Academic Senate
for California Community Colleges

EXECUTIVE COMMITTEE MEETING

LEADERSHIP. EMPOWERMENT. VOICE.

Friday, September 30, 2016 – American River College

4700 College Oak Drive, Sacramento CA 95841
Meeting Room: Room 002, Lower Level – Library Building

12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:30 p.m. Meeting
6:30 p.m. to 8:30 p.m. Dinner
Hook and Ladder – 1630 S Street, Sacramento CA 95811

Saturday, October 1, 2016 – Sheraton Grand Sacramento

1230 J Street, Sacramento CA 95814
Meeting Room: Compagno
8:00 a.m. to 8:30a.m. Breakfast
8:30 a.m. to 12:00 p.m. Meeting
12:00 p.m. to 12:30 p.m. Working Lunch
12:30 p.m. to 1:00 p.m. Meeting

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

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

I. **ORDER OF BUSINESS**
    A. **Roll Call**
    B. **Approval of the Agenda**
    C. **Public Comment**
       This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
    D. **Calendar**
    E. **Action Tracking**
    F. **Local Senate Visits**
    G. **Dinner Arrangements**

II. CONSENT CALENDAR
A. September 9 – 10, Meeting Minutes, Davison
B. CTE Leadership Committee Charge, Slattery-Farrell
C. Relations with Local Senates Charge, S. Foster
D. MQ Regional Meeting Schedule, Freitas
E. Periodic Evaluation of the ASCCC – Executive Committee Evaluation of Strategic Plan Progress, Freitas/Adams

III. REPORTS
A. President's/Executive Director's Report – 30 mins., Bruno/Adams
B. Foundation President's Report – 10 mins., May
C. Chief Instructional Officer Liaison Report – 10 mins.
   A liaison from the CCC Chief Instructional Officers organization will provide the Executive Committee members with an update of system-wide issues and projects.
D. Liaison Oral Reports *(please keep report to 5 mins., each)*
   Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS
A. Legislative Update – 25 mins., Stanskas
   The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
B. ACCJC – 30 mins., Bruno
   The Executive Committee will consider for approval sending the letter about ACCJC to NACIQI and the US Department of Education.
C. Effective Curriculum Processes Document – 20 mins., Davison/Freitas
   The Executive Committee will consider for approval the distribution of the Curriculum Briefing Document.
D. Instructional Design and Innovation Institute Call for Proposals – 15 mins., Freitas/Adams
   The Executive Committee will consider for approval the Call for Proposals for the Instructional Design and Innovation Institute.
E. CTE Leadership Institute Funding – 15 mins., Slattery-Farrell/Adams
   The Executive Committee will consider for approval a grant application to IEPI seeking funding for the ASCCC CTE Leadership Institute
F. Survey on CTE Faculty – 10 mins., Freitas/Slattery-Farrell
   The Executive Committee will consider for approval a survey on barriers to hiring CTE faculty.

G. **Institutional Effectiveness Partnership Initiative Pathways Summit –** **15 mins., Beach/Foster**
The Executive Committee will provide direction for the ASCCC appointees to the work group regarding proposed presenters at the IEPI Pathways Summit.

H. **Institutional Effectiveness Partnership Initiative Professional Development –** **15 mins., Rutan**
The Executive Committee will consider for approval how and where the Senate should lead or partner with IEPI on the development of professional development workshops and materials for the Professional Learning Network (PLN).

I. **Part-time Summit – 10 mins., Adams**
The Executive Committee will consider for approval holding a summit for Part-time Faculty in the Summer.

J. **Sponsorship Criteria – 15 mins., Adams**
The Executive Committee will consider for approval criteria for potential sponsors of ASCCC events.

K. **Fall Plenary Session Planning – 20 mins., Bruno/Adams**
The Executive Committee will consider for approval any modifications to the Fall Plenary Program.

L. **Fall Plenary Session Resolutions – 120 mins., Beach/May**
The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion.

M. **2016 Norbert Bischof Faculty Freedom Fighter Award – 10 mins., Adams**
The Executive Committee will consider for approval a recommendation for the 2016 Norbert Bischof Faculty Freedom Fighter Award.

V. **DISCUSSION**

A. **Chancellor's Office Liaison Report – 1.5 hours**
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 – 15 mins., Bruno/Stanskas**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. **Institutional Effectiveness Partnership Initiative Update– 20 mins.,** **Goold/May/Rutan/Stanskas**
The Executive Committee will be updated on the work of the IEPI Advisory Committee and workgroups. The Executive Committee will provide feedback and direction to the Executive Committee members serving on this group.

VI. **REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
    A. Standing Committee Minutes
        i. Curriculum Committee, Davison
        ii. Legislative and Advocacy Committee, Stanskas
    B. Liaison Reports
        i. Cal-PASS Plus Advisory Board Meeting, Freitas
        ii. California Community College Curriculum Committee (5C), Davison
        iii. GEAC, May
        iv. SSSPAC Meeting, Jamshidnejad
    C. Senate and Grant Reports

VII. **ADJOURNMENT**

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Calendar		Month: Sept - Oct	Year: 2016
•Upcoming 2016-2017 Events		Item No: I D	
•Reminders/Due Dates		Attachment: NO	
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
- **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
- **Executive Committee Meeting** – Sacramento – December 2016 – Exact date to be determined.

Reminders/Due Dates
October 3, 2016:

- Rostrum articles due to Julie Adams

October 16, 2016

- Fall Plenary breakout session descriptions due to Julie Adams

October 17, 2016

- Agenda Items due for November 2nd meeting.

November 18, 2016

- Agenda Items due for December meeting.

---

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

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Adams	January	In progress			Communication flowchart was approved by Exec at its May meeting and will be modified to include more connections. This item will be included in the Executive Committee Livebinder.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	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.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Conan/Rutan	December	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	December	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Governance Module is in progress and will also be available in Fall. The Incarcerated student module outline is in process and should be available in Spring. SLO Symposium in progress.
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	December	TBD			
Academic Senate Policy	May	2016	IV.C	ASFCCC Foundation	Fall	Completed			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. The Foundation Directors decided not to bring back at this time.
Academic Senate Foundation - Research	May	2016	IV. B.	May	December	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 Committee - Recommendations of Priorities	May	2016	IV. D.	Adams/Goold	November	In progress			Once committee is formed and has reviewed the strategic plan, the plan will be brought to the board with a charge.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	Future	In progress			Once modifications have been made to the outline a resolution for adoption of the paper it expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading.
Academic Academy Institute	September	2016	IV. C.	Beach	Sept/Oct	Completed			Beach to send the AAI presentation titles to Adams once finalized. Adams to confirm Lynell Wiggins will be participating at the AAI.
Fall Plenary Session Resolutions	September	2016	IV. G	Beach	September	In Progress			Beach to send submitted resolutions to Bruno and Adams by September 16, 2016
Fall Plenary Session Program	September	2016	IV. H	Adams	Sept/Oct	In Progress			Members to submit breakout session description to Adams by October 16, 2016. Adams will include the disciplines list and new attendee breakfast.
Letter from AS to NACIQI	September	2016	IV. I.	Bruno	Sept/Oct	Completed			Members to send their suggestions to Bruno by September 15, 2016
CTE LC and Regional Consortia Meetings	September	2016	IV. J.	Slattery-Farrell	September	Completed			ASCCC staff member to create a calendar for members and provide a sign-up spreadsheet.
Executive Committee Evaluation	September	2016	IV. K.	Adams	Sept/Oct	Completed			ASCCC staff to update evaluation tool and materials will be added to the LiveBinder. S&P Committee will work on creating a formal evaluation and bring back to the Sept/Oct agenda

LOCAL SENATE CAMPUS VISITS

2016 – 17

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River					
Bakersfield					
Butte					
Cerro Coso					
Clovis					
Columbia					
Cosumnes River					
Feather River					
Folsom Lake					
Fresno					
Lake Tahoe					
Lassen					
Merced					
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City					
San Joaquin Delta					
Sequoias, College of the					
Shasta					
Sierra					
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College					
Yuba					

AREA B				
Alameda, College of				
Berkeley City				
Cabrillo				
Cañada				
Chabot				
Contra Costa				
DeAnza				
Diablo Valley				
Evergreen Valley				
Foothill				
Gavilan				
Hartnell				
Laney				
Las Positas				
Los Medanos				
Marin, College of				
Mendocino				
Merritt				
Mission				
Monterey Peninsula				
Napa Valley				
Ohlone				
San Francisco, City College of				
San José City				
San Mateo, College of				
Santa Rosa Junior				
Skyline				
Solano				
West Valley				

AREA C				
Allan Hancock				
Antelope Valley				

Canyons, College of the					
Cerritos					
Citrus					
Cuesta					
East LA					
El Camino					
El Camino Compton Center					
Glendale					
LA District					
LA City					
LA Harbor					
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical					
LA Valley					
Moorpark					
Mt. San Antonio					
Oxnard					
Pasadena City					
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura					
West LA					

AREA D				
Barstow				
Chaffey				
Coastline				
Copper Mountain				
Crafton Hills				
Cuyamaca				
Cypress				

Desert, College of the			
Fullerton			
Golden West			
Grossmont			
Imperial Valley			
Irvine Valley			
Long Beach City			
MiraCosta			
Moreno Valley			
Mt. San Jacinto			
Noro			
North Orange - Noncredit			
Orange Coast			
Palo Verde			
Palomar			
Riverside City			
Saddleback			
San Bernardino Valley			
San Diego City			
San Diego Cont. Ed.			
San Diego Mesa			
San Diego Miramar			
Santa Ana			
Santiago Canyon			
Southwestern			
Victor Valley			

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Approval of Executive Committee Minutes – September 2016		Month: Sept/Oct		Year: 2016
		Item No: II A		
		Attachment: YES (forthcoming)		
DESIRED OUTCOME:	The Executive Committee will consider for approval the minutes from the September 2016 Executive Meeting.	Urgent: NO		
		Time Requested: 5 minutes		
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**		
REQUESTED BY:	Dolores Davison	Consent/Routine	X	
		First Reading		
STAFF REVIEW[1]	Julie Adams	Action		
		Information		

Please note: Staff will complete the grey areas.

_____

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

Executive Committee Agenda Item

SUBJECT: CTE Leadership Committee Charge		Month: Sept – Oct	Year: 2016
		Item No. II. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve the revised charge of the CTE LC	Urgent: NO	
		Time Requested:	
CATEGORY:	CONSENT	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Lorraine Slattery-Farrell	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

On **September 16, 2016** the ASCCC CTE Leadership Committee convened and updated their charge to incorporate the mandate set by SB 830 Trailer Bill which 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. (page 42, line 32)

<u>Existing CTE LC Charge:</u>

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 committee shall 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.

---

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

Revised Charge:

The CTE Leadership Committee provides recommendations on career and technical education issues. Through recommendations to the ASCCC Executive Committee, the committee provides 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 ensures that similar courses, programs, and degrees are portable among community college districts, while expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

Composition: Membership shall consist of at least 70% CTE faculty, a curriculum expert, and basic skills faculty.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Relations with Local Senates Charge		Month: Sept-Oct	Year: 2016
		Item No. II. C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval modifications to the charge of the Relations with Local Senates Committee	Urgent: NO	
		Time Requested: 0	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Several resolutions assigned to the Relations with Local Senate Committee (RwLS) suggested that the charge of the committee should be revised. The committee has reviewed the charge and resolutions and makes the following recommendation. The Executive Committee will consider for approval the revisions to the charge.

Current charge:

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance.

Proposed charge:

The Relations with Local Senates Committee serves to augment the work of the Executive Committee. Its overall purpose is in its efforts to provide an opportunity to share information on issues of concern at the local and state levelsconcerns, exemplary practices, and other information with the Executive Committee. In order to accomplish its overall mission, the RwLS members While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance. The RwLS will assess the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level.

---

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

In order to accomplish its mission, the RwLS should be conversant with pertinent statutes and strategies for effective senates. The RwLS will assess the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level.

Executive Committee Agenda Item

SUBJECT: Minimum Qualifications and Equivalencies Regional Meetings		Month: Sept.-Oct.	Year: 2016
		Item No. II D	
		Attachment: NO	
DESIRED OUTCOME:	Approve the agenda for the MQ/equivalencies regional meetings	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas	Consent/Routine	X
		First Reading	X
STAFF REVIEW[1].	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC regional meetings on minimum qualifications and equivalencies are scheduled for October 28 and 29, 2016. The Standards and Practices Committee met on September 19 to draft the agenda. The agenda for the meetings includes an information presentation on minimum qualifications and equivalency, group sharing and discussion about local equivalency processes, equivalency application scenarios, and strategies for success with the equivalency process. Approval of the agenda is requested. The agenda is:

9:00 - 9:30	Registration and Continental Breakfast
9:30 – 9:45	Welcome and Introductions - Freitas
9:45 – 10:45	Qualifications for Faculty in the CCCs: Minimum Qualifications and Equivalency
10:45-11:00	Break
11:00 – 11:45	Small group discussion 1 - Comparison and discussion of local equivalency processes (bring local equivalency processes)
11:45 – 12:00	Small group report-out/feedback
12:00 - 12:30	Lunch
12:30 – 1:15	Small group discussion 2 - Equivalency application scenarios with mock equivalency applications
1:15 – 1:30	Small group report-out
1:30 – 2:00	Strategies for success
2:00	Meeting ends

---

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

Executive Committee Agenda Item

SUBJECT: Periodic Evaluation of the ASCCC - Executive Committee Evaluation of Strategic Plan Progress		Month: Sept – Oct	Year: 2016
		Item No II. E.	
		Attachment: YES	
DESIRED OUTCOME:	Approve the Strategic Plan component of the Executive Committee Evaluation	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Freitas/Adams	Consent/Routine	X
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

As part of the periodic evaluation of the ASCCC, the Executive Committee members are expected to complete the Executive Committee Evaluation survey. The purpose of the survey is to assess Executive Committee member knowledge of various functions and operations of the organization. At the September 9-10 meeting, the Executive Committee considered the survey. During the discussion a concern was raised that the current survey doesn't include an Executive Committee assessment of progress towards meeting the goals of the ASCCC Strategic Plan. The survey was approved as presented, with direction given to the Standards and Practices Committee to develop an ASCCC Strategic Plan component for the survey and to bring it back to the Executive Committee for review and action.

---

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

STRATEGIC PLAN EVALUATION
Draft

There is measurable progress in meeting the strategic plan goals and objectives.

The strategic plan is relevant to the work of the Executive Committee.

The goals and objectives are relevant to the ongoing needs and priorities of the ASCCC.

The strategic plan is central to the work I perform as a member of the Executive Committee.

Actions of the Executive Committee and/or ASCCC committees have been successful in implementing the strategic goals and objectives.

Actions taken to implement the strategic goals and objectives are sound and effective.

The strategic plan is regularly reviewed, evaluated, and revised as needed.

The strategic plan is sufficiently flexible to allow actions for implementation to be adapted to changing circumstances.

The strategic plan has a significant impact on the direction of the ASCCC.

The strategic plan is relevant to the ongoing the needs and priorities of the ASCCC membership.

The strategic plan has a significant impact in supporting the needs of the membership of the ASCCC.

The strategic plan has a significant impact in supporting the needs of faculty and students in California community colleges.

Executive Committee Agenda Item

SUBJECT: *Legislative Update*		Month: Sept - Oct	Year: 2016
		Item No: IV. A.	
		Attachment: YES (4)	
DESIRED OUTCOME:	Discuss Legislation and Set a Date for ASCCC Legislative Action Day	Urgent: No	
		Time Requested: 15 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. The legislature has been busy as the close of the two-year cycle for legislation approaches.   The last day for legislation that has significant costs was August 12, 2016. Several bills have made their way to the Governor.

DESIRED OUTCOME:

The executive committee should be appraised of recent action by the legislature. In addition, the executive committee should help decide and approve an appropriate day for the ASCCC Legislative Action Day.

---

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

Legislation with implications for academic and professional matters
Assembly Bills

ACR 158 (Holden) Postsecondary Education: Transfers
Expresses the concern of the legislature and requests that the academic senates of the UC, CSU, and CCC systems work together to ensure that general education courses transfer between systems and within systems. The Legislature *recognizes the necessity for a more cohesive, robust, and fair articulation process across the University of California, the California State University, and the California Community Colleges educational systems so students are not unduly burdened while trying to transfer and are able to graduate in a timely manner.* The dialog surrounding this resolutions focused on issues within the CSU system.

   Status: Chaptered by Secretary of State.

   ASCCC Position/Resolutions: The ASCCC has expressed support for better articulation between systems as evidenced in resolutions 9.07 (SP11), 15.01 (SP11), 9.12 (FA10) and 4.03 (SP10) among others. The ASCCC has also advocated for increased and sustained funding for C-ID as an appropriate mechanism to facilitate transfer as evidenced in resolutions 9.07 (FA14), 9.13 (FA14), 9.03 (FA12), and 15.01 (FA10).

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) Re-referred to Appropriations (6/29/16)

   Status: Appropriations Suspense File (8/11/16)

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: Enrolled (8/25/16)

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: Held by appropriations (8/11/16)

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: Approved by the Governor (9/9/16)

*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: Enrolled (8/30/16)

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:** Enrolled (9/8/16)

> **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, establish a grant program to be used by public community colleges, colleges, and universities to improve access to mental health services and early identification or intervention programs. Funding source is not identified. (8/23/16) 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 and require grant applicants to partner with county mental health services and a public institution of higher education.

> **Status:** Enrolled (8/31/16)

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

*AB 2069 (Medina) Part-time Faculty Office Hours Student Success Act of 2012
Requires the metrics for that research to include the percentage of part-time faculty that are required paid to hold office hours per full-time equivalent students. No amendments 05/16/16

> **Status:** Enrolled (8/26/16)

*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: Approved by the Governor (8/29/16)

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 05/27/16

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: Held by Appropriations 05/27/16

Senate Bills

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. Amended to take out gender identification information as of 8/12/16.

Status: Enrolled. (9/06/16)

*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: Enrolled. (8/26/16)

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: Presented to the Governor. (8/31/16)

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$200M%20v3.pdf

Bills of Interest

AB 801 (Bloom) ~~Homeless Youth in Higher Education~~ **(2 year) Postsecondary Education: Success for Homeless Youth in Higher Education Act**

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 per the federal definition. That status, once established, is retained for 6 years.

   Status: Enrolled. (8/31/16)

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: Enrolled (8/23/16).

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 Entitlement 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. Amended 8/16/16 to include reference to matriculation to upper division either at a CSU or at a CCC with a baccalaureate program.

    Status: Enrolled. (8/31/16)

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

    Status: Re-referred to Comm on Elections & Redistricting 02/22/16 Hearing cancelled at request of author 04/13/16

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: Enrolled. (08/31/16)

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: Enrolled. (8/29/16)

*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: Presented to the Governor (9/09/16)

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: Approved by the Governor (9/12/16)

*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: Enrolled. (8/23/16)

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: Held by Appropriations (8/11/16)

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 05/27/16

*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: Enrolled. (8/25/16)

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~~ California New Motor Voter Program

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: Enrolled. (8/26/16)

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, Held 08/11/16

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 05/27/16

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

2-year Bills

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 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.

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.

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

August 29, 2016

OVERVIEW

The Legislature recently concluded regular committee action on legislation including hearings by the fiscal committees, known as "Appropriations." The Appropriations Committees evaluate the costs of implementing legislation, and bills that are determined to be costly, or could create the need for increases in funding in the future are often "held" by the Committees and therefore can move no further during the legislative session. By August 31, 2016, legislative activity for the regular session will conclude. After a bill passes both houses, it is sent to the "enrollment" process where it is proofread and prepared for the Governor's desk. A number of our Bills of Interest were held in the Appropriations Committee, sent to the enrollment process, or were signed by the Governor. The Governor has until September 30, 2016 to sign or veto legislation. If he fails to sign or veto a bill by the deadline, it will automatically become law.

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.
  - o Status: AB 1846 was held in the Senate Appropriations Committee.

