eleventh graders at Valley High School in the Elk Grove Unified School District and will graduate from this school in 2017, the final year of this grant cycle.

These high school students received research-supported, grade-appropriate services to enhance their opportunity for success, especially in mathematics, including:

- assistance and guidance with their college application process through CSU mentor;
- enrollment in Advancement Via Individual Determination (AVID) courses and Career Technical Pathways through Health Teach and Project Lead the Way;
- field trips that expose students to various collegiate environments and careers;
- support from GEAR UP staff to monitor student academic progress and facilitate success at the school;
- career exploration with staff in areas of interest, job shadowing, and mentors in connected fields;
- collaboration with schools in the feeder pattern, local businesses, the Elk Grove School Unified School District, and Consumnes River College to offer more rigorous coursework, create a *college-going culture*, increase cross-articulation opportunities in Advanced Placement/Honors coursework, Career Technical Education Pathways, and dual enrollment at Consumnes River College, a community college across the street from Valley High School.

Whole School Model

The Whole School Model is characterized by services, staff, and resources designed to create systemic change at a school site. This model is predicated on systemic change theory and research about effective learning communities that demonstrates the importance of planning time, the principal as an instructional leader, and the critical nature of using data to inform decision-making. The objective guiding this model is:

Objective 2: To Increase by Five Percent Each Year the Number of Students at the Participating GEAR UP Schools Who Are Performing at Grade-Appropriate Levels in Mathematics as Compared to the Performance of Students at These Schools in the 2010–11 Year.

In May of 2012, 48 low-income schools across the state were selected to participate in the Implementation Phase of this six-year grant cycle. A School Services Coach has been assigned to each school with the responsibility for assisting to coalesce a GEAR UP School Leadership Team composed of the principal, other school administrators, guidance counselors, teachers in core academic content areas, a parent, and a counselor.

In the fall of 2015, GEAR UP schools attended regional Principal and Leadership Team Institutes to provide opportunities to learn from each other and problem solve together about common concerns and issues. These events were customized to meet the needs of participating schools within each region and were in alignment with focused areas of growth identified on the School Self-Assessment Rubric (SSAR) developed by the UCLA Graduate School of Education. In this Program, the SSAR serves as a yardstick to assess school change over time and guide the development of a *college-going culture* at the school site. These Institutes were followed by Regional Events in spring of 2016 that were focused on the systems that impede the creation of a *college-going culture* for all students, instructional strategies that enhance effective implementation of Common Core State Standards, and the development of region-wide professional learning communities.

GEAR UP schools in the cohort have continued to make progress with the implementation of the Mathematics Diagnostic Testing Project on the Daskala online platform. This diagnostic test measures student readiness for mathematics courses ranging from Pre-Algebra to Calculus. This online tool provides teachers timely diagnostic data to identify specific topics and skills that need more attention, allows them to develop formative assessments, and informs and evaluates instruction and curricula to prepare students for success in mathematics courses needed for college and career readiness. During this year, GEAR UP Coaches and MDTP Directors have collaborated to monitor progress at the school site.

Beginning in fall of 2013, California GEAR UP launched a pilot project using the College Board's SpringBoard curriculum at selected GEAR UP middle schools. A total of seven GEAR UP middle schools in Southern California are currently implementing the program in English Language Arts (ELA) classrooms. Three of the seven schools have been implementing the curriculum over the course of three years; 2015 was the first year for four of the seven schools. Two middle schools are implementing SpringBoard curriculum in Mathematics as well.

The SpringBoard program serves all students in all classrooms and provides customizable pathways for integrating rigorous instruction, performance-based assessment, and exemplary professional learning. As a result of school site training and College Board professional development training for teachers, approximately 5,900 students have been exposed to SpringBoard curriculum in varying degrees. The pilot includes teacher training, progress monitoring through classroom visitations, data collection, and critical understanding by schools of the nature of their learning and the reasons for doing so. Teachers have access to SpringBoard coaches, grade level seminars, and an online digital community for peer connection and support, including videos and instructional resources.

In May 2015 the GEAR UP program launched A College and Career Equity-Based STEM Strategy (ACCESS) project. This tiered professional development experience is being implemented at 13 GEAR UP schools across eight school districts in the Central Valley and San Diego area. ACCESS curriculum and training tools promote the implementation of Common Core State Standards and utilize the Mathematics Diagnostic Testing Project diagnostics for assessment of content gaps, student learning, and readiness for next level course placement.

