



May 26, 2016

Hon. Phil Ting, Chair
Assembly Budget Committee

Hon. Mark Leno, Chair
Senate Budget Committee
State Capitol
Sacramento, CA

Re: Community College Budget Proposal 6870-101-0001
Support \$300,000 Augmentation/Academic Senate for California Community Colleges

Dear Assemblymember Ting and Senator Leno:

On behalf of the undersigned organizations, we are writing to support an augmentation of \$300,000 in the 2016-17 Budget Act for the Academic Senate for California Community Colleges. The details and justification for the \$300,000 budget request are attached to this letter.

As you may conclude from the breath of the organizations represented in this coalition letter, the Academic Senate for California Community Colleges plays a central and vital role for our community college system. Its emphasis on facilitating the faculty voice in all statewide and local academic and professional matters has allowed for the effective implementation of major critical policy directives, recent ones being the Student Success Initiative, the Associate Degree for Transfer, Open Education Resources, the Strong Workforce, and Community College Baccalaureates.

One of its principal objectives is ensuring the opportunity for faculty and others to participate in effective professional development. With so many new policy initiatives in the community colleges, the Academic Senate serves as a central address for this purpose.

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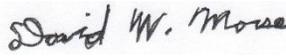
Most importantly, we all recognize the critical role the Academic Senate for California Community Colleges plays in helping the state improve the community college system. This modest funding request in the midst of robust Proposition 98 revenues is an important investment in the future of our institutions.

Thank you for your consideration.

Sincerely,



Rose DelGaudio
ACCCA President-elect



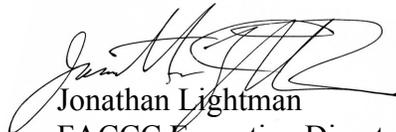
David Morse
ASCCC President



Larry Galizio
CCLC CEO/President



Irene Malmgren
CCCCIO President



Jonathan Lightman
FACCC Executive Director

pc: Hon. Anthony Rendon, Assembly Speaker
Hon. Kevin De León, Senate President pro Tempore
Hon. Jay Obernolte, Assembly Budget Committee Vice Chair
Hon. Jim Nielsen, Senate Budget and Fiscal Review Committee Vice Chair
Hon. Kevin McCarty, Assembly Budget Subcommittee No. 2 on Education Finance
Hon. Marty Block, Senate Budget Subcommittee No. 1 on Education
Hon. Jose Medina, Assembly Higher Education Committee Chair
Hon. Carol Liu, Senate Education Committee Chair
Mark Martin, Assembly Budget Committee Consultant
Amy Rutschow, Republican Consultant, Assembly Budget Committee
Anita Lee, Senate Budget and Fiscal Review Committee Consultant
Cheryl Black, Republican Consultant, Senate Budget and Fiscal Review Committee
Mónica Henestroza, Office of Speaker Atkins
Kimberly Rodriguez, Office of Senate President pro Tem De León
Dan Troy, Vice Chancellor, California Community Colleges
Christian Osmena, Department of Finance
Judy Heiman, Legislative Analyst's Office
Ryan McIlhenney, Community College League of California

Enclosure: Information for a request for additional funding for the ASCCC

Amount: \$300,000

Proposal

The Academic Senate for California Community Colleges (ASCCC) is seeking a \$300,000 augmentation to increase funding to accommodate the increasing demands for faculty participation brought on by numerous legislative reforms, the CCC student success initiative, the CTE Task Force for Workforce, Job Creation, and a Strong Economy, the C-ID course numbering system, the high school to community college articulation coordination, as well as assisting California Community College with technical assistance in a number of areas including curriculum development/process and accreditation, providing professional development for improved online education, and engaging part-time faculty in student success initiatives.

Background/History

The Academic Senate for California Community Colleges represents CCC faculty on academic and professional matters as stated in California Code of Regulations Title 5 §53206. In accomplishing its role as the official voice of faculty, the ASCCC

- produces a variety of resources to both inform educators, administrators, staff and other state leaders and stakeholders on both long standing and new policy developments, legislation, and best practices being implemented across the state;
- participates in a variety of other activities that are important to faculty to help develop student centered infrastructure that is critical to implementing the state's legislative policies;
- provides leadership and training for faculty on all areas related to curriculum and program development, leadership, instruction, accreditation, student support, articulation and transfer, career technical education, basic skills and other academic and professional matters;
- appoints all faculty to serve as liaisons and representatives to inform state and system decision-making processes related to academic and professional matters; and
- advises the Board of Governors and the many system advisory processes on those areas required by law, regulation and policy for faculty input on state matters and local matters that are affected by state policy.

The ASCCC is also named in several sections of Education Code to accomplish tasks related to transfer degrees, open educational resources, and implementation of Common Core State Standards for K-12. The Academic Senate is focused on meeting the goals of the Administration and Legislature regarding improving student success including transfer for students, basic skills completion, and career technical education courses and programs for workforce development.