- **AB 1985 (Williams) Advanced Placement Exam (Community College Standard).** 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.
  - o Status: AB 1985 passed in the Assembly and the Senate and is in the enrollment process to be sent to the Governor.

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.
  - o Position: Sponsor/Support

o Status: SB 66 passed the Assembly Appropriations Committee and was sent to the Assembly Floor.

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 969 (Williams) Postsecondary Education: Sexual Assault Cases.** After being withdrawn from the enrollment process in 2015 and placed on the inactive file, AB 969 was amended in June and in August of 2016 to remove prior language. AB 969 now requires the University of California, California State University and the governing board of each community college district to report data from October 2018 to January 1, 2022 on cases of alleged sexual assault, including:
  - The number of sexual assault, domestic violence, dating violence, and stalking complaints received by the institution.
  - The number of complaints investigated by the institution and the number that were not investigated.
  - The number of investigations in which the respondents were found responsible at the disciplinary proceedings of the institution and the number of investigations in which the respondents were not found responsible.
  - The number of disciplinary sanctions imposed on respondents who were found responsible disaggregated by following categories: expulsion, suspension of at least two years, suspension of fewer than two years, probation.

  The report is required to be on each district's website and presented in a manner that provides protections for the privacy of individuals involved.
  - o Status: AB 969 passed in the Assembly and the Senate and was sent to the Governor.

- **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.
  - o Status: AB 1594 passed in the Assembly and the Senate and is back in the Assembly for a vote of concurrence with amendments taken in the Senate.

- **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.
  - o Status: AB 1653 passed in the Assembly and the Senate and is in the enrollment process to be sent to the Governor.

- **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.
  - o Status: AB1654 passed in the Senate and the Assembly and is in the enrollment process to be sent to the Governor.

- **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 and the Assembly and is in the enrollment process to be sent to the Governor.

- **AB 2018 (Ridley-Thomas) Mandated Child Abuse Reporting Employee Training Act.** AB 2018 requires each community college district to annually train, and develop a process for those persons required to receive training under the bill.
  - Status: AB 2018 was held in 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.
  - Status: Status: AB 2654 was signed into law by the Governor.

- **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.
  - Status: SB 1439 passed in the Senate and the Assembly and is back in the Senate for a vote of concurrence with amendments taken in the Assembly.

FACULTY
- **AB 1690 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty. These standards would include evaluation procedures, workload distribution and seniority rights.
  - Status: AB 1690 was withdrawn from the enrollment process and placed on the inactive file pending possible amendments.

- **AB 2069 (Medina) Part-Time Faculty Office Hours.** AB 2069 requires colleges to post the number of paid part-time faculty office hours they provide on their campus websites.
  - Status: AB 2069 passed in the Assembly and the Senate and is in the enrollment process to be sent to the Governor.

- **SB 1379 (Mendoza) Community Colleges: Part-Time, Temporary Employees.** SB 1379 amends the provisions of AB 1690 (Medina), which requires community college districts without a collective bargaining agreement with part-time faculty to negotiate on specified terms and conditions. AB 1690 is currently awaiting the Governor's signature. SB 1397 eliminates specific minimum standards regarding reemployment policies for part-time faculty and provides that these policies be locally negotiated. The bill establishes legislative intent on the minimum standards and delays implementation of AB 1690 from January 1, 2017 to July 1, 2017. SB 1379 includes a requirement that community college districts comply with these collective bargaining provisions as a condition of receipt of Student Success and Support Program funds.
  - Status: SB 1379 is in the enrollment process to be sent to the Governor.

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.
  - o Status: SB 1460 passed in the Senate and was sent to the Assembly Committee on Higher Education, but was not heard. The provisions of this bill were addressed in the budget.

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 the issues identified in the report.
  - o Status: AB 986 passed in the Assembly and was sent to the Senate Education Committee but was not heard in the Committee.

- **AB 1397 (Ting) Community College: Accreditation.** AB 1397 (Ting) enacts the California Community Colleges Fair Accreditation Act of 2015. It requires that at least 50 percent of each visiting accreditation team from the accrediting agency for the California Community Colleges be composed of academic personnel as defined in the bill. The bill prohibits persons with a conflict of interest from serving on a visiting accreditation team. The bill requires the accrediting agency to conduct the meetings of its decision-making body to ensure the ability of members of the public to attend those meetings. AB 1397 (Ting) also requires the accrediting agency to preserve all documents generated during an accreditation-related review. AB 1397 (Ting) requires the agency's accreditation-related decisions to be based on written, published standards in accordance with state and federal statutes and regulations.
  - o Status: AB 1397 (Ting) passed the Assembly and the Senate Committees but was placed in the inactive file on September 11, 2015, before a vote on the Senate Floor and did not move off of the inactive file by the end of the session.

- **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.
  - o Status: AB 1837 was held in the Senate Appropriations Committee.

- **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 was held in 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, 2016. 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 had required the segments of higher education to collect data on an expanded number of Asian and Pacific Islander subgroups; however, the bill was amended while on the floor to remove the segments of higher education and now just affects the State Department of Public Health.
  - o Status: AB 1726 may soon be sent to the Governor, but it no longer affects our system.

- **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 students.
  - o Status: AB 2222 was held in the Senate Appropriations Committee.

- **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.
  - o Status: AB 2308 passed in the Assembly and the Senate and is in the enrollment process to be sent to the Governor.

- **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 and the Assembly and is in the enrollment process to be sent to the Governor.

- **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 conforms to how tuberculosis screening is done in K-12 districts.
  - o Status: SB 1038 was signed into law by the Governor.

- **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 and is in the enrollment process to be sent to the Governor.

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 in the Assembly and the Senate and is back in the Assembly for a vote of concurrence with amendments taken in the Senate.

- **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

minimum number of units a student must have and plans for when hours of operation conflict with intercollegiate athletics.
  o   Status: AB 1995 passed in the Senate and the Assembly and is in the enrollment process to be sent to the Governor.

- **AB 2009 (Lopez) Dream Resource Centers.** AB 2009 requires California Community Colleges and the California State University, and requests that UC, designate a Dream Resource Liaison on each of their campuses to assist students. The Centers would streamline access to all available financial aid opportunities and academic services. The bill authorizes each segment's governing board to accept private funds to support the Centers. AB 2009 does not include additional state resources to implement its provisions.
  o   Status: AB 2009 passed in the Senate Appropriations Committee and was sent to the Senate Floor.

- **AB 2017 (McCarty): College Mental Health Services Program.** AB 2017 requires the Mental Health Services Oversight and Accountability Commission, subject to appropriation by the Legislature, to establish 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 and student health fees are allowed to be used as matching funds. The bill also requires a report to the Legislature. The provisions of this bill were not funded in the budget.
  o   Position: Support
  o   Status: AB 2017 passed in the Assembly and the Senate and is back in the Assembly for a vote of concurrence with amendments taken in the Senate.

- **AB 2137 (Santiago) Postsecondary Education: Student Transfer Process.** AB 2137 requests 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 also requests 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 Senate and was sent to the Governor's Desk for his signature.

- **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 Senate and is in the enrollment process to be sent to the Governor.

- **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 and was sent to the Assembly for concurrence in Senate amendments.

- **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 was signed into law by the Governor.

- **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 existing sunset clause.
  - o Position: Sponsor/Support
  - o Status: SB 906 passed in the Senate and the Assembly and is in the enrollment process to be sent to the Governor.

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 Senate and was sent to the Assembly for concurrence in Senate amendments.

- **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 was held 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.
  - o Position: Sponsor/Support
  - o Status: AB 1721 was held in the Senate Appropriations Committee.

- **AB 1741 (Rodriguez) California Community College Promise Program.** AB 1741 establishes the California College Promise Innovation Grant Program to provide funds to California Community College districts for the purpose of establishing regional partnerships with K-12 school districts, CSU campuses, and UC campuses. The bill requires the Chancellor's Office to administer the program and distribute multiyear grants to community college districts. The provisions of AB 1741 were funded in this year's state budget.
  - o Status: AB 1741 passed in the Assembly and Senate and is in the enrollment process to be sent to the Governor.

- **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 and the Assembly and is in the enrollment process to be sent to the Governor.

- **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 was held in the Assembly Committee on Appropriations.

- **AB 2056 (Garcia, E.) Cal Grant Program: Graduation Verification.** AB 2056 requires the California Student Aid Commission (CSAC), if it requires the verification of high school graduation to be submitted electronically as permitted under current law, to provide guidance to school districts so the verification of graduation is submitted as soon as possible but no later than August 31st.
  - o Position: Support
  - o Status: AB 2056 passed in the Assembly and Senate and is in the enrollment process to be sent to the Governor.

- **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, therefore 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) Student Loan Servicers: Licensing and Regulation.** AB 2251 establishes the Student Loan Borrower's Servicing Act, which provides for the licensure, regulation, and oversight of student loan servicers and prohibits a person from acting as a student loan servicer without a license. Public postsecondary educational institutions are not subject to the provisions of this bill.
  - o Status: AB 2251 passed in the Senate Appropriations Committee and was sent to the Senate Banking and Financial Institutions Committee.

- **AB 2364 (Holden) Tuition Exemption: Concurrently Enrolled Students.** AB 2364 exempts certain nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. The bill also allows 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 Senate and was sent to the Governor.

- **AB 2506 (Thurmond) Student Financial Aid: Chafee Grants.** AB 2506 requires the California Student Aid Commission, beginning with the 2017-18 award year, to make a new Chafee grant award to a student only if the student attends either of the following: a qualifying institution that is eligible

for participation in the Cal Grant Program or an institution that is not located in California that satisfies the "qualifying institution" requirements of the Cal Grant Program.
  - Position: Support
  - Status: AB 2506 passed in the Assembly and the Senate and is back in the Assembly for a vote of concurrence with amendments taken in the Senate.

- **AB 2681 (O'Donnell) Public Education: College Promise Grant Program.** AB 2681 establishes 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 was held in the Assembly Committee on Appropriations.

- **AB 2822 (Chiu) Student Financial Aid: Emergency Financial Assistance.** AB 2822 authorizes the use of private funds from a community college district, community college campus, or local community college foundation for emergency student financial assistance.
  - Status: AB 2822 passed in the Senate and was sent to the Assembly for concurrence in Senate amendments.

- **SB 412 (Glazer) The California Promise.** SB 412 establishes the CSU California Promise program which would provide additional academic support services to students as freshmen in obtaining baccalaureate degrees within four academic years, and as transfer students within two academic years.
  - Status: SB 412 passed in the Senate and Assembly and but was sent back to the Senate Education 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 was held in the Senate Appropriations Committee.

- **SB 1314 (Block) Cal Grant Program: Middle Class Scholarship Program: Community College Baccalaureate Degree Program.** SB 1314 specifies 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 in the Assembly and the Senate and is in the enrollment process to be sent to the Governor.

- **SB 1357 (Block) Cal Grant Act: California Community Colleges Assistance Grant Program.** SB 1357 establishes the California Community Colleges Assistance Grant Program. The bill requires 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 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.
  - 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.
- o Position: Support
- o Status: AB 1936 was held in the Senate Appropriations Committee.

- **AB 2494 (Hernandez, R) Veteran Resource Centers Grant Program.** AB 2494 establishes the Veteran Resource Centers Grant Program.
  - o Position: Support, if amended
  - o Status: AB 2494 was held in the Senate Appropriations Committee.

ADVOCATES LIST SERVE
Government Relations information is routinely distributed using the list serve:
ADVOCATES@LISTSERV.CCCNEXT.NET.

If you have not already subscribed you are welcome to join. Please follow the instructions below:
To subscribe send an e-mail from the address to be subscribed to
LISTSERV@LISTSERV.CCCNEXT.NET and put SUBSCRIBE ADVOCATES in the body of a
BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

To unsubscribe from the listserv, send e-mail from the subscribed address to:
LISTSERV@LISTSERV.CCCNEXT.NET and put UNSUBSCRIBE NETADMIN in the body of a BLANK,
NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

August 29, 2016

OVERVIEW

The congressional committee hearing process for policy legislation moves at a much slower pace than the state legislative process. As a result, the status of congressional bills has not changed for months. Information on federal Bills of Interest will be provided in the next update should any of the measures move forward. The House recessed on July 14, 2016 and is set to return on September 6, and the Senate is scheduled to return on September 5, 2016. In the meantime, the U.S. Department of Education has recently announced a pilot program on loan counseling and issued a proposed rule on distance education. Information from the Association of Community College Trustees as well as other sources is provided below.

Department of Education Announces Loan Counseling Experimental Sites

On August 17, 2016, the US Department of Education released details on a pilot program to allow some institutions to require additional counseling for federal student loan borrowers beyond what is currently required under law. The goal is to determine whether additional loan counseling has an effect on academic achievement, financial literacy, and loan repayment. Institutions wishing to participate in the pilot must submit a letter of interest to the Department of Education. Letters must be received by September 29th for consideration. Chancellor's Office program staff are reviewing the details of this pilot program. Information can be found on the Department of Education's website:
http://www.ed.gov/news/press-releases/fact-sheet-department-education-announces-efforts-strengthen-loan-counseling-help-borrowers-manage-their-debt

Department of Education Releases Proposed Rule on State Authorization of Distance Education

On July 22, 2016, the U.S. Department of Education released a new iteration of a proposed rule over state authorization of distance learning. The proposal regulates how colleges and universities providing distance education become authorized to offer courses to students located in other states. It would also require additional consumer information, and set up a process for addressing student complaints against distance education programs. The proposed rule includes a notable change from prior proposals. For example, the requirement that states provide an active review of out-of-state colleges seeking authorization has been removed. The Department of Education accepted comments on the proposed rule through August 24, 2016. A final rule will likely be released by the end of October, for implementation on July 1, 2017. Information can be found on the Department of Education's website:
http://www.ed.gov/news/press-releases/education-department-proposes-rule-state-authorization-postsecondary-distance-education-foreign-locations?utm_content=buffera296e&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 8/29/2016

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
			BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1										
AB	526	Holden	Concurrent enrollment	N	x	x	x	x	x	x	x	x	Senate Floor
AB	801	Bloom	Success for Homeless Youth in Higher Education Act	N	x	x	x	x	x	x	x	x	Concurrence
AB	969	Williams	Postsecondary Education: Sexual Assault Cases	N	x	x	x	x	x	x	x	x	Enrolled
AB	986	Gipson	Community Colleges: Compton Community College District	N	x	x	x	x	x				Senate Education
AB	1397	Ting	Community Colleges: Accreditation: Public Comment	N	x	x	x	x	x				Senate Floor
AB	1449	Lopez	Community College Transfer Cal Grant Entitlement Program	N	x	x	x	x	x	x	x	x	Concurrence
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	x	x	Concurrence
AB	1653	Weber	Postsecondary Education: Campus Climate	N	x	x	x	x	x	x	x	x	Enrolled
AB	1654	Santiago	Student Safety: Crime Reporting	N	x	x	x	x	x	x	x	x	Enrolled
AB	1690	Medina	Community Colleges: Part-Time, Temporary Employees	N	x	x	x	x	x	x	x	x	Senate Inactive
AB	1721	Medina	Student Financial Aid: Cal Grant B (Sponsor)	S	x	x	x	x	x	x		x	Sen. Approps. Held
AB	1741	Rodriguez	California College Promise Innovation Grant Program	N	x	x	x	x	x	x	x	x	Enrolled
AB	1747	Weber	Food Assistance: Higher Education Students	N	x	x	x	x	x	x	x	x	Enrolled
AB	1778	Quirk	Postsecondary Education: Sexual Assault and Violence Training	N	x	x	x	x	x	x	x	x	Enrolled
AB	1837	Low	Office of Higher Education Performance and Accountability	N	x	x	x	x	x				Sen. Approps. Held
AB	1846	Lopez	Adult Education Consortium Program	N	x	x	x	x	x	x			Sen. Approps. Held
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		x	Sen. Approps. Held
AB	1985	Williams	Advanced Placement Exam (CC System Score Standard)	N	x	x	x	x	x	x	x	x	Enrolled
AB	1995	Williams	Community Colleges: Homeless Students Shower Facility	N	x	x	x	x	x	x	x	x	Enrolled
AB	2009	Lopez	Student Support Services: Dream Resource Liaisons	N	x	x	x	x	x	x	x	x	Senate Floor
AB	2017	McCarty	College Mental Health Services Program	S	x	x	x	x	x	x	x	x	Concurrence
AB	2018	Ridley-Thomas	Mandated Child Abuse Reporting Employee Training Act	N	x	x	x	x	x				Sen. Approps. Held

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

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 8/29/2016

BILL		AUTHOR	SUBJECT	Position	First House			Second House				Concurrence	STATUS
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
AB	2056	Garcia E.	Cal Grant Program: Graduation Verification	S	x	x	x	x	x	x	x	x	Enrolled
AB	2058	Mayes	CalWORKs: Educational Incentives	S	x	x							Asm. Approps. Held
AB	2069	Medina	Seymour Campbell Student Success Act of 2012 (PT Faculty)	C	x	x	x	x	x	x	x	x	Enrolled
AB	2136	Mayes	Exemption for Nonresident Tuition (Deletes Nonimmigrant Exception)	N	x	x							Asm. Approps. Held
AB	2137	Santiago	University of California: Student Transfers	N	x	x	x	x	x	x	x	x	Enrolled
AB	2154	Medina	Student Aid Commission: Student Members	N	x	x	x	x	x	x	x	x	Enrolled
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			Sen. Approps. Held
AB	2251	Stone	Student Loan Servicers: Licensing and Regulation	N	x	x	x	x	x	x	x		Senate Floor
AB	2308	Hernandez R	Health Care Coverage: Enrollment Assistance	N	x	x	x	x	x	x	x	x	Enrolled
AB	2364	Holden	Tuition Exemption (Concurrently Enrolled Students)	S	x	x	x	x	x	x	x	x	Enrolled
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	x	x	Enrolled
AB	2494	Hernandez R	Veteran Resource Centers Grant Program	S	x	x	x	x	x	x			Sen. Approps. Held
AB	2506	Thurmond	Student Financial Aid: Chafee Grant Awards	S	x	x	x	x	x	x	x	x	Concurrence
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	Chaptered
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	x	x	x	x	x	x	x	Enrolled
AB	2766	Lopez	Student Aid Commission (Student Representation)	N	x	o	x	x	x	o	x	x	Concurrence
AB	2791	Medina	Community Colleges: Disability Services Program	S	x	x	x	x	x	x	x	x	Concurrence
AB	2822	Chiu	Student Financial Aid: Emergency Student Financial Assistance	C	x	x	x	x	x	x	x	x	Concurrence
ACA	7	Gonzalez	Voting Age: School and Community College Elections	N	x	x							Asm. E. & R.
ACR	158	Holden	Postsecondary education: transfers	N	x	x	x	x	x	x	x	x	Chaptered
SB	66	Leyva	Career Technical Education Pathways Program (Sponsor)	S	x	x	x	x	x	x	x	x	Assembly Floor

