



**Wednesday, April 8, 2015 Meeting**  
*Berkeley City College, Auditorium*  
2050 Center Street, Berkeley, CA 94704

11:45 a.m. to 12:30 p.m. Lunch in Auditorium  
12:30 p.m. to 5:30 p.m. Meeting in Auditorium  
6:00 p.m. to 8:30 p.m. Dinner at Revival Bar + Kitchen

**Parking:** The nearest parking lot is located at 2061 Allston Way. No parking passes are available; \$17.00 daily fee.

**Directions from Parking Lot to Auditorium:** Exit the lot on the Center Street side. Turn left onto Center Street. The college is the building adjacent to the lot. Berkeley City College is a one-building campus with only one entrance into the facility. No maps are available.

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) or contacting Jennifer Blankenship at (916) 445-4753 x104 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.*

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

**I. ORDER OF BUSINESS**

- A. Roll Call**
- B. Approval of 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. Action Tracking**
- E. Calendar**
- F. Dinner Arrangements**

**II. CONSENT CALENDAR**

- A. March 2015 Executive Meeting Minutes, Stankas**
- B. Standards and Guidelines for Regional Meeting Planning, Freitas**
- C. Process and Criteria for Norbert Bischof Faculty Freedom Fighter Award (NBFFF), Rutan**
- D. Policy for Removal of a Member of the Executive Committee, Rutan**
- E. CTE Leadership Institute, Adams/North**

**III. REPORTS**

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

**IV. ACTION ITEMS**

- A. Legislative Update – 25 mins., Bruno**  
The Executive Committee will be updated on recent state and federal legislation and take action as necessary.
- B. Curriculum Institute Program – 15 mins., Grimes-Hillman**  
The Executive Committee will consider for approval the second reading of the Curriculum Institute Program.
- C. Faculty Leadership – 20 mins., Morse**  
The Executive Committee will discuss and consider for approval the Faculty Leadership Institute Program.

- D. Survey to Update Equivalence to the Minimum Qualifications Paper – 10 mins., Rutan**  
The Executive Committee will consider for approval distributing the equivalency survey to senate presidents and human resources personnel.
- E. Curriculum Survey – 10 mins., Grimes-Hillman**  
The Executive Committee will consider for approval the Curriculum Survey.
- F. Executive Committee Evaluation for Periodic Evaluation of ASCCC – 15 mins., Rutan**  
The Executive Committee will consider for approval adopting the proposed evaluation tool.
- G. System Advisory Committee on Curriculum (SACC) Update – 20 mins., Grimes-Hillman**  
The Executive Committee will consider for approval priority of the ongoing items on the SACC agenda.
- H. Accreditation Draft Paper – 10 mins., Stankas**  
The Executive Committee will consider for approval the first draft of the Accreditation paper.
- I. Common Assessment Initiative Competency Maps – 15 mins., Rutan**  
The Executive Committee will consider for approval the vetting process used for competency maps created for the common assessment and consider for approval if additional vetting is needed.
- J. Executive Director Evaluation Team – 5 mins., Morse**  
The Executive Committee will consider for approval the non-officer Executive Committee member to participate on the Executive Director’s evaluation team.

**V. DISCUSSION**

- A. Chancellor’s Office Liaison Report – 30 mins., (Time certain 1:30 pm)**  
A liaison from the Chancellor’s Office will provide the Executive Committee members with an update of system-wide issues and projects.

**VI. INFORMATION AND COMMITTEE REPORTS (if time permits, additionally Executive Committee announcements and report may be provided)**

**A. Committee Reports**

1. Curriculum, Grimes-Hillman
2. Futures, Grimes-Hillman/Braden
3. Noncredit Committee, Klein
4. Professional Development Committee, Davison
5. Standards and Practice, Rutan

**B. Task Force Reports**

1. **Program and Course Approval Handbook (PCAH), Grimes-Hillman**  
The Executive Committee will be updated on the PCAH revision.

**C. Liaison Reports**

1. Educational Planning Initiative Steering Committee, Rico
2. Institutional Effectiveness Partnership Initiatives, Bruno
3. Student Services Portal Steering Committee, Rico
4. Systems Advisory Committee on Curriculum, Grimes-Hillman

**D. Senate Grant and Project Reports**

1. Career Technical Education Leadership Committee (CTELC), Goold
2. C-ID, Bruno
3. Intersegmental Curriculum Workgroup, Bruno
4. Statewide Career Pathways Grant Narrative, Adams