The Administration has supported the ASCCC at different levels since 1970 with a budget that has grown very slowly over time with substantial reductions during the recession. For example, in 2000-01, the Administration funded the ASCCC at \$497,000, which has never been restored -- current funding is \$468,000. During this time, however, many statewide initiatives have recognized that real change will occur in the classroom with the faculty who are closest to the student. The realization that the need for faculty contributions to statewide conversations is much more important in today's educational climate has provided a renewed focus on the role of faculty. The ASCCC is poised to engage faculty from the 113 California community colleges to provide faculty expertise to move student success and Strong Workforce related initiatives forward. Since faculty are responsible for instruction and closest to students, ensuring that the faculty have resources to improve student success is essential to the success of California Community Colleges and the success of our students.

Over time since 1970, the ASCCC has expanded its reach to faculty statewide with limited resources. However, if the ASCCC is to address the many initiatives, legislative mandates, Chancellor's Office requirements, and other federal, state, and local requirements, the ASCCC will need an increase of dedicated funds. These funds would allow the ASCCC to provide more resources such as

1. Expanding its Professional Development College to provide online resources to faculty to address a number of statewide concerns including:
 - o effective practices to diversifying faculty to better represent the CCC student population;
 - o curricula processes to respond to industry in an expedient manner;
 - o resources for part-time faculty to transition quickly into the community college culture;
 - o effective practices for creating pathways from high school to community colleges;
 - o and many more identified needs.
2. Coordinating, assisting, and advising the Chancellor's Office and other constituent groups in the implementation of Strong Workforce initiative including improving the curriculum process, developing pathways, exploring alternative methods to offer equivalence to CTE faculty, and other activities under the faculty purview.
3. Providing regional meetings to share effective basic skills and noncredit practices including addressing adult education, credit to noncredit pathways, curriculum development, responding to industry needs, etc.
4. Providing faculty expertise to current community college initiatives such as the CCC Common Assessment, Online Education, Educational Planning, Open Educational Resources, as well as many others initiatives which require faculty expertise. Note, this past year the ASCCC appointed over 900 faculty to statewide groups.

These goals include improved student success, transfer, basic skills success, online courses, and career technical education curriculum and programs. The role of the ASCCC in the state is to be a leader for faculty by providing guidance and advice in supporting the goals of the Administration in its efforts to increase transfer, and success in online courses, basic skills instruction, career technical education, and workforce development. As a leader of faculty, the ASCCC is able to provide resources and training for faculty in increasing student success and understanding effective practices across community colleges. With continued work on C-ID, associate degrees for transfer, open educational resources, and aligning curriculum to the Common Core State Standards, the Senate continues its outstanding work to serve California's community colleges.

Budget Augment Detail:

The \$300,000 augmentation would allow the ASCCC the resources to respond to the goals noted above. Below is a budget estimate:

1. Expanding its Professional Development College to provide online resources to faculty to address a number of statewide concerns including:
 - o Professional development offerings for part-time faculty: \$55,000
Part-time faculty teach a majority of basic skills and CTE courses; however, they have limited time and resources to attend professional development activities. The ASCCC proposes to expand its Professional Development College to include online professional development modules for part-time faculty. In addition, regional or statewide event(s) will be held to provide tools for part-time faculty to use to improve and inform their teaching practices.
 - o Professional development offerings for curriculum development, especially in noncredit and basic skills: \$65,000

AB86 and recent funding changes in noncredit has raised the interest in noncredit programs. Increased funding would allow the ASCCC to provide professional development in curriculum development statewide, regional, and online.

- Professional development offerings to address implementation of the Strong Workforce: \$65,000 such as,

- CTE faculty in pathways development: Research has shown that students are more successful when they identify a career pathway early. Additional, funding in this area would provide additional resources to the effective practices the Senate has done in this area including continuing developing the CTE Counseling Toolkit and high school to CCC.

2. Researching, reviewing, and revising, as necessary, the CCC curricula process: \$50,000. The Board of Governor Taskforce on the Workforce, Job Creation, and a Strong Economy recommendations identified curriculum processes as an area in need of improvement in an effort to respond to industry in a timeline manner. Curriculum processes and program development are under the purview of the faculty. Funds allocated in this area would be used to research problematic areas, develop effective practices for faculty, conduct professional development local training, and create a Professional Development College module.

3. Providing regional meetings to share effective basic skills and noncredit practices including addressing adult education, credit to noncredit pathways, curriculum development, responding to industry needs, etc.

The ASCCC regional meetings in areas of curriculum, equity and diversity, online education, and other areas. Additionally, funding would allow the ASCCC to increase the number of regional meetings aimed at faculty hiring processes for increasing faculty diversity: \$15,000

Regional meetings to assist colleges with student equity efforts (SSSP and equity plans): \$15,000

4. Providing faculty expertise to current community college initiatives such as the CCC Common Assessment, Online Education, Educational Planning, Open Educational Resources, as well as many others initiatives which require faculty expertise. Note, this past year the ASCCC appointed over 900 faculty to statewide groups.

Work with UC system to develop UC transfer pathways: \$20,000

Technical assistance visits to academic senates and curriculum committees to help them to resolve issues and promote best practices: 30 x \$500 = \$15,000

Total augmentation request: \$300, 000