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

Legislative Matrix 8 29 16

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 8/29/2016

BILL		AUTHOR	SUBJECT	Position	First House			Second House				Concurrence	STATUS
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
SB	412	Glazer	The California Promise	N	x	x	x	x	x	x	x	x	Concurrence
SB	893	Nguyen	Tuition and Fees: San Bernardino Dependents	N	x	x							Sen. Approps. Held
SB	906	Beall	Public Postsecondary Education: Priority Enrollment (Sponsor)	S	x	x	x	x	x	x	x	x	Enrolled
SB	1038	Allen	Community College: Employees: Tuberculosis Examination	N	x	O	x	x	x	O	x	x	Chaptered
SB	1139	Lara	Undocumented Immigrants: Healing Arts Programs	N	x	x	x	x	x	x	x	x	Assembly Floor
SB	1314	Block	Cal Grant Program: Middle Class Scholarship Program: Community College Baccalaureate Degree	S	x	x	x	x	x	x	x	x	Enrolled
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	x	Enrolled
SB	1439	Block	Postsecondary Education: Disclosure of Sexual Harassment	N	x	x	x	x	x	x	x	x	Enrolled
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2													
AB	626	Low	Public Contracts: Claim Resolutions	N	x	x	x	x	x	x	x	x	Concurrence
AB	1554	Irwin	Powdered Alcohol Ban	N	x	x	x	x	x	x	x	x	Senate Floor
AB	1624	Asm. Education	Education omnibus (best value procurement)	N	x	x	x	x	x	x	x	x	Enrolled
AB	1850	Garcia E.	Educational Services Federal Immigration Reform	N	x	O	x	x	x	x	x	x	Chaptered
AB	1943	Linder	Vehicles: Parking: Public Grounds	N	x	x	O	x	x	x	O	x	Senate Floor
AB	1997	Stone	Foster Care	N	x	x	x	x	x	x	x	x	Concurrence
AB	2116	Gallagher	School Bonds: Projections of Assessed Property Valuations	N	x	O	x	x	x	O	x	x	Chaptered
AB	2155	Ridley-Thomas	Teachers Retirement: Full Time (Instructors in Adult Education)	N	x	x	x	x	x	x	x	x	Enrolled
AB	2165	Bonta	Firearms: prohibitions: exemptions.(community college police)	N	x	x	x	x	x	x	x	x	Concurrence
AB	2393	Campos	Classified Employees: Sick Leave	N	x	O	x	x	x	O	x	x	Enrolled
AB	2476	Daly	Local Governments: Parcel Taxes: Notice	N	x	x	x	x	x	x	x	x	Enrolled
AB	2656	O'Donnell	Diploma Alternatives: Fee Waiver: Foster Youth	N	x	x	x	x	x	x	x	x	Concurrence
AB	2835	Cooper	Public employees: orientation and informational programs	N	x	x	x	x	x	x	x		Senate Floor
AB	2908	Asm. Higher	Postsecondary Education: Omnibus	N	x	x	x	x	x	x	x	x	Chaptered
SB	872	Hall	Local Law Enforcement: Supplemental Services	N	x	x	x	x	x	x	x	x	Concurrence
SB	1288	Leno	Elections: Local Voting Methods	N	x	x	x	x	x	x	x	x	Enrolled

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

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 8/29/2016

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
SB	1406	Mendoza	Construction-Related Accessibility: Public Entities	N	x	x	x	x	x	x	x	x	Enrolled
			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	x	x	Enrolled
AB	1115	Salas	School Zones: State Highways	N	x	x	x	x	x	x	x	x	Enrolled
AB	1835	Holden	Private Postsecondary Education: Minimum Operating Standards	N	x	x	x	x	x	x	x	x	Enrolled
AB	1891	Dababneh	School Districts: Special Taxes: Exemptions	N	x	x	x	x	x	o	x		Senate Floor
AB	1914	Bonilla	Academic Materials: Access Codes	N	x	x	x	x	x	x	x	x	Enrolled
AB	2028	Cooper	School and Safety Employees: Wrongful Termination	N	x	x	x	x	x	x	x	x	Enrolled
AB	2164	O'Donnell	Public Postsecondary Education: Tuition and Fees	N	x	x	x	x	x	x	x	x	Concurrence
AB	2183	Gatto	California State University: Personal Service Contracts	N	x	x	x	x	x	x	x	x	Senate Floor
AB	2215	Medina	California State University Lottery Education Fund: CSU Trust Fund	N	x	x	x	x	x	x	x	x	Enrolled
AB	2257	Maienschein	Local Agency Meeting: Agenda: Online Posting	N	x	x	x	x	x	x	x	x	Enrolled
AB	2288	Burke	Apprenticeship Programs	N	x	x	x	x	x	x	x	x	Concurrence
AB	2294	Gomez	The California State University: Employees: Leaves of Absence	N	x	x	x	x	x	x	x	x	Concurrence
AB	2317	Mullin	California State University: Doctor of Audiology Degree	N	x	x	x	x	x	x	x	x	Enrolled
AB	2386	Garcia	California State University: Trustees	N	x	x	x	x	x	x	x	x	Enrolled
AB	2499	Maienschein	Sexual Assault Evidence Kits	N	x	x	x	x	x	x	x	x	Enrolled
AB	2719	E. Garcia	Workforce Development: Out-of-School Youth	N	x	x	x	x	x	x	x	x	Concurrence
AB	2732	Chang	Public Postsecondary Education: Mandatory Orientation	N	x	x	x	x	x	x	x	x	Enrolled
AB	2843	Chau	Public Records: Employee Contact Information	N	x	x	x	x	x	x	x	x	Enrolled
SB	1059	Monning	Postsecondary Education: Title 38 Awards	N	x	x	x	x	x	x	x	x	Enrolled
SB	1123	Leyva	Pupil Instruction: High School Graduation Requirements	N	x	x	x	x	x	x	x	x	Chaptered
SB	1146	Lara	Postsecondary Education: Title IX religious exemption	N	x	o	x	x	x	x	x	x	Concurrence
SB	1180	Jackson	Public School Employees: Military Veterans (Medical Leave)	N	x	o	x	x	x	x	x	x	Enrolled
SB	1192	Hill	Private Postsecondary Education Act of 2009 (CPEC Reference)	N	x	x	x	x	x	x	x	x	Concurrence
SB	1214	Allen	University of California: Construction Contracting	N	x	x	x	x	x	x	x	x	Concurrence
SB	1348	Cannella	Licensure Applications: Military Experience	N	x	x	x	x	x	x	x	x	Chaptered

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

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 8/29/2016

BILL		AUTHOR	SUBJECT	Position	First House			Second House				Concurrence	STATUS
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
SB	1412	Block	California State University: Investments	N	x	x	x	x	x	x	x		Enrolled
SB	1436	Bates	Local Agency Meetings (Salary Discussions)	N	x	x	x	x	x	x	x		Chaptered
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: Letter from the Executive Committee about the Accrediting Commission for Community and Junior Colleges		Month: Sept-Oct	Year: 2016
		Item No. IV. B	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will approve sending the letter about ACCJC to NACIQI and the US Department of Education	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rutan/Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Recently, the Accrediting Commission for Community and Junior Colleges (ACCJC) requested letters of support from educators to demonstrate that its standards, policies, decisions, and practices in granting, reaffirming, or denying accreditation are widely accepted as required by §34 CFR 602.13. ACCJC must submit the letters to the US Department of Education by the end of 2016 for review by the National Advisory Committee on Institutional Quality and Integrity (NACIQI) in December of 2016. At the August Executive Committee meeting, the Executive Committee discussed both the ACCJC's request for letters from faculty and the possibility of sending a letter to NACIQI about the Academic Senate's experiences working with the commission. The Executive Committee approved the President sending guidance to colleges about how to respond to the commission's request for support letters (attached) and to develop a letter from the Executive Committee to NACIQI documenting the Academic Senate's experiences with commission. Members will discuss a letter to NACIQI.

---

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

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Effective Curriculum Processes Document		Month: Sept-Oct	Year: 2016
		Item No IV C	
		Attachment: **YES**	
DESIRED OUTCOME:	The Executive Committee will approve the distribution of the attached Curriculum Briefing Document.	Urgent: **YES**	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Davison/Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In recent months there have been requests to condense the recommendations found in the ASCCC paper <u>Ensuring Effective Local Curriculum Processes</u>. The attached document distills the most significant parts of the paper into a single list, allowing curriculum committees and other interested stakeholders to gain an overview of potential practices which may help streamline local curricular processes. This document supplements the original paper by providing a template for practices to assist colleges in ensuring that their local curricular processes are as effective as possible, and, if approved, could be used at the curriculum regionals and other meetings to aid local curriculum committees and other interested parties.

---

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

In an effort to assist curriculum committees, faculty, and other stakeholders, this document suggests effective practices for streamlining the local curriculum approval process. All of the information in this document comes from the ASCCC paper Ensuring Effective Curriculum Approval Processes; we strongly encourage reading that document in conjunction with using this list.

Review Curriculum Processes:

If your college curriculum approval process takes more than 3 months from submission to the Curriculum Committee to action by the Governing Board, your academic senate might consider leading a review of the process to identify practices to make the curriculum approval process more efficient and effective.

Stage 1 - Identify Needed Changes:
- Identify unnecessary/redundant steps, relative to what is required by title 5. Could steps be eliminated without unintended consequences?
- Identify steps that could be done simultaneously
- Identify technology-related issues that may be impacting curriculum approval.
- Determine if there is too much focus on compliance and bureaucratic details that hinder curriculum approval, regardless of the quality of proposals.

Stage 2 - Implement Changes to Accomplish the Following:
1. Make sure the process for initiating curriculum is clear
   - Effective practices to consider:
     - Handbook - Create/revise comprehensive curriculum handbook
     - Calendar/flow chart - Create a curriculum calendar or a process flow chart that clearly presents important due dates and illustrates the process from initiation to approval.
     - Website - Create a curriculum website that allows easy access to local, district, and statewide curriculum resources.
2. Make sure the technical review process is streamlined and effective
   - Effective practices to consider:
     - Screen proposals - Have curriculum committee members help faculty by screening curriculum submissions for completeness before full technical review occurs.
     - Simultaneous curriculum development and technical review - Make technical review simultaneous with curriculum proposal development.
     - Technical review expertise - Limit the technical review committee to the most critical individuals and allow them to conduct their review simultaneously rather than sequentially.
     - Expedite technical review for minor changes - Allow minor changes to courses and programs to undergo an expedited or streamlined technical review, based on locally established criteria, rather than a full technical review.
3. Make sure curriculum committee meetings are run efficiently.
   - Effective practices to consider:
     - Be organized - Prepare a well-organized agenda that includes the pertinent information.
     - Delegate work - Assign several curriculum committee members to each proposal as readers that will provide prepared responses to the curriculum developers.
     - Consent agendas - Use a consent agenda for non-substantive changes to curriculum.

- Thorough review early - Engage in detailed review of new curriculum during first readings and use consent calendars for approval at the second reading.
- Required changes for CTE - Allow CTE proposals that are the result of statutory or external accreditation requirements to be approved at first reading by the curriculum committee.
- Access to Curriculum Management System - Give curriculum committee members access to the curriculum management system, allowing them to make reviewer comments prior to the first reading.
- Minor edits/errors outside of committee meetings - Handle minor edits outside of meetings by sending typographical and other minor errors to the curriculum chair or designee for correction

4. Streamline the approval process.
   - Effective practices to consider:
     - Delegate authority to the curriculum committee - Give curriculum committees full authority to make recommendations directly to the governing board without intermediate approval steps
     - Grant the curriculum committee authority to approve locally defined non-substantive changes to courses and programs without any additional local approvals.
     - Limit required board approvals - Limit curriculum submissions to the governing board to approval of new courses and programs.
     - Regional consortium submission - Submit new CTE program proposals to the regional consortium prior to or simultaneously with submission to the curriculum committee for local program approval and prior to submission to the governing board.[1]
     - Expedited technical review for certain revisions - Expedite technical review for course revisions that only involve changes to certain course attributes or for changes to courses and programs that are required by statute or external accreditation.
     - Adopting existing courses in multi-college districts - For multi-college districts, consider giving college curriculum committees the authority to grant final approval for adoption of courses at one college that already exist within the district.

5. Consider giving colleges in multi-college districts autonomy over their curriculum
   - Effective practices to consider:
     - Eliminate district-wide approval or requirements for achieving consensus among the colleges in the district.
     - College autonomy - Give each college in the district full autonomy over its curriculum, including attributes such as units and contact hours.
     - Flexibility of curriculum alignment - If alignment of curriculum is a concern, use C-ID or articulation agreements as means to ensure a measure of alignment of curriculum rather than using rigid district-wide alignment requirements.

---

[1] Regional consortia establish their own procedures for submission and review of new program proposals. Be sure to check the requirements of the regional consortium to determine if it does allow submissions of proposals prior to local curriculum committee or governing board approval.

3. Make sure curriculum committee meetings are run efficiently.
   - Effective practices to consider:
     - o Be organized - Prepare a well-organized agenda that includes the pertinent information.
     - o Delegate work - Assign several curriculum committee members to each proposal as readers that will provide prepared responses to the curriculum developers.
     - o Consent agendas - Use a consent agenda for non-substantive changes to curriculum.
     - o Thorough review early - Engage in detailed review of new curriculum during first readings and use consent calendars for approval at the second reading.
     - o Required changes for CTE - Allow CTE proposals that are the result of statutory or external accreditation requirements to be approved at first reading by the curriculum committee.
     - o Access to Curriculum Management System - Give curriculum committee members access to the curriculum management system, allowing them to make reviewer comments prior to the first reading.
     - o Minor edits/errors outside of committee meetings - Handle minor edits outside of meetings by sending typographical and other minor errors to the curriculum chair or designee for correction
4. Streamline the approval process.
   - Effective practices to consider:
     - o Delegate authority to the curriculum committee - Give curriculum committees full authority to make recommendations directly to the governing board without intermediate approval steps
     - o Grant the curriculum committee authority to approve locally defined non-substantive changes to courses and programs without any additional local approvals.
     - o Limit required board approvals - Limit curriculum submissions to the governing board to approval of new courses and programs.
     - o Regional consortium submission - Submit new CTE program proposals to the regional consortium prior to or simultaneously with submission to the curriculum committee for local program approval and prior to submission to the governing board.[2]
     - o Expedited technical review for certain revisions - Expedite technical review for course revisions that only involve changes to certain course attributes or for changes to courses and programs that are required by statute or external accreditation.
     - o Adopting existing courses in multi-college districts - For multi-college districts, consider giving college curriculum committees the authority

---

[2] Regional consortia establish their own procedures for submission and review of new program proposals. Be sure to check the requirements of the regional consortium to determine if it does allow submissions of proposals prior to local curriculum committee or governing board approval.

to grant final approval for adoption of courses at one college that already exist within the district.

5. Consider giving colleges in multi-college districts autonomy over their curriculum
   - Effective practices to consider:
     - Eliminate district-wide approval or requirements for achieving consensus among the colleges in the district.
     - College autonomy - Give each college in the district full autonomy over its curriculum, including attributes such as units and contact hours.
     - Flexibility of curriculum alignment - If alignment of curriculum is a concern, use C-ID or articulation agreements as means to ensure a measure of alignment of curriculum rather than using rigid district-wide alignment requirements.

Executive Committee Agenda Item

SUBJECT: Instructional Design and Innovation Institute Call for Proposals		Month: Sept-Oct.	Year: 2016	
		Item No: IV. D		
		Attachment: YES		
DESIRED OUTCOME:	The board will approve the Call for Proposals for the Instructional Design and Innovation Institute	Urgent: YES		
		Time Requested: 15 minutes		
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**		
REQUESTED BY:	Freitas/Adams	Consent/Routine		
		First Reading	X	
STAFF REVIEW¹:	Julie Adams	Action	X	
		Information		

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2017 Instructional Design and Innovation Institute will be held March 17-18. As was done for the 2016 institute, proposals for presentations will be solicited from the field. Unlike last year, which had a short turn-around time for the call for proposals (CFP), if the call for proposals is distributed to the field in October, there will be five months between the distribution of the CFP and the start of the institute.

The CFP format was discussed during an ad hoc meeting on September 12. The consensus of the group was that the proposal categories on the CFP should be revised to reflect the major areas for innovation in the CCCs. These areas include structured pathways projects/college promise projects, contextualized teaching and learning in CTE, basic skills innovation, student equity and bridging the instruction/student services divide (with a particular emphasis on veterans, foster youth, and STEM), integration of technology into instruction, and regional collaboration efforts. Additionally, the group agreed that the proposal categories from the original CFP should instead be used as the criteria for judging whether or not proposals are suitable.

The draft CFP is attached. Additional input and approval of the CFP for the 2017 IDII is sought from the Executive Committee.

---

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.
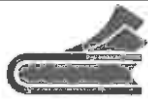
CALL FOR PRESENTATIONS
Innovation and Instructional Design Institute
March 17-18, 2017
San Jose Marriott

The Academic Senate for California Community Colleges is pleased to announce the second annual Innovation and Instructional Design Institute. This new institute will focus on strategies to improve student success and build more effective college programs. Discussions will include many exciting and timely topics like cultivating partnerships to create new opportunities for students, improving the collaboration between instruction and student services on our campuses, discovering different strategies in curricular design, integrating instructional technology into the classroom to enhance teaching, and effectively institutionalizing innovative programs to ensure sustainability, 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 Faculty Development Committee (or 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 ($110 day rate), 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. We encourage presenters to register for the full event ($440) to network with attendees. SSSP and equity funds can be used for this event.

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 innovation and instruction design and can be in traditional, online, and hybrid delivery modes. Proposals that demonstrate a consciousness of the importance of equity and cultural sensitivity will be given special though not exclusive consideration.

☐ *Contextualized Learning in CTE:* Effective strategies and practices in employing contextualized teaching and learning in CTE instruction.

☐ *Collaborative Efforts in Student Equity:* Sustained collaborative efforts across the institution, particularly those bringing together instruction and student services, that provide innovation opportunities for experimentation and strategies to improve student success, with an emphasis improved equity outcomes for veterans, foster youth, formerly incarcerated students, students with disabilities, and underrepresented students in STEM.

☐ *Basic Skills Innovation:* Examples of innovative college programs that demonstrate improved outcomes for basic skills students in English, ESL, and Math.

☐ *Structured Pathways Projects:* Examples of strategies and programs that provide more structured choices for students in the curriculum in order to streamline the pathways of students from matriculation to program completion.

☐ *Regional Collaboration:* Examples of innovative programs that demonstrate collaborations between colleges inter- and intra-segmentally, with industry partners, and with other external stakeholders.

☐ *Student Engagement:* Student wraparound services, learning communities, orientation services, or college-wide programs that engage students in and outside of the classroom.

☐ *Technology:* Integration of technology into teaching and learning to enhance student success.

☐ *Vendors:* Companies interested in a vendor table or presentation on topics relevant to instructional design. Note: The Academic Senate does not promote or endorse any vendor products. Vendors will be allowed access to this venue in order to share with community college constituencies different tools and products that are available to enhance the classroom experience but without ASCCC comment on or evaluation of value.

Criteria for Acceptance in the Program

In order to determine which proposals submitted for the 2017 ASCCC Instructional Design and Innovation Institute will be included in the program, all proposals will be assessed on the following criteria as appropriate to the proposals that demonstrate the following:

- The strategy is a data-driven effective practice that is regularly assessed for effectiveness.

- The strategy is an effective instructional methodology.
- The strategy is institutionalized and brought to scale.
- The strategy fosters innovation across the institution.
- The strategy results in effective student engagement.

How to submit a proposal for the 2017 ASCCC Instructional Design and Innovation Institute

To submit your proposal for the 2016 ASCCC Innovation and Instructional Design Institute, please provide the following information:

- Name of presenter(s), including college and job title, and contact information
- Proposal type:
  - Individual Presentation (15-30 minutes)
  - Group Presentation (75-90 minutes)
  - Individual Panelist Proposal (15-30 minutes)
  - Group Panel (75-90 minutes)
- Title of Presentation(s): if group presentation, include individual presenter titles.
- Description of the presentation(s): 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.
- Outcomes of the presentation(s): 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 **December 5, 2016.** Please note that proposals may be submitted after this date but preference will be given to proposals received on or before December 5, 2016.

Executive Committee Agenda Item

SUBJECT: CTE Leadership Institute Funding		Month: Sept - Oct	Year: 2016
		Item No. IV E	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will review a grant application to IEPI seeking funding for the ASCCC CTE Leadership Institute	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Lorraine Slattery-Farrell/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In order to provide adequate leadership and guidance to colleges within our system on CTE matters, the ASCCC CTE Leadership Committee believes it is time to unite CTE faculty, administrators, and classified professionals to work together to ensure the funding is targeted to meet the overarching goals of the recommendations which are to increase availability of CTE programs and to improve the quality of CTE programs across the system. Funding from the Institute Effectiveness Partnership Initiative (IEPI) would allow ASCCC to extend its CTE Leadership Institute to include partnerships with the Association of California Community College Administrators (ACCA) and California Community College Classified Senate (4CS), administrative and classified professional leaders in our system. This coordinated training of college leaders across silos will allow for the development of a shared language for continued CTE leadership level discussions at the college.