Educational System Transformation Model

An **Educational System Transformation Model** expands the program's reach in promoting a *college-going culture* for all students and offers opportunities to impact the educational enterprise as a whole, albeit less intensively. The objective of this model is:

Objective 3: To Increase by Five Percent in Six Years the Number of Students in the State Completing Grade-Appropriate Mathematics Courses as Compared to 2010–11 Statewide Outcomes.

In July 2014, program staff met with California GEAR UP Partnership project staffs at the GEAR UP Conference sponsored by the National Council for Community and Educational Partnerships (NCCEP) in Washington, DC. The result of these meetings was the launching of the California Partnership Initiative. Through this initiative, the California delegation met again in February 2015 at the NCCEP Capacity Building workshop and at the National GEAR UP conference in July 2015. In November 2015, the California GEAR UP Program convened the California Partnership Initiative Conference. This one-day event assembled staffs from the State Grant and 17 of the 19 local partnership projects to leverage the collective resources and expertise of GEAR UP in California. The California delegation will meet again at the National GEAR UP conference in July 2016 to plan the next CPI conference for Spring 2017.

The GEAR UP program has continued to collaborate with the California Subject Matter Projects (CSMP), the state's professional development system for public school teachers in nine disciplines. As such, its responsibility is to improve instruction through the development of effective pedagogy, curriculum, and instructional strategies. In this regard, CSMP supports both schools participating in the California GEAR UP Program and other schools serving a predominantly low-income population to enhance teacher competencies that are expected to lead to improved student achievement.

Another activity undertaken through this model was participating in the Seventh Annual Professional Development Summit in Oakland in January, 2016. This two-day event featured state and national leaders and educators discussing a social justice agenda specifically focused on African- American students.

Finally, GEAR UP strengthened its partnership with the California Academic Partnership Program (CAPP) -- a State initiative to improve instruction in secondary schools through collaborative efforts involving higher education. CAPP continued to fund two high schools to which GEAR UP middle schools matriculate students in order to sustain a *college-going culture* for those students, particularly in grades 10 and 11.

ANNUAL REPORT 2015-16

Chancellor's General Education Advisory Committee

The Chancellor's General Education Advisory Committee (GEAC) met five times at the CSU System Headquarters (September, November, January, March, and May) during the 2015-16 academic year. This year's committee consisted of the following members:

Bill Eadie (Chair)	Journalism & Media Studies	San Diego
Mary Ann Creadon (Vice Chair)	Literary Studies	Humboldt
Susan Gubernat	English	East Bay
David Hood	History	Long Beach
Barry Pasternack	Business	Fullerton
Mark Van Selst	Psychology	San José
Sean Walker	Biology	Fullerton
Mark Wheeler	Philosophy	San Diego
Catherine Nelson	Political Science	Sonoma
John Stanskas	Chemistry	San Bernardino Valley College
Elizabeth Adams	CSU Northridge	
Terri Eden	San José State University	
Joseph Bielanski	Berkeley City College	
Jason Colombini	Cal Poly San Luis Obispo	
Stacy Acosta	CSU East Bay	
Jeff Spano	Dean, Institutional Effectiveness, CCC	
Pam Walker	Vice Chancellor, Academic Affairs, CCC	
Christine Mallon	Assistant Vice Chancellor, Academic Programs and Faculty Development	
Ken O'Donnell	Senior Director, Student Engagement and Academic Initiatives & Partnerships	

Regular guests included Denise Fleming, Chair, CSU Academic Senate Committee on Academic Preparation and Education Programs; Debra David, Coordinator of Liberal Learning Partnerships; Emily Magruder, Director of the CSU Institute for Teaching and Learning; Steven Filling, Chair, CSU Academic Senate; and Christine Miller, Vice Chair, CSU Academic Senate. Members and guests participated in person and via video link.

Recommendations

Quantitative Reasoning. GEAC has been sponsoring a pilot program to assess the efficacy of a statistics-based pathway for satisfying CSU General Education Area B-4, Mathematics/Quantitative Reasoning, for Community College transfer. The pilot program was based on Statway, a set of statistics courses developed by the Carnegie Foundation for the Advancement of Teaching. A small number of community colleges experimented with Statway and were given a waiver of the requirement in Executive Order 1100 that reads, "Courses in

subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra."