---

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

Executive Committee Agenda Item

SUBJECT: Survey on CTE Faculty Survey		Month: Sept-Oct	Year: 2016
		Item No. IV. F.	
		Attachment: NO	
DESIRED OUTCOME:	Executive Committee will consider for approval a survey on barriers to hiring CTE faculty.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices Committee has been assigned responsibility for addressing recommendation 13(a) of the Strong Workforce Task Force:

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

   a. *Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience.* ⏎

This recommendation was discussed at the Standards and Practices Committee meeting on September 19, and also at the CTE Leadership Committee on September 16. In both committees it was agreed that a survey needs to be distributed to the field to identify what the actual barriers are to hiring CTE faculty. The results of the survey will also inform efforts to address recommendation 14(a):

14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.

a. Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines.

Upon approval of the survey, it will be distributed to the field in early October.

---

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

Executive Committee Agenda Item

SUBJECT: IEPI Pathways Summit		Month: Sept - Oct	Year: 2016
		Item No. IV G	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will give direction for the ASCCC appointees to the work group regarding proposed presenters at the IEPI Pathways Summit	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach and Adrienne foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The IEPI Pathways Planning Group is developing two, two-day summits intended for teams of administrators and faculty who would like to develop clearly delineated educational pathways for students at their colleges. These pathways would be developed based on the needs of students at that college and sister institutions and not be simple duplicates of a prescriptive model pathway. The workgroup would like the Executive Committee's input on programs it has identified as exemplary programs relevant to the areas of need highlighted by the breakouts planned for the summit and recommendations for other programs that would be relevant to the breakout topics and examples of strong programs successfully meeting the needs of students. The work group would like Executive Committee feedback by its October 5 meeting.

---

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

Institutional Effectiveness Partnership Initiative
2016-17 Regional Guided Pathways Workshops

Two-day event: Dec 7th and 8th; Jan 26th and 27th

8:30-9:00 Registration

9:00-9:45 Opening Plenary and Keynote

David Jenkins

9:45-10:00 Passing Time

10:00 – 11:30 Session 1: Clarifying the path

Attendees will

identify strategies to guide and prepare students to enter employment and further education in fields of importance of the college's service area

discuss the significance of clearly communicating program and course information, including program maps and key progress milestones, through the college's website

Format:
Part 1: Introductory presentation. Perhaps from the systems level (not more than 20 minutes)
Part 2: Practitioner presentation. College faculty and staff will share best practices (not more than 30 minutes)
Part 3: College team time. College teams will work at their round tables. (40 minutes)

Potential Introductory Panelists: (suggestion of not more than 3 panelists)
Ken O'Donnell, CSU Chancellor's Office or Dawn Digrius, CSU Chancellor's Office
UC representative? Jeff Spanos, can you help with this
Strong Workforce systems level presentation. Either the Vice Chancellor of CTE or Kathy Booth.

Suggestions for practitioner presentation (not more than 2 panelists. From two different colleges)

Here are potential candidates to choose from. Looking for guidance from the group.

Los Angeles: IVC (Robert Melendez - Counseling), Pasadena City
Sacramento: Los Medanos (Myra Snell), Cabrillo (Margery Regalado
        Rodriguez), De Anza College (Mari Tapia)
Santa Ana: Pasadena City College
Bakersfield: BC (Janet Fulks)
Ontario: Mt. San Antonio College and their transfer pathways

Lunch: 11:30 pm to 12:30 pm

12:30 – 2:00 Session 2: Helping students enter a path

Attendees will

> gain the knowledge needed to support every new student in the exploration of career/college options, selection of a program of study or meta-major, and development of a full program plan as soon as possible

> align required math courses with the student's field of study

> learn about the provision of academic support services to academically underprepared students, including accelerated basic skills coursework and support for program "gateway" courses – not just courses in college-level math and English

> discuss strategies to enhance cooperation between the college and local high schools and other feeder programs to motivate and prepare students to enter college-level coursework in a program of student when they enroll.

Part 1: Introductory presentation. Perhaps from the systems level (not more than 20
        minutes)

Part 2: Practitioner presentation. College faculty and staff will share best practices (not
        more than 30 minutes)

Part 3: College team time. College teams will work at their round tables. (40 minutes)

Potential Introductory Panelists: (suggestion: not more than 2 panelists here)
        John Hetts, Educational Results Partnership
        Katie hern/Myra Snell: California Acceleration Project

Suggestions for practitioner presentation (regional experts):

Los Angeles: IVC (Daniel DeRoulet)
Sacramento: Sierra College (Julie Bruno or CSSO or....),
Skyline College (Aimee Myers)
Santa Ana: Santiago Canyon (Craig Rutan)
Bakersfield: BC (Kimberly Bligh or Janet Fulks)
Ontario: Mt. Sac (Jeff Archibald, Irene Malmgren)

Lunch: 2:00 pm to 2:15 pm Break

2:15 to 3:00 Session 3: Spotlight feature on IEPI
Integrated Planning, Data Literacy and Program Improvement

Collecting, managing, and analyzing data are key to effective program improvements and the planning required to bring those improvements to fruition. Student learning outcomes data, achievement data, and institution set standards data are just a few data points upon which colleges should take action at the institutional level; program and course completion, retention and persistence rates are important at the program level. However, faculty and others without training in research analysis fall short of meaningful data analysis, which leads to a breakdown in the integrated planning process. This breakout focuses on the basics of data literacy, including the disaggregation of data for equity and planning purposes, and how colleges should consider collecting and analyzing the data for program and institutional effectiveness.

Outcomes: Attendees will identify important data points for institutional planning and learn strategies for analyzing the collected data as a part of the integrated planning process.

Panelists

Craig Hayward, Irvine Valley College
Barbara McNeice-Stallard, Mt. San Antonio College
Kathy Booth, WestEd

3:00 to 3:30 Davis Jenkins

3:30 to 4:30: Team time to work on the "Guided Pathways Scale of Adoption Assessment"

5:00 p.m.   Adjourn

Dinner on your own

Day 2

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

8:30 to 9:15 Policy Panel

Panelists: TBD

9:15 to 9:30 Passing time

9:30 to 11:00   Session 3: Keeping students on the path

Attendees will

> Discuss strategies to monitor student progress toward the completion of program requirements. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
>
> Identify strategies to ensure students are able to monitor their own progress.
>
> Consider ways to redirect students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to more viable education and career paths.
>
> Develop course schedules to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Part 1: Introductory presentation. Perhaps from the systems level (not more than 20 minutes)

Part 2: Practitioner presentation. College faculty and staff will share best practices (not more than 30 minutes)

Part 3: College team time. College teams will work at their round tables. (40 minutes)

Potential Introductory Panelists: If we do not have anyone here, Davis Jenkins will introduce

Suggestions for practitioner presentation (suggestion: not more than 4):

4

Los Angeles: Pasadena City College
Sacramento: Sacramento City (Ginni May)
Butte College (Suzanne Gripenstraw)
Santa Ana: Mt. San Antonio College
Bakersfield: BC (Emmanuel Mourtzanos)
Ontario: Norco College
Bakersfield College (Kate Pluta, Steven Waller, Dave Moton)

11:00 to 11:30 Team Time to continue working on "Guided Pathways Scale of Adoption Assessment"

11:30 to 12:30   Lunch

12:30 to 2:00 Session 4: Ensuring the Students are Learning

Learning outcomes are clearly defined for each of the college's programs (not just courses).

Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Faculty assess whether students are mastering learning outcomes and building skills across each program.

Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.

The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.

Part 1: Introductory presentation. Perhaps from the systems level (not more than 20 minutes)

Part 2: Practitioner presentation. College faculty and staff will share best practices (not more than 30 minutes)

Part 3: College team time. College teams will work at their round tables. (40 minutes)

Potential Introductory Panelists:

5

Brad Phillips, IEBC

Suggestions for practitioner presentation (regional experts):

Need help here.

Team time:

2:00 to 3:00 Wrap up

12:30-1:45 Session 5: Integrated planning and use of data

Attendees will identify important data points for institutional planning and learn strategies for analyzing the collected data as a part of the integrated planning process.

Collecting, managing, and analyzing data are key to effective program improvements and the planning required to bring those improvements to fruition. Student learning outcomes data, achievement data, and institution set standards data are just a few data points upon which colleges should take action at the institutional level; program and course completion, retention and persistence rates are important at the program level. However, faculty and others without training in research analysis fall short of meaningful data analysis, which leads to a breakdown in the integrated planning process. This breakout focuses on the basics of data literacy, including the disaggregation of data for equity and planning purposes, and how colleges should consider collecting and analyzing the data for program and institutional effectiveness.

Potential Panelists:

> Craig Hayward, Irvine Valley College
> Barbara McNeice-Stallard, Mt. San Antonio College
> Kathy Booth, WestEd

Passing Period: 1:45-2:00

2:00-3:00 Session 6: Policy level

Potential Panelists:

> Theresa Tena, IEPI
> Michelle Siqueiros, Campaign for College Opportunity
> Academic Senate President ????

3:00-3:15 Passing Period

3:15-3:34 Wrap Up Davis Jenkins

Executive Committee Agenda Item

SUBJECT: Institutional Effectiveness Partnership Initiative (IEPI) Professional Development		Month: **Sept - Oct**	Year: **2016**
		Item No: IV. H.	
		Attachment: **YES**	
DESIRED OUTCOME:	The Executive Committee will determine how and where the Senate should lead or partner with IEPI on the development of professional development workshops and materials for the Professional Learning Network (PLN)	Urgent: **YES**	
		Time Requested: **15 minutes**	
CATEGORY:	Action	**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: The Institutional Effectiveness Partnership Initiative (IEPI) has developed a master list of professional development workshops that will be presented in 2016-17 and resources to be developed and distributed on the professional learning network (PLN) (http://prolearningnetwork.cccco.edu). This list was developed based on feedback from the field as well as input from the IEPI Professional Development workgroup which includes representatives from faculty, administrators, and classified staff. IEPI workshops encourage colleges to send teams that include administrators, faculty, and classified staff, so it is important that the Academic Senate be consulted on the development of these presentations and that the Senate choose faculty that would be appropriate to develop and present. Additionally, some of the resources for the PLN fall under Senate purview and the Senate should be leading the development of these resources.

---

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

Institutional Effectiveness Partnership Initiative (IEPI)—Specialized Training Program

Workshop Schedule and Content Development Priorities for 2016/17

Overview of IEPI and Specialized Training

The Institutional Effectiveness Partnership Initiative believes that by leveraging the experience, talent, and collaborative spirit of the California Community Colleges' faculty, staff, administrators, and trustees, we can significantly enhance our institutions' operations and ability to serve and support students—to foster excellence and drive innovation across the system. Pursuant to its statutory charge, IEPI focuses on complex issues and challenges that require the collective input and efforts of personnel across program areas.

There are three primary components of the initiative: (1) development and implementation by colleges of a *framework of indicators and goals* related to accreditation, student success, fiscal viability, and programmatic compliance with state and federal guidelines; (2) deployment of *Partnership Resource Teams* to institutions that express interest in receiving technical assistance; and (3) enhancing professional and leadership development opportunities for CCC personnel through the *Specialized Training* program.

Criteria for Workshop Selection

The below topics for IEPI's Specialized Training component were identified through extensive conversations with CCC stakeholders. Topics for regional workshops were approved by the IEPI Executive Committee based on meeting key criteria, including:

- The potential to help colleges achieve their goals set as part of the framework of indicators
- Being cited repeatedly by institutions as an area of focus on which they would like to receive technical assistance (through a Partnership Resource Team)
- Lending themselves to a team approach whereby institutions must work across program areas and possible silos to move forward and achieve results
- Addressing a statewide priority as identified by the Governor, Legislature, or system

In some cases, workshops in 2016/17 will follow-up and expand on work IEPI has already undertaken. In other cases, this will be the first time IEPI has held workshops on these issues. Wherever possible, IEPI will partner on each of these workshops with the relevant statewide organizations. Other workshops—including ones on potentially more targeted topics—may be added throughout this time period depending on needs identified in the field and by CCC association partners.

Professional Learning Network—Priorities for Content Acquisition/Development
Content from workshops will also be housed and disseminated via IEPI's Professional Learning Network, a one-stop site of effective practices, trainings, and other resources for the system. (The site, which was launched in April 2016, can be accessed at prolearningnetwork.cccco.edu.) Though the intent is that eventually all topics of interest will be added to Professional Learning Network, the plan is to start with issues related to *accreditation* and *programmatic compliance*—topic that institutions often report as challenges and which, if not addressed properly, can result in sanctions by third-party agencies. Workshop materials can also be found on the IEPI website.

Regional Workshops and Professional Learning Network

Summer 2016

Inmate/Re-Entry Education—Workshops scheduled for June 8 and June 9 (Bakersfield College) and June 20 and June 21 (Chaffey College) **Completed**

Implementing Colleges' Basic Skills Transformation Plans—Follow-up on IEPI's February and March 2016 workshops, which focused on helping colleges identify the basic skills strategies they wanted to include in their grant funding applications (plans) **Completed**

Fall 2016

Student Learning Outcomes (SLOs) and Resource Allocation—Designing SLOs that move beyond compliance by (1) helping to inform decision-making on budget development and resource procurement/allocation and (2) driving innovation inside and outside the classroom

Dual Enrollment—Disseminate dual enrollment toolkit materials currently being developed by RP Group (in conjunction with Chancellor's Office's Academic Affairs division)

Campus Professional Development Programs—Models and effective practices for (1) creating and sustaining inclusive and engaging professional development programs that effectively onboard new faculty (including adjunct faculty) and staff (including part-time employees) as well as provide ongoing support to all personnel and (2) ways to fund such efforts using flex, categorical, and other sources

The Role of Curriculum in Maintaining Your Institution's Financial Aid Eligibility—Ensuring that academic programs meet federal financial aid requirements; understanding the intersection between Student Services and Instruction in financial aid eligibility and the implications for institutional eligibility; and learning about the role that faculty and staff play in helping colleges maintain financial aid eligibility. (Previously

titled, "Maintaining Colleges' Financial Aid Eligibility" on original schedule. Scheduled for September 22nd and 26th, 2016).

Fiscal, Educational, & Student Success at California Community College Public Safety Academies: Best Practices - This training event will teach participants the laws and regulations which must be followed when constructing and teaching courses at public safety academies at California Community Colleges, so that they are eligible for FTES reimbursement. (New event not listed on original schedule. Scheduled for September 23, 2016.)

Title IX at the California Community Colleges—Provide information and resources to college personnel to help ensure compliance with federal Title IX provisions (which prohibit sexual discrimination in all educational programs and activities—both on and off campus—including academics, student services, extracurricular activities, and athletics).

Pathways—Helping colleges integrate the system's various student success initiatives in ways that guide and support students all the way through their college experience: from outreach and point of entry, to program selection, to completion of college-level math and English, to career counseling and successful achievement of their educational goals. (Moved from Spring 2017 to Fall 2016)

Integrated Planning—Disseminate and solicit feedback on toolkit material currently being developed by RP Group

Disaggregation of Data—Disseminate toolkit material currently being developed by RP Group

Spring 2017

Minimum Qualifications and Equivalencies in the Hiring of Apprenticeship and CTE Instructors Practical practices for increasing the pool of qualified CTE instructors with significant industry experience (in partnership with Chancellor's Office Legal/WEDD, CIO Executive Committee and ASCCC) (New event not listed on original schedule.)

CTE Data Unlocked 'Super User' Training – Expert training on use of CTE data tools by WestEd (on behalf of the Chancellor's Office WEDD/TRIS). (New event not listed on original schedule.)

Inmate Education/Re-Entry Education—Series of additional regional workshops on in-person teaching or re-entry education strategies and practices, as well as follow-up two-day summit. (Inmate/Re-Entry Education was removed from Fall 2016. Content will be combined with these sessions.)

Enrollment Management—Follow-up on August 2015 workshops

Emergency Preparedness/Campus Safety Series—Learn about different emergency preparedness and response models and create new or modify existing plans

Succession Planning—Developing formal plans, mechanisms, and processes that build a pipeline of leaders and other staff at campuses and minimize the negative impact from losing experienced personnel to retirement

Noncredit—Strategies and effective practices for (1) converting courses and programs from credit to noncredit, (2) designing new noncredit course and program offerings, and (3) seamlessly aligning noncredit instruction with credit instruction (in partnership with Chancellor's Office AA/Adult Ed from WEDD, CCCAOE, CIO Executive Committee)

Fall 2017

Essential Characteristics of Effective Leaders in the CCC System—Identifying and honing leadership and collaboration skills for administrators, faculty, and staff (co-sponsored with CCLC, ACCCA, ASCCC, Classified Senate, etc.)

Fostering Cultural Competency at the Community Colleges—Being aware of unconscious bias with peers and students, using culturally sensitive instructional practices, and other training on cultural competency

Professional Learning Network Only (At Least at First)

(*Note: Topics in* **bold** *with an* ** *are marked for the initial rounds of content development/open calls for submissions.*)

Accreditation Overview ("Accreditation 101")—Include the role of faculty and staff in accreditation**

Accreditation Templates and Rubrics and Writing to New Accreditation Standards**

ADA Compliance—Including accessibility to technology**

Budget/Funding 101**—Basics on how CCCs are funded, information on apportionments and categorical-program spending requirements, and what this means at the program and department level at campuses

Collective Bargaining—Negotiating, what to know, etc.

Common Core State Standards and Implications for CCC

Communication—Effective practices for building and sustaining strong communications with faculty and staff

Communities of Practice—Creating and sustaining groups of practitioners engaged in collective learning

CTE and Career Counseling Models—Including career planning, exploring CTE options, providing internship and other work-based opportunities to students (in partnership w Chancellor's Office SS/WEDD, ASCCC, CCCAOE, CSSO)

Evaluation Templates and Processes for Faculty and Staff

FERPA Basics and Compliance**

Financial Aid Audits—Navigating an intrusive federal audit

Financial literacy—Incorporating financial literacy into course curriculum

Foster Youth—Effective practices for reaching out to and serving foster youth and former foster youth

Hiring Committee Training

Industry Partnerships—Effective practices for faculty and staff to form and maintain collaborative partnerships with industry

Interpersonal Relations—Building effective and supportive relationships with peers and dealing with a difficult manager or faculty/staff member

Institutional Advancement—Evaluating and pursuing grant opportunities, grant writing and working with foundations to identify additional funding sources

Marketing and Public Relations

Meetings—Running and Participating in Productive Meetings

Mental Health Awareness—Effective Practices

Participatory Governance—Understanding collegial consultation, Academic Senate purview (10+1), Role of Unions, etc.

Prior Learning Assessment

Professional (Soft) and Digital Skills for Faculty and Staff

Project Management

Service to Students—Creating more positive connections and interactions with students

Sexual Harassment/Sexual Assault Response and Mandated Reporter Training**

Veterans Programs

Executive Committee Agenda Item

SUBJECT: Part-time Summit		Month: Sept -Oct	Year: 2016
		Item No: IV. 1	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval holding a summit for Part-time Faculty in the Summer	Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor's Office is providing the ASCCC with $250,000 for basic skills and there is a chance that 3CSN will also provide some additional funding. For several years, some Executive Committee members have discussed holding a professional development event for part-time faculty. Since we have these funds and most of the basic skills courses are taught by part-time faculty, it seems logical that some of these funds can be used to host a two or three-day event in the summer when part-time faculty are more than likely to attend. The summit might cover teaching pedagogy, class management, as well as interviewing skills, and much more. It is proposed that the Part-time Committee, Basic Skills Committee, and the Faculty Development Committee work together to coordinate the planning for this event. The dates suggested are August 10 – 12, 2016, in Southern California.

---

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

Executive Committee Agenda Item

SUBJECT: Sponsorship Criteria		Month: Sept-Oct	Year: 2016
		Item No. IV. J.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval criteria for potential sponsors of the ASCCC events.	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams/Erika Prasad	Consent/Routine	
		First Reading	
STAFF REVIEW[1]		Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the September 9th Executive Meeting, after reviewing the sponsorship packages, a request to create criteria for soliciting sponsors was asked from staff. Please review and approve criteria.

---

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

Sponsorship Guidelines

Fundamental questions to ask before entering a relationship with a sponsor prospect:

1. Does the proposed activity and/or the proposed relationship promote the mission and values of the ASCCC?

2. Will the relationship promote or enhance activities or organizations whose goals are inconsistent with the mission and values of the ASCCC?

3. Will the relationship maintain our organization's reputation for objectivity, independence, integrity, credibility, social responsibility and accountability?

4. Is the proposed partner one with which we would be proud to be publicly associated?

5. Can we stand behind the products, services and positions taken by the partner?

6. Why does the partner want to work with us?

7. Does the proposed partner hope to use our organization's name or its relationship with us to advance its public image, public policy agenda, or its marketing? If so, these goals of the partner should be consistent with our organization's mission and our reputation.

8. Is the proposed partner related to, or does it have a history of representing or advancing the interests of, an entity with which we would not partner directly?

Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Program		Month: Sept - Oct	Year: 2016
		Item No: IV. K	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval any modifications to the 2016 Fall Plenary Program.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2016 Fall Plenary Session is November 3-5, 2015 in Costa Mesa, California. The Executive Committee approved the preliminary session program breakout topics at its last meeting. The Executive Committee will review the modifications made to the preliminary program, as well as be updated about the keynote presentations.

---

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

FALL 2016 PLENARY SESSION PROGRAM
Thursday, November 3, 2016

Honoring the Past, Navigating the Present, Imagining the Future

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

7:30 a.m. Breakfast for First Time Attendees, S. Foster

8:00 a.m. Delegates Information Session, Beach

8:00 a.m. Candidate Orientation – Foundation, May

FIRST GENERAL SESSION (8:30 a.m. to 9:45 a.m.)

Welcome – Julie Bruno, President
Adoption of the Procedures – John Stanskas, Vice President
Keynote President: Bryan Murphy, President De Anza College

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

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

1. Nuts and Bolts for Delegates and New Senate Leaders, RWLS (S. Foster)
2. Expansion of SLOs in the Accreditation Standards, Accreditation (Rutan/Beach)
3. Technology for the CCC - Where We are and Where We Are Going, TTAC (Freitas)
4. Job Announcement to Tenure Review: Continuing the Conversation on Faculty Diversity, Ed Policies (May, A. Foster)
5. Brian Murphy Follow-up Breakout, (Bruno)
6. Strong Workforce Recommendations: Curriculum (Slattery-Farrell/Davison)

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

1. With Great Power Comes Great Responsibility: New Ideas in Curriculum, Curriculum (Davison)
2. ACCJC and Regional Accreditation: An update on the Consultation Council Task Forces, Accreditation, Bruno/Morse/Randall (Rutan)
3. Regional CTE Conversations: How is Your Local Senate Involved? CTE LC (Slattery-Farrell)
4. Basic Skills Innovation, BSC (Aschenbach/McKay)
5. ASCCC Periodic Review: An Update (Stanskas)
6. Part-time Faculty Evaluation, PTC (Goold)

SECOND GENERAL SESSION (12:30 p.m. to 2:30 p.m.)
Lunch
Foundation Presentation, Ginni May
Foundation Election Nominations, Dan Crump
Resolution Presentation: David Morse
Panel Presentation: Guided Pathways

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

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

1. Guided Pathways: Should we limit, expand, and/or refine options? Curriculum (Bruno/May)
2. CTE Data Unlocked: TOP Code Alignment project (Rutan/Slattery-Farrell)
3. A Community of Practice for Supporting our Formerly Incarcerated Students, EDAC (Smith)
4. IEPI Update: Indicators, PRTs, Leadership Grants, Disaggregated Data, and Integrated Planning, (Goold/Stanskas)
5. AS-T/UC-Pathway/Local Degrees – STEM Issues, TASSC (A. Foster/Bruno/Freitas)
6. Integrating the Plans – Equity, Basic Skills, Strong Workforce, SSSP, EDAC/BSC, (Beach/Aschenbach)

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

4:00 pm to 5:00 pm Recruitment meeting, Adams, S. Foster, Goold

5:00 p.m. Resolutions Due

5:00 p.m. to 6:30 p.m. Caucus Meetings

5:00 p.m. to 5:30 p.m. Candidate Orientation

6:00 p.m. to 7:00 p.m. President's Reception (include photo op with the new chancellor)

Friday, November 4, 2016

7:30 a.m.   Registration/Delegate Sign in and Continental Breakfast

THIRD GENERAL SESSION (8:30 a.m. – 9:15 a.m.)
State of the Senate, Bruno
Resolution Recognition: Cynthia Rico

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

1. Getting Through your Accreditation Visit as Unscathed as Possible, Accreditation (Rutan/S. Foster)
2. The legislature did what?! A legislative update, LAC (Stanskas/Freitas)
3. Accessibility, Online Education (partner with @ONE) (McKay/Slattery-Farrell)
4. California Promise, May
5. Noncredit - progress indicators & other updates, Noncredit (Aschenbach)
6. Role of ASCCC Liaisons: Why should Local Senate Appoint a Liaison (Bruno/Adams)

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

Area Meetings: 10:45 a.m. to 12:30 p.m.
Area A: Grant Goold
Area B: Cleavon Smith
Area C: Adrienne Foster
Area D: Craig Rutan

FOURTH GENERAL SESSION (12:30 p.m. to 2:15 p.m.)
Lunch
Resolution Presentation: Wheeler North
Keynote Presentation: Eloy Oakley, Incoming Chancellor

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

1. Follow up with Incoming Chancellor (Bruno)
2. Making ASCCC Faculty Development More Accessible, FDC (Smith)
3. Disciplines List, Minimum Qualifications, and Equivalency, (Reimagining Disciplines/apprenticeship), S&P (Freitas/Stanskas)
4. Z Degrees Moving Forwards, OER TF (Davison)
5. Strong Workforce Recommendations: Regional Coordination, (Slattery-Farrell)
6. CAI, (Rutan/Aschenbach)

3:00 p.m. Resolution Office Hour, Senate Office

4:00 p.m. Amendments and Urgent Resolutions Due, Senate Office

4:00 p.m. to 4:30 p.m. Resolution Amendment Discussions
Add text regarding the submission of resolutions and amendments via email.

4:00 p.m. to 5:00 p.m.

5:00 p.m. to 6:00 p.m. Executive Committee Meeting
The purpose of this meeting is to entertain any "urgent" resolutions (see Resolution Procedures).

6:00 p.m. to 8:00 p.m. Foundation Reception

Saturday, November 5, 2016

7:30 a.m. to 8:00 a.m. Final Delegate Sign In

7:30 a.m. to 8:00 a.m. – Breakfast

FIFTH GENERAL SESSION (8:30 a.m. to 11:45 a.m.)

Announcements
Elections and Resolution Voting Begins

12:00 p.m. – 12:45 p.m. Lunch Buffet
Secretary's Report: Dolores Davison
Treasurer's Report: John Freitas

FIFTH GENERAL SESSION CONTINUES (1:00 p.m. to 3:30 p.m.)

Executive Committee Agenda Item

SUBJECT: Executive Committee Resolutions Fall 2016		Month: Sept - Oct	Year: 2016
		Item No: IV. L	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion.	Urgent: YES	
		Time Requested: 120 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach and Ginni May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

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

---

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

Executive Committee Agenda Item

SUBJECT: 2016 Norbert Bischof Faculty Freedom Fighter Award		Month: Sept-Oct	Year: 2016
		Item No. IV. M	
		Attachment: YES (one)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a recommendation for the 2016 Norbert Bischof Faculty Freedom Fighter Award	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC has one award that is given by the Executive Committee to "faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate." This year, we have received from City College of San Francisco Senate a nomination of their past president Lillian Marrujo-Duck for the Norbert Bischof Freedom Fighter award. The Executive Committee will consider for approval awarding Lillian Marrujo-Duck the award for this year.

The following is the process for awarding the award:

Nomination Process

Any member of the Executive Committee may submit a nomination to the chair of the Standards and Practices Committee for consideration. The chair of the Standards and Practices Committee will send out a reminder to all Executive Committee by January 15th that all nominations must be submitted no later than February 1st. There is no requirement that a faculty member be nominated each year.

Selection Criteria

Candidates for this award will have demonstrated skillful, effective and courageous leadership that has a lasting positive impact on the California Community Colleges, both locally and statewide, by supporting and strengthening the principles and values of the Academic Senate for California Community Colleges. Nominees will have demonstrated determination and poise in a variety of

---

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

settings, while continuing to successfully advocate for faculty, and despite facing individuals and institutions opposing their efforts.

Evaluation of Candidates

The Chair of the Standards and Practices Committee will submit an agenda item for this award no later than the March meeting of the Executive Committee. Nominees will be discussed in open session at a regularly scheduled meeting of the Executive Committee. The discussion will include a brief presentation by the nominating Executive Committee member highlighting the work of the nominee, the adversity that they nominee has faced, and the impact that their selfless advocacy has had on the California Community Colleges, both locally and statewide. Following the discussion, the Executive Committee may select a winner following a motion and a majority vote of the members present.

Award

The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.

The Academic Senate

CITY COLLEGE OF SAN FRANCISCO

Curriculum ●Degree Requirements ●Grading Policies ●Program Development ●Student Prep & Success ●Governance
Accreditation ●Professional Development ●Program Review ●Planning & Budgeting Processes ●Others as agreed

September 13, 2016

2016 Norbert Bischof Faculty Freedom Fighter Award

Dear ASCCC Colleagues,

     This is a letter in support of awarding the NBFFF Award to Lillian Marrujo-Duck. Lillian served as our Academic Senate President from May 2014 to May 2016. During her tenure as President, she labored tirelessly to defend the faculty voice on 10+1 issues. In fact, she often ended our academic senate meetings by dedicating them to the 10+1. As you undoubtedly are aware, our institution is in a unique situation. Because of our accreditation crisis, we have experienced a revolving door of administrators and the complete reorganization of our governance system. The degree of stress under which all faculty, especially faculty leaders, have labored cannot be understated. Throughout this arduous process, Lillian courageously defended the faculty role in the governance process. She continuously made sure that our Board's policies and administrative procedures were up to date and that the Board recognized the primacy of the Academic Senate in academic and professional matters.

     In meetings with several interim chancellors and other members of the administration, Lillian clearly mapped out appropriate pathways of communication and consultation. Her efforts have resulted in very clear roles and responsibilities; if there are ever questions about whether, and how, the senate should be consulted, our role is clearly outlined. Also, for the first time, Lillian put together a recognized program review of the senate to ensure ongoing funding for its initiatives. In addition to all this work, Lillian worked as an Accreditation Co-chair and took a leading role in making sure our self-evaluation was accurate and addressed the 2014 accreditation standards. Because CCSF is in Restoration, a status that is ambiguous and specially created for our situation, Lillian has had to be especially vigilant and has taken the lead in shepherding faculty through this process.

     Lillian has also been active at the state level on Senate matters. Some of Lillian's activities have included participating in most ASCCC Spring and Fall Plenaries since 2013, the ASCCC Leadership Institute since 2013, the ASCCC Accreditation Institute from 2014, the ASCCC Student Equity Plan workshop in 2014, the 2015 ACCJC Accreditation Training, and NACIQI hearings in Washington, DC. These are just a few examples of her commitment to faculty needs beyond her local institution.

     Lillian spoke eloquently and forcefully at NACIQI. At this event, she participated in lobbying Congressional representatives on behalf of CCSF. Her overall points to NACIQI and the Congressional representatives were that CCSF will be able to meet the accreditation standards for Restoration (which we strongly believe we have!), that the ACCJC over-reached in its punitive actions against CCSF, and that CCSF's students, who are place-bound and predominantly under-represented minorities, have suffered as a result.

Mandy Liang, President   Coni Staff, Second Vice President
Frederick Teti, First Vice President   Jacques Arceneaux, Secretary

Although she did not serve on statewide committees of the ASCCC, Lillian did help organize the annual events of the ASCCC. In addition, she is the designer and webmaster for the online journal for the Bay Honors Consortium Annual Community College Honors Symposium. This symposium is essential for many of California Community College transfer-level students. This is a statewide research conference for honors students from all California Community Colleges to present their original research in a professional conference format. The conference is sponsored alternately by Berkeley and Stanford. She attended the first six conferences, helped organize the second three, and has worked on their Web site for the last several years (see www.BHRS-ThinkYou.com).

Lillian has courageously and indefatigably defended "the adopted principles and positions of the Academic Senate" and been of meaningful service both locally and at the state level. Throughout her tenure as Senate President, Lillian was working on a Doctorate in Educational Leadership, which will be awarded to her this semester. Lillian has earned the respect and admiration of her colleagues. She has proved herself to be an inspiring and tireless leader of our governance system and our fight for accreditation. At our last Senate meeting, she stressed that we meet all the standards. We cannot think of a more worthy candidate for this award.

Thank you for your consideration.

Mandy Liang, Ed.D.
Academic Senate President
City College of San Francisco

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: Sept-Oct	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: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stanskas will highlight the Board of Governors and Consultation meetings for September. 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

---

[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

Welcome From Yuba Community College District Chancellor Douglas Houston

CONSENT CALENDAR

July 18, 2016, Board Meeting Minutes (Paul Feist)   **Item 1.1**
This item presents the minutes from the July 18, 2016 board meeting.

ACTION

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

Articulation of High School Courses (Pamela D. Walker)   **Item 2.2**
This item requests Board approval of a revision to California Code of Regulations, title 5, section 55051 *Articulation of High School Courses.*

Academic Record Symbols & Grade Point Average–Satisfactory Progress Grade   **Item 2.3**
(Pamela D. Walker)
This item requests Board approval of a revision to California Code of Regulations, title 5, section 55023 *Academic Record Symbols and Grade Point Average.*

Voter Registration and Civic Engagement (Paul Feist)   **Item 2.4**
This item requests Board approval of a resolution endorsing a partnership between the Secretary of State's office and the Lieutenant Governor's office to increase student voter registration.

2017-18 System Budget Request (Mario Rodriguez)   **Item 2.5**
This item requests approval of the 2017-18 System Budget Request.

Regulations Governing the New Cooperating Agencies Foster Youth Educational   **Item 2.6**
Support Categorical Program (CAYFES) (Pamela D. Walker)
This item requests approval of the proposed new regulations that will govern the implementation of the Cooperating Agencies Foster Youth Educational Support program.

FIRST READING

Nomination of 2017 Board Officers (Paul Feist)   Item 3.1
    This item calls for nominations of the 2017 board officers.

Board of Governors Meeting Dates for 2018 (Paul Feist)   Item 3.2
    This item presents the 2018 Board of Governors meeting dates.

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.

Board Energy and Sustainability Award Program (Mario Rodriguez)   Item 4.2
    This item announces the Board of Governors Energy and Sustainability Awards for 2016, which
    represent the best of California's community college Proposition 39 energy projects.

Update on the Compton Center (Mario Rodriguez)   Item 4.3
    This item presents an update on the Compton Center. It will include guest speakers from the
    Fiscal Crisis and Management Assistance Team (FCMAT), El Camino Community College District
    (CCD), and the Compton Center.

State & Federal Legislative Update (Michael Magee)   Item 4.4
    This item presents the Board of Governors an update on recent state and federal activities.

Foundation for California Community Colleges – Strategic Plan Annual Impact   Item 4.5
Report (Keetha Mills)
    This item will include a presentation and discussion on progress of the Foundation for California
    Community Colleges against its long-range strategic plan, which guides priorities through the
    year 2020.

Recognition of Patricia Sullivan, member of the Board of Directors for the   Item 4.6
Foundation for California Community Colleges (Keetha Mills)
    This item recognizes the long-standing commitment of Patricia Sullivan, including 17 years of
    service as a member of the Board of Directors for the Foundation for California Community
    Colleges.

Accreditation Update (Pamela D. Walker)   Item 4.7
    This item presents an update on the completed work of Accreditation Workgroup II.

Associate Degrees for Transfer (Pamela D. Walker)   Item 4.8

    The Campaign for College Opportunity will present on their report regarding Associate Degrees for Transfer (ADTs), entitled "Keeping the Promise – Going the Distance on Transfer Reform."

Board Member Reports   Item 4.9

    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

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

AGENDA
Consultation Council
Thursday, September 15, 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. **Accreditation Update**

3. **Strong Workforce Program Implementation**

4. **2017-18 System Budget Request Update**

5. **State and Federal Legislative Update**

6. **Other**

Future 2016 Meeting Dates:

October 20, 2016
November 17, 2016 (Riverside)

Digest

Digest means an item that has been through internal review of the Chancellor's Office and the review entities. The item now has form and substance, and is officially "entered into Consultation." The Council reviews the item and provides advice to the Chancellor.

Title: 2017-18 Budget Request

Date: September 15, 2016

Contact: Mario Rodriguez, Vice Chancellor for Finance and Facilities Planning

Background

By law, the Board of Governors must submit a request to the Department of Finance in September for use in the development of the Governor's January budget proposal. To assist the Board in this request, the Chancellor's Office annually convenes a Budget Workgroup to formulate a recommendation. The Budget Workgroup is composed of various CCC stakeholders, approximating the diversity of the Consultation Council. Concepts identified in the Workgroup were discussed in both Consultation Council and at the Board's July meeting.

The Budget Workgroup's efforts have led to a system request for the 2017-18 fiscal year that is on the agenda for adoption at the Board's September meeting.

Highlights of the Request:

➤ Access/Enrollment Funding ($125 million) For 2017-18, we are requesting $125 million (approximately 2%) for increased access so that colleges may continue to restore course offerings that were reduced during the budget cuts of the last several years and as we reach deeper into communities. Our expectation is that colleges will focus on adding courses that align with the system's primary missions of transfer, career technical education, and basic skills. Since districts in some areas of the state are growing while other areas are having trouble increasing enrollments, it is important that the request for access funding be balanced with other funding requests to ensure that all districts gain new resources to improve educational quality and increase student success. To this end, we will continue to monitor the level of need for additional access during the year based on actual attendance accounting reports submitted by the districts and adjust our request based on a strengthening or softening demand.

➤ COLA ($100 million) Historically, the community colleges have received annual Cost-of-Living-Adjustment (COLA) increases. However, due to California's economic situation, the state did not provide COLAs to the colleges for many years beginning with the fiscal year 2008-09. In 2016-17, the statutory COLA was 0%, therefore no funding was provided. The statutory COLA for 2017-18 is currently estimated to be

1% which equates to approximately $100 million in funding for the CCCs. The system is requesting that the state fund the statutory COLA in 2017-18 at whatever value the final factor is determined to be.

➢ General Operating Expenses ($200 million) In 2015-16 and 2016-17, the CCC system received $267 million and $75 million, respectively, as an augmentation to base funding, partly in recognition of increasing costs and a decline in purchasing power due to non-payment of COLAs between 2007-08 and 2012-13. We estimate the cumulative purchasing power lost over those years at nearly $1 billion. Compounded with the lost purchasing power is the fact that over the last 10 years, the colleges have experienced raising costs due to information technology to provide modern instruction, costs of modern equipment necessary for students to gain up-to-date skills and be competitive in the job market, higher utility bills and health care costs, campus security, and other expenses. Further, colleges face rapidly increasing contributions to the CalSTRS and CalPERS systems. For 2017-18 the system is requesting an increase in base funding of $200 million to help address general operating expenses. This increase will help restore some of the purchasing power lost in years when no COLA was received, fund the increase in CalSTRS and CalPERS obligations, and provide colleges with the discretionary resources needed to address local concerns and priorities.