GEAC received a report summarizing data that had been generated and analyzed from the pilot. The data report indicated that the Statway pilot courses succeeded in moving a significantly larger number of community college students through a lower division statistics course with one semester of math development, as compared to three or four semesters required of some community college students to meet the CSU's prerequisite of intermediate algebra. In addition to data from the pilot courses, a study of one CSU campus with a very small sample was presented indicating that students transferring with credit for the statistics course did acceptable work in upper division statistics courses required for their majors.

These data were examined by a committee consisting of former GEAC members John Tarjan (Bakersfield), Kathy Kaiser (Chico), and current GEAC members Catherine Nelson (Sonoma) and Mark Van Selst (San José). The committee's reaction was mixed: while it applauded the prospect of moving students through the Mathematics/Quantitative Reasoning bottleneck, there was concern that the data assessing success in the CSU were wholly inadequate to draw definitive conclusions.

In addition, GEAC became aware of a statistics-based pathway that had been developed for the California Community Colleges by members of the California Acceleration Project. This pathway used different approaches, as compared to Statway, to achieve a similar result.

Following extensive discussion, GEAC recommended continuation of the pilot program for another three years. The committee recommended further that the pilot should be expanded to include statistics pathway courses that used the principles of the model developed by the California Acceleration Projection. Finally, GEAC recommended that the CSU convene a task force to assess the standards for courses fulfilling subarea B4 of CSU General Education.

This last recommendation was forwarded to the CSU Academic Senate's Academic Affairs Committee. That group, along with the Academic Preparation and Education Programs Committee, developed a resolution calling for the task force that was presented to and adopted by the CSU Senate membership. The task force was established, and GEAC members Eadie, Van Selst, Wheeler, Nelson, Stanskas, and O'Donnell served on it. The task force was still working at the time this report was written. GEAC was regularly updated about the work of the task force, once it had been formed.

Oral Communication. GEAC had long ago recommended that community college courses counting for transfer as CSU General Education Area A-1 include a face-to-face instructional component. Given that at least one CSU institution had developed a fully online oral communication course that was being offered for transfer within the CSU, there was some opinion that the technology of online instruction could have progressed to the point where face-to-face interaction with audiences could be successfully carried out in a fully online environment.

GEAC authorized a pilot student of fully online oral communication courses, and community colleges participating in the pilot were allowed to use these courses for transfer to the CSU. Instructors from these courses met online once a year to report on their progress and to compare notes about best practices with each other. An oversight group consisting of current GEAC chair Eadie, former GEAC member Kevin Baaske (Los Angeles), and community college faculty member Anthony Ongyod (Mira Costa College) monitored the project.

Following the February 2016 instructor meeting, the oversight committee decided that the pilot project might have advanced enough that standards for approving fully online oral communication courses for transfer might be ready for development. GEAC heard reports to this effect at both its March and May meetings. Following discussion at both meetings, GEAC members approved the oversight group to develop a detailed proposal for presentation to the 2016-17 GEAC committee for deliberation.

Reports

GEAC regularly monitored the work of Debra David on liberal learning partnerships, in particular the "Give Students a Compass" program and a Faculty Collaboratives project that was sponsored by the American Association of Colleges and Universities. It also received regular reports from on the Work of the CSU Institute for Teaching and Learning from Emily Magruder, the center's director.

Community College representatives on the committee provided regular updates on the progress of implementing the pilot baccalaureate degrees that had been authorized by legislation.

Committee member Mark Van Selst updated GEAC on the status of the WICHE Passport Project. By resolution of the CSU Academic Senate, the CSU sent representatives to observe the process of creating a model general education transfer curriculum for interstate transfer, but stipulated that the CSU would not become a party to the project once it was complete.

Chancellor's Office liaison Ken O'Donnell provided GEAC with regular updates on the annual review of community college courses proposed for CSU transfer. In this cycle, approximately 2000 submissions were reviewed by a team of over 40 campus articulation officers. Ken reported that several statistics pathway sequences satisfying quantitative reasoning were added to the Statway pilot. He also reported that two areas continued to cause difficulty for reviewers: (1) how much music performance could be included in general education music theory courses; and (2) what should be the content of courses proposed to satisfy Area A3: Critical Thinking.