➢ Full-Time Faculty Hiring ($100 million) Full-time faculty benefit students and colleges by providing critical services such as academic advising during faculty office hours, ongoing curriculum development, and by participating in institutional planning and shared governance. For districts, though, hiring additional full-time faculty represents a substantial ongoing cost commitment. The 2015-16 budget included $62.3 million to support increased hiring of full-time faculty. The enacted budget for 2016-17 did not include any added funding for this purpose. For 2017-18, we are requesting an additional $100 million to be used by the districts to hire full-time faculty and make further progress toward the 75 percent goal.

➢ Part-Time Faculty Support ($25 million) While full-time faculty are crucial to the success of our students, part-time faculty also play a very important role in the CCC system. The three part-time faculty categorical programs (parity, office hours, and health insurance) were reduced by over 40 percent during the economic recession. The 2016-17 budget included $3.7 million to restore the part-time faculty office hours program to the pre-recession level.

For 2017-18, we are requesting $25 million to restore funding for part-time faculty compensation and part-time faculty health insurance programs to the level they were prior to the economic recession. Currently, there is a lot of variation in how districts compensate their part-time faculty; this funding would assist districts in addressing part-time pay equity. Health insurance for part-time faculty is critical to attracting experienced individuals and reducing turnover. This funding would help to

cover a greater percentage of districts part-time health insurance costs which many districts are paying for using their limited discretionary dollars.

➤ <u>Veterans Resource Centers ($25 million)</u> An estimated 70,000 veterans and active duty service members enrolled at a California Community College in 2014-15 with many of them returning from Iraq and Afghanistan. The role of community colleges is not limited to providing academic and career training for returning veterans, but also includes assisting with the often-difficult adjustment many face when transitioning to life after military service, and particularly after combat deployment. To meet the needs of this growing population we must expand support services in order to help them successfully integrate into civilian and college life.

Veteran Resource Centers are essential in this effort with model Centers that address the specific needs of student veterans by offering on-site support services from the VA, certification of benefits, academic counseling and support, tutoring services, computer lab, mental health services, specialized transition services, camaraderie, dedicated meeting space, and wellness programs all in one location.

Currently there are 77 Veteran Resource Centers in the system, however many provide a space with limited or no staffing or support services, and those that do offer needed services rely on general funds and donations from the business community. Thus, a student veteran's success in reintegration and ultimate academic success can depend on the college they enroll in and the existence of a Veteran Resource Center that provides comprehensive educational support services. For 2017-18 we are requesting $25 million to establish, enhance, and expand quality Veteran Resource Centers that build upon existing capacity and provide support services necessary to meet the needs of all student veterans.

➤ <u>Technology ($50 million)</u> System wide there is difficulty in meeting the costs to cover the increased costs of technology. These are costs that did not exist in the past. As colleges shift to a higher reliance on technology (evident in initiatives such as education planning, online course exchange, and common assessment) they require funding to cover the costs of updated computers, software, servers, Wi-Fi hot spots, etc. Another cost the colleges face in relation to technology is the cost of paying for additional technical personnel to accommodate their technology needs. Colleges have expanded their technical staff significantly and these positions are high paying. Small colleges have less funding available to pay for these positions, which limits their technological capacity.

As the reliance on technology has increased across the system, so has the reliance on state staff for support of the projects in which there is significant technology designed, developed, and deployed. This request would include additional state technology positions to help manage these ongoing demands, and the transition of projects to infrastructure which must be maintained.

➤ Campus Safety ($50 million) The California Community Colleges system is committed to providing a safe learning and working environment; and keeping students, faculty, staff, and visitors safe and well informed about campus security. Campus safety and security is a top concern at our colleges. This concern has been elevated in recent years given the increasing occurrence of shootings, hate crimes, terrorist attacks, and other crimes on college campuses and other public settings. Colleges' building safety features and level of preparedness varies greatly across the state.

There are a variety of needs related to campus safety; basic building access is perhaps the most important. Colleges need to have electronic access to buildings so that they have the ability to lock down the campus in the event of an emergency. Few colleges in our system have electronic access, what's worse is that many don't even have doors that lock from the inside. There are many other campus safety needs in addition to building access, most colleges have inadequate maintenance of existing security systems (e.g. video surveillance systems that fail and are not repaired, or are out of date), a lack of security system integration (e.g. cameras, alarms, and other security measures that do not work together, making it difficult to identify and respond to an emergency quickly), insufficient security measures to protect current assets (e.g. buildings are not equipped with intrusion alarms, lack of camera coverage in areas where crimes commonly occur such as parking lots), and a lack of written security measure standards and inadequate training of faculty and staff on what to do in the event of an emergency. All of these issues combined with the fact that the community colleges system is an open access system make the colleges very vulnerable in the event of an emergency.

➤ Mental Health ($25 million) There is recognition that in order for students to be academically successful and to reach their established educational goals, the status of their physical and mental health is critical. Currently colleges receive no general or categorical funds to address the mental health needs of students. In the existing fiscal framework, colleges who elect to provide mental health services do so primarily through the collection of student health service fees or by general funds if a college/district designates funds to support these efforts. The established funding structure is insufficient and lacks stability.

According to research conducted by the National Alliance on Mental Illness: One in four students have a diagnosable mental illness and 40% do not seek help. And, eight out of 10 people who experience psychosis have their first episode between 15 and 30 years of age. For 2017-18, we are requesting $25 million to increase colleges' capacity to address students experiencing significant mental health crisis, thereby creating safer college environments for all students, faculty and staff.

➤ Online Education Initiative ($10 million) In response to the rapid adoption of the learning management system platform within the OEI initiative by colleges/districts, and to ensure ongoing infrastructure is in place to support the recent one-time

4

infusion of state resources, an additional $10 million of ongoing funds is needed. A majority of the $10 million will cover the ongoing vendor subscription for the learning management system as it is anticipated by the conclusion of the 2016-17 fiscal year roughly 103 of 113 colleges will be using the same system. The system forms the infrastructure for online course delivery, deployment of online student success resources, and data collection. Resources will also support the online learning supports provided (including migration resources and faculty resources). In addition, the costs associated with connecting local tutors to online learners, and a tool that aids in the resolution of ADA accessibility issues. The benefits include a reduction in FERPA violations and Office of Civil Rights' violations. This request would also include additional state technology PYs to help manage these ongoing demands, and the transition of projects to infrastructure which must be maintained.

➤ Integrated Library System ($2.5 million plus $6 million one-time) Currently, colleges buy their own databases which contain electronic resources such as journal articles and other published works. Having a statewide library database would reduce costs overall and increase the quality of education as all students would have equal access to a much larger database of information.

By providing access to information resources, academic libraries play a significant role in the student experience. The library is a valuable window into the college student experience and can be a key player in efforts to retain students and help them succeed. Today, academic libraries are more access and service-focused than ever before, providing opportunities for students to engage with technology, their peers, and campus faculty and staff. The California Community Colleges Student Success Task Force recognized the importance of libraries in student persistence, retention, and successfully achieving their goals

A system wide Integrated Library System (ILS) will allow each student in California's community colleges to access a cloud-based, library catalog that can be retrieved through a variety of means, including mobile devices as well as through existing Learning Management Systems. An Integrated Library System is a comprehensive strategy for managing resources and for providing cost savings to colleges. This request would also include additional state technology PYs to help manage these ongoing demands, and the transition of projects to infrastructure which must be maintained.

➤ Open Educational Resources ($20 million) There is a need for funding for development and implementation of open educational resources (OER). These are resources for students that are low or no cost and in some cases are used in place of traditional textbooks. The cost of textbooks can be a significant financial burden for students; these open educational resources, once developed, could substantially reduce students cost of attendance. This request would also include additional state

technology PYs to help manage these ongoing demands, and the transition of projects to infrastructure which must be maintained.

➤ **Equal Employment Opportunity ($10 million)** California Code of Regulations, title 5 section 53024.1 states that "[e]stablishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort." Our colleges serve a highly diverse student population, reflective of the broader population of California, with 55 to 70 percent underrepresented students. Yet, in the past ten years, only 20 to 30 percent of full-time faculty hires were from underrepresented communities. At least 75 percent of the EEO Fund must be allocated to the districts to support activities to promote equal employment opportunity, including outreach and recruitment and in service training on the EEO requirements in title 5.

As of this year, the Chancellor's Office changed the EEO Fund allocation model from an FTES allocation model to a performance-based method, whereby districts are required to meet multiple methods of success in promoting EEO in their pre-hiring, hiring, and post-hiring processes. The multiple methods allocation model required districts to certify compliance with certain title 5 requirements and identify specific efforts to promote EEO at the local level. Additional funding allocated to the districts would help colleges prioritize their efforts, institutionalize improved processes, and maintain positive momentum for EEO programs statewide.

Additional funding for statewide EEO activities would allow the Chancellor's Office to provide further technical assistance, service, monitoring, and compliance functions. Increased funding would enable the hiring of a full-time EEO Officer in the legal division to provide ongoing trainings, technical assistance, advice/counseling, assessment of statewide data, and monitoring of the implementation of district EEO Plans. Additional funding may also enable the procurement of software to intercept bias in hiring processes (as an example, certain programs intercept bias by redacting applicant names throughout the hiring process). Additionally, the Chancellor's Office currently contracts out to the districts for oversight of the Registry Job Bank, a clearinghouse for advertising community college district job opportunities. Additional funding would allow for increased outreach and recruitment efforts to promote EEO on a statewide level.

➤ **Public Outreach ($10 million)** There is a great need in the system for funding to support public outreach. Funding provided for public outreach would be used to increase enrollment and retention by raising awareness of core student support services. Colleges offer a myriad of support services, but often students are unaware of the help available to them or unsure about how to get connected to it.

This funding would also be used to enhance awareness of Career Technical Education pathways. Last year, the California Community Colleges Strong Workforce

6

Task Force and the Board of Governors for the California Community Colleges recommended a rebranding of the state's CTE programs. More resources are needed to make a significant impact in raising awareness and shifting perceptions about CTE across California.

In addition to CTE branding, there is also a need for unifying system branding to create a specific identity in the minds of students, parents, and the public in a manner that generates broader understanding of the college system and its different mission strands. While several targeted branding efforts support different programmatic areas, the system lacks a comprehensive and overarching approach. This funding would enable the system to work toward creating a more cohesive brand.

The 2016-17 budget included $2.5 million for outreach, the language specifies this funding should be used to increase public outreach for baccalaureate pilot programs, non-English speaking households, and areas with declining enrollment. For 2017-18, we are requesting $10 million for public outreach; this funding would go a long way in increasing awareness and understanding of the vast array of services and educational programs offered by the California community colleges.

➢ **Professional Development ($25 million)** Assembly Bill 2558 amended sections of the education code and established the Community College Faculty and Staff Development Program to provide funds for supporting locally developed and implemented staff development programs, however, no funding has been provided for this program since the bill passed in 2014. Recommendation #6 of the Student Success Task Force was to revitalize and reinvision professional development. Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement.

Professional Development provides California Community College faculty and staff with the tools and skills necessary to address the multiple needs and challenges faced with a comprehensive effort to improve student success in the California Community Colleges. Professional development enables faculty to be better prepared to work with all students from multiple backgrounds and educational needs. The increased use of technology will require new skills to facilitate more effective teaching and learning methods. The expansion of distance education through the Governor's sponsored Online Education initiative will require improved instructional designs and effective engagement strategies to reduce losing state resources to students who drop distance education courses at a higher rate than face to face courses.

For 2017-18, we are requesting $25 million for professional development. This funding will be used to provide ongoing professional development to the nearly 100,000 faculty, administrators, and staff in the system that need preparation or training to address the needs of students at the classroom, program, or institutional levels.

> Pathways to Community College Teaching ($650,000) The system needs an ongoing pipeline from the community college student experience through graduate school leading back to an interest in becoming a community college faculty member. This concept will require the partnership of the California Community Colleges with its four-year university partners and a commitment of the Legislature to allow for continuous hiring of full-time faculty to drive our system toward the 75% full-time faculty goal established in Education Code 87482.6.

The Chancellor's Office collaborated with various key statewide constituent groups and developed a concept paper of the AA to MA Faculty Diversity Pathway Program, later renamed the Pathways to Community College Teaching Pilot Program. One of the best ways to recruit underrepresented minority students into the teaching profession is within the California Community Colleges themselves. California Community Colleges are more racially diverse than the State of California, and have some of the best practices and programs for workforce training.

For 2017-18, we are requesting $650,000 to support the work of the Pathways to Community College Teaching Pilot Program. The goal of this program is to create a pipeline for California Community College students to become faculty within the California Community Colleges system. Funding is needed to implement the program locally and statewide, and to encourage community college students with financial support to pursue graduate education. (A master's degree is the minimum qualification for the majority of faculty positions at community colleges, with AA or BA degree and certain years of professional experience for career technical education faculty positions pursuant Title 5 section 53410.) In 2017-18, this funding would be used to hire a faculty coordinator to conduct research and disseminate best practices, consult with districts to set up programs, create state-level parameters for districts to receive funding, and work with partners to establish pipelines. Funding would also be used to coordinate statewide and regional meetings to discuss programs, compensate faculty working with student interns in the program, provide funding for pilot colleges to support the development of pathways, and develop marketing collateral for local colleges to advertise program pathways.

Additionally, the 2017-18 System Budget Request suggested items of expenditure for one-time funds. Specifically the request seeks one time funding for the California College Promise Innovation Grant Program ($15 million), innovation in education ($25

8

million), and Deferred Maintenance and Instructional Equipment. The Request further highlighted the need to increase Cal Grant support for CCC students and to stabilize the general apportionment by providing automatic backfills for revenue shortfalls.

Academic Senate for California Community Colleges

Pathways to Community College Teaching Budget Proposal

September 1, 2016 – May 31, 2017

The Academic Senate for California Community Colleges is requesting funding to support the work of the Pathways to Community College Teaching Pilot Program, the goal of which is to create a pipeline for California community college students to become faculty within the California community college system. In order to support the work for this year, we are requesting funding for the following:

1. Hiring a faculty coordinator to conduct research and disseminate best practices, consult with districts to set up programs, create state-level parameters for districts to receive funding, and work with partners to establish pipelines.
2. Staff coordination to support the work of the faculty coordinator.
3. Coordinating statewide and regional meetings to discuss programs.
4. Provide compensation for faculty working with student interns in the program.
5. Provide funding for pilot colleges to support the development of pathways.
6. Development of marketing collateral for local colleges to advertise program pathways.

The total amounts requested are as follows:

1. Faculty Coordinator and Non-Instructional Staff: $64,559
2. Statewide and Regional meetings: $26,600
3. Faculty Compensation (stipend): $49,676
4. College Funding: $450,000
5. Marketing (5% total of budget request): $29,542

Total for budget request: $620,377

Pathways to Community College Teaching Instructional Salaries and Staffing

The average instructional salary is based on the F2015 CCC Chancellor's Office Data Mart - $63.08.

Instructional salaries	Faculty Coordinator, TBD (15 x $63.08 x 17.5) =	$16,559
Non-instructional salaries	Staff – FTE (1) annual salary of $45,000 x 50% =	$22,500
	Staff – FTE (1) annual salary of $75,000 x 20% =	$15,000
Benefits	Staff benefits (2) $37,500 x 22%	$8,250
Operational costs	Office space and utilities (estimated based on actual costs of staff associated with project at 28% of staff functions	$10,500
Total		**$64,559**

Statewide and Regional Meetings

The statewide and regional meetings will serve as a "come one, come all" forum for all interested college faculty and administrators to learn more about the Pathways to Community College Teaching Pilot Program.

The ASCCC is requesting a total of $26,600 to convene four meetings (one statewide, and three regional) for the year. The breakdown of the associated cost of hosting the meetings is included below.

Meeting	Frequency	Estimated Cost Range (per meeting)
Statewide Meeting	1	See below
• Travel (key faculty/staff only)		5 @ $450 = $2,250
• Food		60 @ $70 = $4,200
• Venue		$2,000
	Total	**$8,450**
Regional Meeting	3	See below
▪ Travel (key faculty/staff only)		5 @ $450 = $2,250
▪ Food		40 @ $70 = $2,800
▪ Venue		$1,000
	Total	**$6,050 (x3) = $18,150**
	Grand Total	**$26,600**

Faculty Compensation (Stipend)

The faculty who will work with student interns will receive a stipend for the additional time and job duties that will be associated with the pilot program. This could include, but is not limited to: mentorship, instruction in discipline pedagogy, providing guidance and feedback, creating the program pathway, additional office hours for program interns, etc. The average salary is based on the F2015 CCC Chancellor's Office Data Mart - $63.08.

Faculty Compensation	(1 faculty/ college) @ (10% average salary) =	$3,317/college
	Grand Total:	**15 x $3,317 = $49,676**

College Funding for Program:

The colleges that will participate in the pilot program will receive initial funding in order to jump-start the program. The funding will be used for local staff coordination, pathway development, internship program support, meetings, and local marketing. The funding would be used to support the internships as well.

College Funding		$30,000
	Grand Total:	**15 x $30,000 = $450,000**

Marketing:

Development of marketing collateral for local colleges to advertise program pathways.

Marketing – Statewide		$29,542
	Grand Total:	**$29,542**

Executive Committee Agenda Item

SUBJECT: IEPI Update		Month: Sept/Oct	Year: 2016
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the work of the IEPI Advisory Committee and Workgroups. The Executive Committee will have an opportunity to provide feedback and direction to the Executive Committee members serving on these groups.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Goold/May/Rutan/Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Institutional Effectiveness Partnership Initiative (IEPI) implementation began in January 2015. The goal of this initiative is to help advance California Community Colleges' institutional effectiveness, and in the process significantly reduce the number of accreditation sanctions and audit issues, ultimately enhancing the system's ability to effectively serve students. The Academic Senate for California Community Colleges (ASCCC) has been involved from the beginning. The ASCCC Executive Director and the ASCCC President both serve on the IEPI Steering Committee, and four ASCCC Executive Committee members along with several ASCCC representatives serve on the IEPI Advisory Committee. To more effectively complete the work of the IEPI, the IEPI Advisory Committee is divided into four workgroups: Institutional Effectiveness and Indicators; Policy, Procedure, and Practice; Professional Development; and Technical Assistance Process. The four workgroups are co-chaired as follows:

- Institutional Effectiveness and Indicators – John Stanskas and Barry Gribbons
- Policy, Procedure, and Practice – Ginni May and Theresa Tena
- Professional Development – Craig Rutan and (was Paul Steenhausen)
- Technical Assistance Process – (faculty) and Matthew Lee

---

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

Present
Dolores Davison (chair), Randy Beach, Darryl Isaac, Karen Daar, Michael Wyly, Bernard McFadden, Michael Bowen, Dorothy Hendrix, Michelle Sampat

Call to Order—4:36pm

Welcome and Introductions + Notetaker
Committee members present introduced themselves. Dolores gave the overall responsibilities of the committee including expectations for Curriculum Institute and Regionals. Randy agreed to take notes.

Logistics:
In person meetings will be held in the South due to the majority of committee members being in Southern California. Links to travel forms (requests, reimbursements) on the agenda. Unless travel is significant, ASCCC does not offer hotel stays. Continental breakfast and lunch provided for in person meetings.

> Travel form at: http://www.asccc.org/content/flight-and-travel-request
> Reimbursement forms at:
> http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

Discussion items, with action as needed
Curriculum Regionals – 21 and 22 October
Two months to plan. Info already on ASCCC website. We do one in North (Fri) one in South (Sat.). Typically morning session consists of updates on initiatives. Second part (afternoon) usually breakout sessions around specific topics.

Topics
Potentially lots of interest in Curriculum Inventory, Dual Enrollment, new PCAH, HS Articulation agreements, prior learning assessment, developing curriculum for distance education courses.
ACTION: Committee members should send additional ideas for breakout topic to Dolores by the end of the week.

Attendance
Attendees predominantly curriculum chairs and technical support. Sometimes deans and other administrators attend.

Locations:
Waiting on locations for the North, three possibles: Merritt in Oakland, Alameda, or San Mateo. Dolores, Michael Wyly, and Randy are confirmed for the northern regional. South: Mt. San Antonio College (tentative) – all members of the committee appear to be able to attend with the exception of Bernard.

Plenary Session
Dolores submitted breakouts on PCAH, Dual Enrollment, Hot Topics in Curriculum, others. Likely have two or three breakouts on Curriculum. Good to have committee

members in the audience to capture ideas for the paper.

http://www.asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session

Plenary Resolutions on Curriculum
Resolutions are many on topics such as papers, statements and positions, etc. Currently over 40 resolutions assigned to curriculum committee, but many are out-of-date and have been completed but not updated.
ACTION: Dolores will update list and send out for next meeting.

http://www.asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session

Curriculum Paper on Course Outlines of Record (attached)
Based on past resolution. Outline approved at Exec last spring. No action during summer. Goal is to bring paper to spring plenary session. Must be approved at March 2017 Exec Meeting, First reading at February Exec meeting. Divided into six meaty sections. See Below for Assignments

Curriculum Institute – 12-15 July 2017 in Riverside
Details of CI will be discussed at the face-to-face meeting. CI will be based largely on last year's institute. Certain elements are always present. Boot camp for new chairs, specialists, and CIOs. Lot of interest in doing something on SLOs and curriculum. PCAH Update and Curriculum Inventory will not be the focus as much as they will be completed by that time. Exec members will be involved in doing breakouts as will CCCCO staff and administrators from colleges.

Meeting Schedule
Face-to-Face meeting on September 24 at Los Angeles Valley, or potentially Glendale or Orange Coast.
ACTION: Karen will confirm ASAP.

Phone meetings on Tuesday, October 18 at 8:30-9:30 and Tuesday, November 15 at 8:30-10am. Remaining phone meetings will be scheduled at face-to-face meeting.

Announcements
No announcements

Upcoming Events:
Executive Committee Meeting, San Bernadino Valley College, Friday 9 September 2016
Executive Committee Meeting, American River College (Sacramento), Friday 30 September 2016
Academic Academy, Westin South Coast Plaza, Friday and Saturday, 7-8 October 2016
Area Meetings, 14-15 October 2016 (locations vary)
Curriculum Regionals, 21-22 October 2016

Executive Committee Meeting, Wednesday 2 November 2016, Westin South Coast Plaza
ASCCC Fall Plenary Session, Thursday – Saturday, 3-5 November 2016, Westin South
Coast Plaza
Other announcements?

Adjournment

Paper Assignments

Planning the Course Outline of Record
- Initial Considerations
- Writing an Integrated Course Outline
- Resources for the Developer

Components of a Course Outline of Record
- Elements that Apply to all Credit and Noncredit Courses
  - Needs justification
  - Chancellor's Office data elements
  - Title 5 – standards for approval
  - Discipline assignment

Elements that Apply to Credit Courses
- Unit value – Integrate the unit calculation method in the 6th edition PCAH/October 2015 memo, expand on unit calculation scenarios and effective practices, US Department of Education definition of the credit hour.
- Contact hours
- Pre/co-requisites/advisories and other limitations on enrollment
- Catalog description
- Objectives
  - Relation to Student Learning Outcomes as defined in 2010 Glossary, include reference to 2014 ACCJC standards
- Content, including distinguishing between levels within families
- Methods of Instruction
- Methods of evaluation and course grading policies (letter grade vs. P/NP)
- Assignments
- Required texts and other instructional materials
- Determining levels below graduation/transfer - CB 21 coding rubrics

Elements that Apply to Noncredit Courses
- Contact hours
- Catalog description
- Objectives

- o Relation to Student Learning Outcomes as defined in 2010 Glossary, include reference to 2014 ACCJC standards
- Content
  - o CDCP vs. "regular" noncredit courses
- Methods of Instruction
- Methods of evaluation and course grading policies
- Assignments and/or activities

Relevant course outline elements
- Modality of instruction - distance education, short-term classes
- Course calendar and class size
- Course enrollment limits and class caps (i.e. "other limitations on enrollment")
- Other local elements

General curriculum considerations
- Local Processes and Autonomy
- Repeatability and Families (NEW)
- Courses and Program Approval (Chancellor's Office), including substantial vs. non-substantial changes
- C-ID and relation to ADTs, Transfer Model Curriculum, Model Curriculum (NEW) M. BOWEN
- Program Review and Revising the Course Outline
- Changes Which Would Trigger a Course Review
- California Education Segments, Roles, and Students
- CSU/GE Breadth and IGETC
- Noncredit, including CDCP (NEW)
- Contract Education, Not-for-Credit Courses and Community Service Offerings, Co-enrollment of community service students in credit courses
- Experimental/special topics courses
- Cooperative work experience, directed clinical courses, clock hour programs, and other peculiarities DARRYL ISSAC.
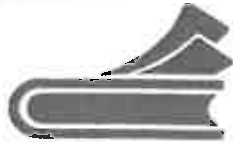
Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Legislative and Advocacy Committee
Minutes
September 16, 2016
11:00AM-NOON

CCC Call Confer
888-886-3951
Participant Passcode: 571393
Presenter Passcode: 8460519

Membership:

Julie Adams, Executive Director ASCCC	julie@asccc.org
*Julie Bruno, President ASCCC	jbruno@sierracollege.edu
John Freitas, Treasurer ASCCC	freitaje@lacitycollege.edu
*Wendy Brill-Wynkoop, College of the Canyons	brillwynkoop@gmail.com
*Cindi Reiss, West Valley College	cynthia.reiss@westvalley.edu
*John Stanskas, Vice President ASCCC, Chair	jstanskas@valleycollege.edu

Charge:

The Legislative and Advocacy Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.

1. Important Dates and Events
   a. Plenary Session Breakout November 3-5, Costa Mesa
      All members will be in attendance. Perhaps ask CO VC to talk through process
   b. In Person Committee Meeting – January or February?
   c. Spring Plenary April 20-22, San Mateo
   d. ASCCC Legislative Action Day, Spring, Sacramento
      Potentially May 8 or 15, 2017
      Communicate to Legislators about what we do

2. Looking forward:
   a. ASCCC Legislative Agenda Items
      Full-Time Faculty and Faculty Diversification (Pathways to Community College Teaching)
      Audit Fee
      Veteran's Support Centers Services
      Funding for Mental Health Services

   b. Legislative Quarterly Update
      i. Issue I maybe late October – summary of this legislative cycle
      ii. Issue II maybe January with an update of the legislative process? (new 2-year cycle begins)
          VC Rodriguez is going to write up a short summary.
   c. Legislative Liaison Positions for local senates
      Connection between colleges and the ASCCC Leg. Committee. Push out information to provide feedback, questions, or communication between local and state. Direct connection to senates about legislation and express importance of being connected local to state. Request Senate Presidents to appoint one again and list liaisons on directory information?

3. Next Steps: Tasks & Future Agenda Items / Meeting dates? *Friday October 7 morning?*

4. Adjourn

CalPASS-Plus Advisory Board
Meeting Report
September 7, 2016
Submitted by John Freitas

The CalPASS-Plus Advisory Board met on September 7 in Sacramento. I was asked to attend on behalf of the Academic Senate, which has a seat on the board. The meeting agenda is attached. The following items were discussed by the advisory board:

1. Future direction of CalPASS-Plus – various items were discussed
   - Data governance – there was a broad discussion about the need for a data governance process, including intersegmental data sharing and governance. (CCC data governance was identified as a priority at the spring 2016 TTAC retreat.)
   - There was a discussion about how to collect K-12 attendance and suspension data.
   - Interim Chancellor Skinner expressed a strong interest in overcoming hurdles in collecting and using data for multiple measures.
2. Alignment with labor market and strong workforce
   - An overview of the Strong Workforce Program was provided by Debra Jones from the Chancellor's Office.
   - Kathy Booth (WestEd) provided a demonstration of the LaunchBoard tools being developed for the Strong Workforce Program.
   - Ken Sorey (CalPASS-Plus) demonstrated CalPASS equity reports by employment sector and job type.
3. UCOP collaboration with CalPASS-Plus
   - Kari Stewart, Executive Director for Education Pipeline Programs at the UCOP, stated that UCOP is exploring whether or not they should enter into a partnership with CalPASS-Plus.
4. Multiple Measures update
   - John Hetts provided an update on the MMAP pilot program. There are 60 colleges participating at different levels. Student success data for math and English from Canada College and SDCCD were presented. The data seem to suggest that students placed math courses using MMAP methods were as successful as students placed using assessment tests in math, and for English the students placed using MMAP did better than students who were not. Data were also presented from North Carolina and the Ivy Tech system in Indiana, where multiple measures placement has been implemented. The Chancellor's Office appears to be very keen on MMAP.
   - There are plans in place to look at how MMAP can be used for placement in the sciences.
5. Regional Learning Councils Development – was on the agenda, but not discussed at length.

The meeting was adjourned at 2:00. The next meeting is December 7.

AGENDA
Cal-PASS Plus Advisory Board Meeting

Wednesday, September 7, 2016
11:00 a.m. to 2:00 p.m.
Sacramento Public Library - West Meeting Room
828 I St, Sacramento, CA 95814
Cedi McCorkle 916-498-8980
Parking Information Attached

I.   Introductions and New Members   Matt Wetstein

II.   Charting the Future of Cal-PASS Plus   Matt Wetstein
- Begun Year-5 of project   Jim Lanich
- Demand is high, integration with multiple system-wide projects
- Increasing inter-segmental interest and partnerships
- Data sharing/integration is hot topic across agencies
- Driving conversation about momentum points and transitions – Living Wage

Discussion
    1) **How do we move towards multi-segment leadership and ownership of a System of Data?**

III. Alignment with Labor Market and Strong Workforce   Van Ton-Quinlivan
- Workforce Outcomes   Jim Lanich
- Market Sector Alignment Data
- Equity Reports
- Standards vs Competencies/Courses vs Skills

Discussion
    2) **How does Cal-PASS Plus continue to lead in this area?**

IV. Update on UCOP Collaboration   Kari Stewart
- Pilots
- UCOP Interest

V.   Multiple Measures Update   John Hetts
- 60 Colleges Engaged   Ken Sorey
- Survey Results from Pilots
- Implementation through Common Assessment

Discussion
    3) **Where are the opportunities to expand this work into K-12 and Workforce**

VI. Regional Learning Councils Development   Minerva Perez
- Updates from RLCs in Action   Ken Sorey
  - Kern, Butte, Pomona, San Francisco
- College Promise Initiatives
    4) **What are further opportunities to strengthen regional collaboration**

VII. Related Projects Update   Ken Sorey
- LaunchBoard   STEM – Project Lead the Way
- AdultEd   Young Men of Color
- Foster Youth

Tsakopoulos Library Galleria Parking
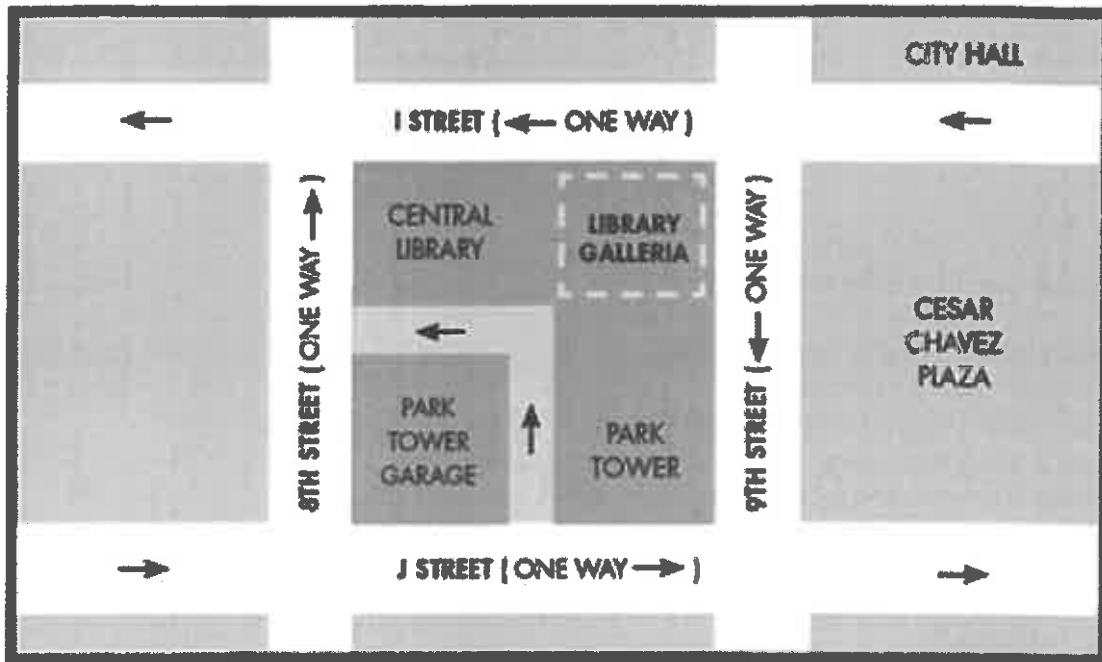
There are several public parking **garages** within a short walking distance of the Tsakopoulos Library Galleria which include:

Sacramento Public Parking Lot
10th and I Streets, entrance on 10th Street between J and I Streets.

Park Tower Garage
J Street entrance, between 8th and 9th Streets (directly adjacent to the Tsakopoulos Library Galleria).

Renaissance Tower
8th Street entrance, between J and K Streets.

The Standard
J Street entrance between 7th and 8th Streets.
8th Street entrance between J Street and K Street Mall.

Metered street parking is also available. Downtown street parking is free, between 6 p.m. and 8 a.m., Monday through Saturday, and all day Sunday and observed legal holidays.

California Community College Curriculum Committee (5C)
August 25, 2016
Meeting Minutes

Committee Members Present:	ASCCC: Cheryl Aschenbach, Robert Cabral, Ginni May CCCCIO: Leandra Martin Liaisons: Kim Harrell (CCCAOE), Valentina Purtell (ACCE) Chancellor's Office: Kirsten Corbin, Jackie Escajeda
Committee Members Absent:	Adrienne Foster (ASCCC), Robin Steinbeck (CCCCIO)
Committee Members by Phone:	Kelly Fowler (CCCCIO)
Guests:	Julie Adams (ASCCC), Julie Bruno (ASCCC), Craig Rutan (ASCCC), LeBaron Woodyard (CCCCO)
Chairs:	Dolores Davison and Virginia Guleff
Meeting Location:	Chancellor's Office

1. Welcome and Introductions
Cheryl Aschenbach agreed to take minutes.
Minutes from 12 May and 17 June 2016 approved.
Calendar: the 21 Oct meeting has been changed to 20 Oct to accommodate ASCCC Curriculum regionals in the Bay Area and ACCE regionals in Sacramento on 21 Oct.

2. Constituent reports
ASCCC – Curriculum Institute in Anaheim in July a success. 2017 Curriculum Institute will be held in Riverside 2nd weekend of July. Curriculum regionals will be October 21-22. North on Oct 21 in Bay Area and South at Mt. SAC.
CIOs-Two-day retreat in July. CIOs are doing a lot of conference planning. Tuesday, Oct 25 will be a pre-session about the Chancellor's Office Curriculum Inventory and PCAH. CIOs unanimously endorsed the SACC charter. They are really supportive of creating the definition of local approval, regional endorsement, and Chancellor's Office certification and are interested in exploring streamlining processes with the Chancellor's Office. Looking at regional alignment between CIOs and CSSOs, especially critical as curriculum acceleration is considered.
CCCAOE – Conference coming up September 27-29 with pre-conference workshops on Monday. Regions have been surveyed regarding suggestions for co-mingling classes and that information was shared.
ACCE – Valentina thanked SACC for spearheading the effort to update progress indicators for noncredit which is anticipated to pass Board of Governors. There is a need for training faculty, administrators, and MIS technicians to understand SP and use and submit grades for noncredit courses. ACCE is focusing on two areas: professional development to assist colleges with implementing noncredit given the increased interest; and opportunities in noncredit promoting policy development, including a local approval for noncredit stand-alone courses and revision of

Title 5 regulations to allow noncredit courses to be recognized as a way of meeting prerequisite and advisory requirements for credit courses. (See ACCE Update handout)

Follow-up discussion based on reports:
1. Jackie recommended that we have a noncredit workgroup under SACC to pull noncredit representatives from the various committees into one group working together to address noncredit issues, which are primarily curricular issues.
2. There was discussion that guidelines for using noncredit as prerequisites still need to be developed.

4. SACC Charter
Last year a workgroup recommended revisions to the original charter. The new charter emphasizes the committee's role as a recommending body rather than as an advisory committee; Additionally membership is clarified, including resource members. SACC reviewed the proposed revisions to the charter in May and June, CIOs reviewed in July, and Academic Senate reviewed in August. Revisions include changing the title, removing specific member appointment groups except for CIOs and Academic Senate. It was reviewed by Chancellor's Office legal in June.
Action: Charter was approved as revised. With approval, committee will now be called 5C: California Community College Curriculum Committee.

5. Stand Alone Courses
The Stand Alone report for the legislature is nearly done. It had to go to the Secretary of State and Office of Administrative Law. Rollout will begin once it's approved and procedures are established; hopefully rollout prior to CIO conference and ASCCC regionals in October. There may be a statement of certification that CIOs would have to sign, and that certification would recognize acknowledgement of standalone guidelines, financial aid, and nonsub credit courses, which would be automatically approved.
Action: Jackie will begin drafting procedures for vetting at the next 5C meeting.

6. High School Articulation
The language that went to BOG in July needed clarification. A few SACC members worked with Jackie to clarify title 5 language; it's prepared to go to BOG next month for a second reading.
Action: Jackie will send final draft to members of the 5C workgroup for any modifications

7. PCAH Rollout
PCAH was revised in SACC workgroup last year. It went to BOG in July as an information item. An additional document with submission guidelines is nearly finished. At the July BOG meeting, there was a request for standalone information to be included, so that revision is being made. The rollout of the 6th edition of the PCAH is anticipated.
Action: It was agreed that messaging needs to be organized by 5C in coordination with the Chancellor's Office and needs to go out to all the listservs and groups available. It will also be talked about at the CIO pre-conference and ASCCC curriculum regionals in October. A glossary, index, and final review need to be finished soon to allow for rollout to the field. A 5C

workgroup (Dolores, Virginia, Craig, Kirsten, Kathy Carroll from the CO, and Jackie) will meet on 16 September to prepare final revisions and version to be sent out.

8. COCI Update and Timeline

Jackie is seeking a recommendation to give Vice Chancellor Walker so she can make final decision about timeline and launch of COCI. Craig Rutan gave a brief background of the COCI and potential problems with the current timeline. There is consideration of delaying until April or May but some issues and challenges exist. If we wait, product is expected to be better, colleges can meet catalog dates better, and the Chancellor's Office can handle submission waves better. If we wait, Governet contract would need to be extended; however, Governet may not make changes necessary to address CI issues like accommodating standalone approvals. Addiionally, curriculum development and approval prior to catalog development would possibly be delayed given the time the Chancellor's Office needs to take CI v.2. offline in order to address all submissions in queue prior to rollover to v.3. There may also be some political ramifications of not rolling out in December.

Action: The 5C approved recommendation to the Chancellor's Office is to extend Governet contract another six months and wait until mid-spring to do full conversion. This would also include expanding number of pilot colleges using minimal viable product in January as well as opening an opportunity for early adopters to follow soon behind pilot colleges.

9. Short Term Noncredit Public Safety Courses

Can colleges offer short term public safety courses that are advanced rather than beginning? It is the Chancellor's Office Academic Affairs division opinion that you cannot because of the use of "for employment" in the Short Term Vocational noncredit category title. The opinion also includes an expectation that the category potentially moves a student from no employment to some employment, not some employment to more employment.

Action: It was recommended that the Chancellor's Office send out the opinion to the field and include feasible options for those considering advanced public safety in noncredit.