Issues

GEAC discussed the following issues during the 2015-16 Academic Year. While GEAC is not a policy committee, it may recommend revisions designed to clarify the meaning of provisions in Executive Order 1100, which governs CSU General Education. GEAC also recommends policy to the CSU Academic Senate, generally via the senate's Academic Affairs (AA) Committee. Chair Eadie served as an ex-officio member AA, and AA Chair Catherine Nelson served as an ex-officio member of GEAC.

Upper Division General Education. GEAC member Mark Van Selst has been especially concerned about how transfers of upper division general education courses are handled, especially in an era of online courses that are offered by one CSU university with the expectation that the course will count for upper division general education credit at any other CSU university. Currently, each university evaluates each transferred course against its own courses; if there is a question, the appropriate department chair is consulted. GEAC members recognized the problems that might arise from an extensive selection of online courses aimed at filling upper division general education requirements, but for now committee members were satisfied with using the present system.

GEAC has also been aware that community colleges with pilot baccalaureate degrees will soon begin offering upper division general education courses in conjunction with those degrees. There may be students who enroll in a Community College bachelor's program but then decide to transfer to the CSU. In doing so, there will likely be issues regarding transfer of courses that may count for upper division general education. GEAC members recognized that this problem may exist, but insufficient information is yet available to guide an intelligent discussion. For now, the CSU may well treat these upper division courses on a case-by-case basis, as is current policy. GEAC will continue to monitor for problems that may arise.

Courses Qualifying for Humanities General Education Credit. Some community college campuses proposed philosophical logic courses for humanities credit. Others proposed first-year courses in American Sign Language for the same section. GEAC members discussed these proposals and concluded that the content may qualify if the syllabus showed sufficient evidence of humanities content in addition to the skill acquisition that these courses may entail. Ken O'Donnell agreed to warn submitters that it might be possible to qualify these courses for humanities credit, but that such a case would be scrutinized closely upon review.

Grade of C- in the "Golden Four." GEAC had supported a minimum of C grade in each general education course in what is known as the "Golden Four" requirements (oral communication, written communication, quantitative reasoning, and critical thinking). On advice of the CSU general counsel, the Chancellor's Office had issued a Coded Memorandum ordering grades of C- in the Golden Four to be counted as C grades. During discussion of this order, GEAC member John Stanskas noted that community college faculty do not have the option of giving a C- grade in such courses. GEAC member Terri Eden noted that the C- issue might apply to a small number of students who transfer from out of state, but the number of these cases would not be large. As the order applied most directly to CSU campuses, as opposed to transfer courses, GEAC chose to pass the concern to the Academic Affairs committee of the CSU Academic Senate.

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Agenda for 2016-17

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GEAC may be expected to take up the following items in the upcoming academic year.

Online Oral Communication for Transfer. GEAC is likely to deliberate on and make recommendations after considering the report from the Online Communication oversight group.

Revisions to Executive Order 1100. GEAC member Susan Gubernat reported that as her campus worked on the transition from quarters to semesters the campus revised its general education requirements. In doing so, the campus committee noticed that there were a number of places where the language of this executive order might be improved. GEAC may establish a working group to review the executive order and recommend revisions for clarity to the full committee.

Guiding Notes for Quantitative Reasoning Transfer Courses. GEAC will likely need to recommend and/or review revisions to the Guiding Notes based on actions taken by the CSU Academic Senate and/or the CSU Board of Trustees as a result of the recommendations made by the Quantitative Reasoning Task Force.

Campus Uniqueness of Implementation of General Education. GEAC may wish to survey individual CSU universities to determine what each campus considers to be unique elements of how general education is implemented on that campus. The results of such a survey could assist campuses in their continual efforts to improve the general education experience for their students.

Academic Minors Based in General Education. A model curriculum for one such minor, in sustainability, has been developed. GEAC may wish to consider whether the development of other such minors would be advisable, and if so what would be the implications for transfer of coursework that counts both in general education and in the minor.

Community College Pilot Baccalaureate Degrees. As these degrees start to be offered, GEAC may wish to monitor the program requirements in upper division general education so as to be ahead of transfer issues that may result.