10. CWE Partial Units Resolution

Resolution passed by ASCCC in Spring 2016.

Action: This was tabled until a later meeting. Also, a list of all spring resolutions being tasked for 5C will be compiled.

11. Portability of CTE Courses and Articulation/C-ID

It's necessary to figure out what 5C's role is in addressing the curriculum-related Work Force Task Force recommendations, including this one. A small group met previously to look at how to meet Work Force Task Force recommendations related to the portability of CTE courses between colleges. Use of C-ID for CTE courses could allow for portability like in transfer courses, except that CTE courses often are more varied between colleges. Guidance about who should be submitting CTE C-ID courses at colleges since it may not be the articulation officer being that courses aren't transferable. It is a challenge across the state to establish descriptors and model curriculum because courses and programs in some disciplines are so different

between colleges. Uniformity may also be difficult because employers in different parts of the state may have different needs from programs and expectations of students.

Action: To begin with, it could be helpful for 5C to define what portability means, especially since it can exist is many different ways. On a related note, 5C needs to have a conversation about establishing policy regarding the amount of access colleges should be able to have to information from other colleges in the new Curriculum Inventory. Also, policy needs to be developed to determine what information remains in the CI.

Action: This will be a standing agenda item

12. Catalog Rights and Curriculum Streamlining

This is a question that has been coming up often. Virginia has been sharing Title V language regarding publishing information on courses and programs (with the specific word *catalog* not used, which is inconsistent with common interpretation), ACCJC standards regarding having a catalog, and an ASCCC Rostrum article by Craig Rutan and John Freitas which includes information about alternatives to holding courses until published in a catalog. There are other organizations like veterans' organizations that require either a printed catalog or a password encrypted PDF. Despite the push to speed up curriculum approval processes so classes can be taught sooner, the perceived need to publish all information in a printed catalog is a barrier. This can be addressed, but then the issue of catalog rights becomes a factor. Some colleges print an addendum to a specific year of catalog, which allows colleges flexibility in offering new curriculum but also establishes clear catalog rights. Some colleges include new courses and programs in addendums but do not allow revision of programs within an academic year. There is still a question of what needs to be published and what that looks like for Federal Financial Aid.

Action: An article for Rostrum or listservs may be helpful in order to make colleges aware of all the areas that need to be looked at for unintended consequences. Ginni May and Cheryl Aschenbach volunteered to participate on a work group to suggest best practices; at least one CIO will be asked to participate as well. Consultation with the new CSSO resource member will also be helpful.

13. Chancellor's Office Update:

- ADTs: 2054 active, 28 approved last month; 148 back for revision. Staff worked very hard to help review those submitted to meet the deadline for four degrees. Chancellor's Office will be surveying the field about challenges caused by not having higher unit degrees in areas like STEM to meet regulation. Follow-up regulation may be necessary, and UC Transfer Pathways may be one way to work with higher unit degrees.
- Baccalaureate Degrees: July 6 BD summit with Constance Carroll and Senator Block. Nine colleges offering degrees this fall with others starting Fall 2017. September 22 meeting at the Chancellor's Office will discuss differences with ACCJC policy and units.
- Approval Process/Inventory Update: Handout with data regarding queue as of 8/24/16. Progress has been made reducing the course and program queue with new internal procedures.

- Credit/Community Service Class Guidelines/Comingling: Some guidelines had been worked on in November 2013, but it's not clear whether those went to legal or not. It has now been submitted; Jackie will continue conversation with legal.
- Dual Enrollment: Conference at Doubletree Ontario Oct 27-28. College agreements with K-12 should be submitted to the Chancellor's Office.
- Military Education: Advisory for credit for prior learning for military experience was released in July and discussed in a breakout at Curriculum Institute in July.
- Adult Education: Advisory for credit for prior learning for non-military experience still needs to be developed and hopefully will be released this fall. The Chancellor's Office is looking at other ways to assess besides credit by exam as well as identifying challenges.
- Financial Aid Curriculum Workshops: one in North (9/26) and one in South (9/22).

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.

Agenda for 2016-17

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.

SSSPAC Meeting Notes

August 19, 2016

Committee Membership - Attendance:

Name	College	Constituency	Absent (A), By Phone (P), In Person (IP)
Dr. Tim Johnston	Shasta College	Region 1	P
Kimberly McDaniel	Cosumnes River College	Region 2	A
Julie Olson	Cosumnes River College	Region 2 (for Kimberly McDaniel)	IP
Li Collier	Santa Rosa Junior College	Region 3	A
Carla Rosas	Los Medanos College	Region 3 (Alternate)	IP
Laureen Balducci	Foothill College	Region 4	IP
Delecia Robertson	San Joaquin Delta College	Region 5	A
Damien Pena	Ventura College	Region 6	IP
Regina Smith	LA City College	Region 7	A
Lucinda Over	Citrus College	Region 8	A
Nohel Corral	Long Beach City College	Region 8 (Alternate)	IP
Amy Nevarez	Chaffey College	Region 9	P
Arthur Lopez	Victor Valley College	Region 9 (Alternate)	A
Susan Topham	San Diego Mesa College	Region 10	A
Vaniethia Hubbard	North Orange CCD	NSSSPAC Representative	IP
Nilo Lipiz	Rancho Santiago CCD	Noncredit Representative	IP
Christie Jamshidnejad	Diablo Valley College	Academic Senate Representative	IP
Sabrina Sencil	Cosumnes River College	RP Group Representative	P
Denise Whisenhunt	San Diego City College	CSSO Representative	A
Victoria Hindes	West Valley College	CSSO Representative	A
Kelly Fowler	Clovis Community College	CIO Representative	P
Greg Nelson	College of Marin	CBO Representative	A
Maggie Baez	Canada College	Classified Senate Representative	IP
Chelley Maple (Co-Chair)	College of the Canyons	CCC Student Success & Matriculation Professionals Association	IP
Susan Bricker	Pasadena City College	CA Assoc. of Community College Registrars & Admissions Officers (CACCRAO)	A
Mark Samuels	Southwestern College	California Community College Assessment Association	A
Mandy Liang	City College of San Francisco	California Community College Assessment Association	P
Eric Nelson	Chancellor's Office	Basic Skills Advisory Committee Liaison	A
Alejandro Lomeli	Long Beach CCD	Student Senate	IP
Rhonda Mohr	Chancellor's Office	Dean, Student Services	IP
Kirsten Corbin	Chancellor's Office	Dean, Basic Skills and Special Programs	IP
Michael R. Quiaoit	Chancellor's Office	Specialist (Co-Chair)	IP
Debra Sheldon	Chancellor's Office	Specialist	A
David Lawrence	Chancellor's Office	Specialist	IP
Patty Falero	Chancellor's Office	Support	IP

Welcome, Introductions, Travel Forms, CCCCO Update (Rhonda Mohr, Kirsten Corbin, Janet Fulton)

CCCCO Update

- Staffing - New Chancellor of Eloy Ortiz Oakley will start on December 19th, 2016. He has had several meetings with Vice Chancellors already. Staff has shared challenges and program-related issues in writing to the incoming Chancellor.
- David Lawrence is a new SSSP and Student Equity (SE) staff person focusing on allocations and funding
- Student Services is still without a Vice Chancellor. Dr. Denise Nolden left last January and the Chancellor's Office will wait for the new Chancellor to come on board to hire a new Vice Chancellor. SSSP has been reporting to Pam Walker in the interim.
- The third dean position in Student Services is now filled by Margaret Ortega and she started in June of 2016. She is overseeing Transfer & Articulation, DSPS and Health Services, Student Senate, Meeting /Conference Planning, and Mental Health. Student Services has been restructured and SSSP and SE will no longer report to Sarah Tyson (EOPS/CARE, CAYFES, CalWORKS, Veterans, and FKCE), but Rhonda Mohr.
- Rhonda has over 30 years of experience in higher education, predominantly in financial aid. Her areas of responsibility will now be: SSSP, SE, and Financial Aid. Student Services has been without the third dean for 18 months and now all three are in place.

SSSP Budget

- Funding for 2016-17 is the same amount as 2015-16. We currently have no indication it will change for 2017-18.
- CCCCO hasn't heard anything of a reduction in any categorical programs from the Capital.
- No discussion of increases as well. Safe to say in the next few years we will be steady.
- Advance (80% has been sent). When allocations are run, the Chancellor's Office will take data from 2015-16 and some institutions may receive more for additional services reported (depending on what everyone else did in the system).
- Late September/early October allocations will be run and funds identified after the Chancellor's Office collects the data and applies the funding formula to each college.
- Other opportunities – in February of 2017 in the Mid-year Expenditure Report a college can request additional funds. Currently there are no underspending penalties under SSSP and SE. We don't want to penalize institutions for not spending funds. In a couple years they may implement penalties of loss of funds.
- Question on the phone – Difficulty with districts wanting to hire tenure track with SSSP funds. Memo to CBO's might be helpful and if we can get something in writing would be great. Will wait for Pam Walker to get back to discuss.
- Match – Will be 1-1 next year.

Basic Skills Update

- Monthly webinar recorded and posted on BSI website (including changes to BSI).
- 64 Colleges were awarded a transformation grant. Changing assessment/placement, integrated student services and instruction

- Partnership Pilot program – 5 grants awarded. Chancellor's Office working with CSU's to provide instruction in basic skills for currently enrolled CSU students and entering CSU students.
- BSI – Old BSI of 2007 no longer exists. Student Service Basic Skills (SSBS). Gives schools more money. BSI has limped along last 9 years with 20 million for all colleges (19MM), with the new SSBS program, an additional 30 million of ongoing funds allocated (total of 50 million for SSBS). 5% will go to 3CSN and the rest goes to Colleges.
- Allocation formula will change. It was formerly FTES in BSI
- New formula is based on 50% performance, 25% low-income (BOG fee waiver), 25% FTES in courses that are using high impact practices (outlined in transformation grant).
- Challenges with the formula, due to tracking (FTES of courses that have high impact practices – not all sections may be using those practices). More requirements in this new program and what colleges have to do, but more allowable on how colleges can spend the money.
- This year, 2016-17 legislature directed Chancellor's Office to provide 30 million to those that applied for the Transformation Grant. In 2017-18 colleges will see this funding for SSBS. Funding will remain the same for the current year. More to come as formula gets ironed out.

CAFYES (Cooperating Agencies Foster Youth Educational Support)

Janet Fulton requested time to address the SSSPAC membership to obtain a representative from SSSPAC on the CAFYES Advisory Steering Committee. Below are a few facts she shared:

- CAFYES was authorized by Ch. 771, Stats. 2014 (Senate Bill 1023, Liu), and is a case management based, categorical, component program of Extended Opportunity Programs and Services.
- The State Budget Act in 2015 and 2016 allocated up to $15 million to CAFYES
- As soon as funding was allocated to CAFYES in July 2015, the California Community Colleges Chancellor's Office (CCCCO) began developing a competitive, peer-review process to evaluate applications for funding to begin CAFYES programs. Twenty-four (out of 72) community college districts submitted applications. Review panels judged 17 applications, of the 24 submitted, to be eligible for funding.
- CAFYES programs serve current and former foster youth by establishing an educational program that provides services promoting academic success.
- That includes providing counseling, tutoring, help with transportation costs, books and supplies, child care, career guidance, housing assistance, work study grants and health services.
- Eligible students are those whose dependency was established by the court on or after their 16th birthdays and who are under 26 years old at the beginning of any academic year in which they participate in the program.
- Students must also be enrolled in at least nine college credits upon acceptance into the program.
- The programs will be implemented at 26 community colleges within the 10 districts. Once in effect in the 2017-18 academic year, the programs are expected to serve approximately 2,560 students.

- A 27 member advisory committee to provide the Chancellor's Office with advice and support on CAFYES policy and program implementation is under development.
- The program was implemented in January 2016. Legislature will consider after year 1 to refund.

Chancellor's Office Action Items:
- Chancellor's Office will discuss whether a memo to CBOs would be helpful regarding the hiring of full-time tenured counseling positions.
- SSSPAC will need to provide the CAFYES Advisory Steering Committee with a representative.

Suspension of SSSP Plans and Budgets for 2016-17 and Future Integration of Student Equity and Basic Skills Initiative Plans (Rhonda Mohr, Chris Graillat, Michael R. Quiaoit)

Why? Overview of how the Chancellor's Office arrived at suspension of plans and budgets

- Partner Research Teams (PRT) through Institutional Effectiveness. Teams can be sent to colleges that request it for help. For example, enrollment management help, the CEO can request a visit to the college a total of 3 times and makes suggestions on how to improve.
- Different plans requiring same people to frontload thousands of hours. Chancellor Harris sent a request for Chancellor's Office to have a PRT. A group was formed and led by Bryan King from Los Rios District, and staffed by 10 instructional, student services, admins, and came to Chancellor's Office with 3 goals: 1) Improvement and alignment and Integration of SE, SSSP, BSI; 2) Better alignment in budget reporting; and 3) Better alignment of technology projects and initiatives. PRT on June 10th had a list of recommendations. In the PRT's 2nd visit they met with the Chancellor and Vice Chancellors, and Staff of the Chancellor's Office. All participants were collaborative and open to change.
- Suspension of plans until Chancellor's Office can wrap head around how they can do it better.
- A memo was sent to colleges so that the Chancellor's Office can do a better job in helping colleges and relieve administration of workload during this process.
- A consultant/expert may be hired to help the Chancellor's Office integrate the plans and initiatives.
- The Chancellor's Office would like to form an integrated advisory group
- What should be the roll of chancellor's office? Compliance and punitive hand smacking? Should we be technical assistance? What do colleges need from the Chancellor's Office to help with integrative plan? What is feedback from this group?
    - Integrative Planning trainings would be helpful
    - Allow time for ample feedback, impact on colleges and allow for discussions on campus to occur
    - We should plan to get an integrated plan template sometime in April for '17-'18. Time in Spring
    - Be inclusive of small colleges in this.
    - Maybe use IEPI indicators to align with all the metrics we have to report on. Student Equity plan has to go to board for approval...is this necessary for integrated plan?

- o What will be the impact of the integrated plan for non-credit? Funding and allocations will still be different.
- o Outcomes are needed, what is needed for legislatures so we can better provide the Chancellor's Office with what they need.
  - ▪ Legislature Needs – more BSI completion, course completion, retention, degrees/certs awarded, trying to stay away from performance based funding.
- Student Services may not have a good relationship with their MIS folks on campus ---how can the Chancellor's Office assist?
- Could we have the SSSPAC meeting after the SE/SSSP All Directors training next year?
- LAO – coming out with a report on SSSP. Last report was completed in 2014. Findings at All directors meeting.
- How would we like the Chancellor's Office to handle changes to plan and use of funds? What will work for colleges?
- SSSP in audit manual and colleges should follow allowable expenditures
- What should go to the Chancellor's Office and what should not?
  - o Available for consultation for budget changes, but not required. We will be audited, so we know what is allowable. Colleges follow allowable guidelines and CO approval not needed for changes to expenditures. Memo should be sent out to colleges outlining expectations during suspension of plans and budgets.

Chancellor's Office Action Items:

- The Chancellor's Office needs to send out a memo to the colleges explaining what is expected from them during the 2016-17 year with regards to changes to their SSSP plan and budget.

Stakeholder Updates

Dr. Tim Johnston (Region 1) –

- 2 issues: 1) General concern that integrated planning would lead to integrated funding; and 2) How to unify outcomes. How will everything be operationalized? Conferences, technical support on campuses, etc.

Julie Olson for Kimberly McDaniel (Region 2) – No Update

Carla Rosas for Li Collier (Region 3) –

- She has concerns regarding an integrated plan
- Integrated plan needs to incorporate CTE w/plan integration on campus
- How do we maintain the integrity of each plan, knowing we are going to get a new template
- The Chancellor's Office will need to provide guidelines and tips on the new template

Laureen Balducci (Region 4) –

- New as regional representative
- Will be setting up regional meetings in September

Delecia Robertson (Region 5) – No Update

Damien Pena (Region 6) –

- New as regional representative
- No update at this time

Regina Smith (Region 7) – No Update

Nohel Corral (Region 8) –

- Identified all meeting for Region 8
- Surveying region re: hiring tenure track v. non-tenure track
- How do we coordinate credit with noncredit plans
- Joint meeting with graduate schools @ Irvine Valley College – possible ideas for their curriculum
- General concerns regarding the Chancellor's Office communication to field regarding integrated plans

Amy Nevarez (Region 9) –

- Chaffey hired 8 tenure-track faculty in the last 3 years
- Region 9 is strengthening their collaboration
- Region would like to make sure that a template will be available for integrated plans
- CTE needs to be a part of the conversation

Susan Topham (Region 10) – No Update

Maggie Baez (Classified Staff) -

- Short-term classified staff is being hired, so there is an increase in classified staff. Would like to see the following occur:
  - Collaboration between departments
  - More classified staff providing core services
  - MIS #s do not match classified staff's data
  - Need better communication to administrators

Vanietha Hubbard (NSSSPAC Representative) –

- There are implications when noncredit students cannot use CCCApply (e.g. cannot use CAI tool, etc.)
- In Student Equity funds were meant for both credit and noncredit, but current guidelines cause confusion
- Can we talk with Debra Sheldon about redefining the Student Equity indicators?

Sebrina Sencil (RP Group) -

- There will be increased workload on Institutional Research (IR) with integrated plans (evaluating activities)
- Please make as simple as possible (Integrated Plan); aligning activities with goals
- Evaluating and Reporting will increase for IR
- IR offices are already short-handed

Kelly Fowler (CIO) -

- Biggest concern with integrated plans – timeline
- Be aware of academic year (when staff is available)

Nilo Lipiz (Noncredit) -

- Hired 3 tenure-track counselors
- Please keep SSSP funding separate: credit and noncredit

Alejandro Lomeli (Student Senate) –

- There are inadequate counseling services at colleges
- Not enough checkpoints for students when they are doing well or poorly (early alert)
- Think about having student signature on integrated plan

Chancellor's Office Action Items:
- Discuss with Debra Sheldon the possibility of changing Student Equity indicators to be more favorable to using funds for both credit and noncredit
- Need to integrate CTE and Workforce into the integrated planning sessions
- Need to take into consideration impact on Institutional Research when building an integrated plan because it will increase workload if activities and goals are not aligned between initiatives
- Chancellor's Office needs to have a clear and transparent communication plan to the field regarding the new integrated plan

Handbook Revision Subgroup - Update
- Headings should include codes and regulations for easier citations
- Funding section most important – will continue to work with subgroup members on refining
- Will try to hyperlink table of contents to take you to that specific section
- Condensed narrative to be more functional
- Program Handbook will be available by the SE/SSSP All Directors Training in September
- Chancellor's Office will try to make the document accessible, so it can be put on the website immediately

SE/SSSP All Directors Training Subgroup - Update
- Reviewed Agenda for Training – 9/28 – Wed morning will be joint. Full day on the 28th for SSSP. Two tracks, one for New Directors (Core Services, Funding, Reporting, Regulations) and one for Seasoned Directors (integrated planning roundtables). Experiences with audits and expectations in our first round of audits.
- For best practices in the Regions, send names to Michael Quiaoit and Chris Graillat (credit and non-credit) to feature at the Directors Meeting
- Need to promote strong regional collaborations: some strong regions will need to identify a good topic to discuss for their region.
- MIS Data Elements Presentation– Challenges and Solutions

- Nohel Corral from LBCC as one panelist (and possibly LBCCD functional lead)
  - Julie Olson (and possibly more from the Los Rios CCD)
  - Debra Ludford (possible)
  - Stewart Kimura (possible)

Wrap Up, Action Items, Next Meeting

- Memo out with expectations of submittal/approval of budget items
- Memo on 1:1 match to go out
- Memo to reinforce the funding allows for tenure track hires
- Work to be on-track with June 30th allocation spending (academic year), but be flexible if needed to spend funds to Dec 2017
- 2016-2017 we go down to a 50% guarantee.
- We'll get an answer for the Sept training if we will have a carryover allowed
- How do we fold in CTE?