**E. Local Senate Reports**

1. Curriculum Presentation at Merced College, Grimes-Hillman/Braden

**VII. ADJOURNMENT**

## ASCCC Executive Committee

### Tracking Record of agenda items -- 2014 - 2015

Number	date of meeting	agenda item	responsibility	due	completed	agenda item	further action/Status
30	Nov. 2014	Supplemental Instruction Survey and Glossary	Freitas	Jan. 15	Mar-15	IV. C.	Exec endorsed participation, provided that the invitation letter to participants is clarified and request it be sent under Ray Sanchez and Crystal Kiekel and not include the ASCCC.
45	Jan. 2015	Part-time Paper	Davison	Future	Mar-15	IV. C.	Article on part time faculty and professional development in January Rostrum. Part time listserv created. Breakout on inclusion of part time faculty to be held at Spring Plenary. Deem completed.
46	Jan. 2015	EDAC Cultural Competency Survey	Todd	Future	Mar-15	IV. D.	Executive Committee members will provide feedback to the EDAC chair. On the March Meeting agenda.
51	Feb. 2015	Legislative Webpage	Adams	Future	Mar-15	II. E.	Staff will work on creating a Legislative and Advocacy Committee webpage.
52	Feb. 2015	Annual Report	Committee Chairs	2/27/2015	Mar-15	II. F.	Committee chairs and other members will send Adams a paragraph for the Annual report by 2/27/2015.
53	Feb. 2015	Survey on Grant Process	Freitas	Future	Mar-15	II. G.	The chair of the Educational Policies Committee will send Adams the final survey for formatting and publishing.
54	Feb. 2015	Technical Assistance Provider	Adams	3/6/2015	Mar-15	II. I.	Adams to work on developing a grant for the TAP Key Talent.

55	Feb. 2015	Open Meeting Policy	Morse	Future	Mar-15	II. H.	Morse will contact the Senate's attorney for a written opinion to clarify the status of the Brown Act and Bagley Keene Act. If the attorney does not have experience with open meeting acts, then a recommendations for other attorneys will be requested. An request has been sent to the ASCCC attorney. Approved at the March 2015 meeting; the Open Policy Meeting will be posted on the website.
58	Feb. 2015	Noncredit/curriculum Regionals	Klein	15-Feb	1-Mar	III. C.	The Noncredit and Curriculum Committees repackaged the program. No stipends were provided for PT to attend. Around 225 faculty and administrators attended.
	Mar-15	February Executive Committee Meeting Minutes, Stanskas	Stanskas		Mar-15	II. A.	Approved. Minutes are posted on the website
	Mar-15	Bylaw Changes	Rutan		Mar-15	II. E.	MSC (Stanskas/Crawford) to move the bylaws forward to the body for debate and possible adoption.
	Mar-15	Rules Changes	Rutan		Mar-15	II. F.	MSC (North/Davison) to move the rules forward to the body
	Mar-15	Executive Committee Meeting Schedule	Adams		Mar-15	II. G.	Post meeting dates on the website.
	Mar-15	Local Senates Handbook	Braden		Mar-15	II. H.	Forward to the 2015 Plenary Session for debate and possible approval.
	Mar-15	ASCCC Strategic Planning	Morse/Adams		Mar-15	II. I.	Forward to the 2015 Plenary Session for debate and possible approval.
5	Sept. 2014	ADT Draft Paper	Bruno	Future		IV. C.	On March Agenda. The ADT paper was brought to the March Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics.

21	Oct. 2014	Current (Recency) Survey from S&P Committee	Rutan	Future	IV. H.	Unable to obtain legal opinion from the CO until a new legal counsel is chose. The CO anticipates having a new legal counsel within the next few months.
22	Oct. 2014	Accreditation Paper Outline	Stanskas	Future	IV. I.	A draft paper will be presented at a future EC meeting for discussion. On April Agenda.
47	Jan. 2015	Curriculum Committee Survey to Collect Data on Regional Coordination of Course Offerings	Grimes-Hillman	Future	IV. E.	The survey will return to a future meeting for discussion and possible approval. On April Agenda.
57	Feb. 2015	Norbert Bischof Award	Rutan	Future	III. B.	Procedures for the nomination and selection criteria for the Norbert Bischof Award have been drafted by S&P and will be reviewed at the April Executive Committee meeting
	Mar-15	Executive Committee Evaluation for Periodic Evaluation of ASCCC	Rutan		IV. E.	The Standards and Practices Committee will incorporate the feedback from the Executive Committee and bring back to the April Executive Committee meeting for discussion and possible approval. On the April Agenda.
	Mar-15	Policy for Removal of a Member of the Executive Committee	Rutan		IV. F.	Rutan will include this item on the next agenda for discussion and possible adoption. On April Agenda
	Mar-15	Vocational Education Institute	North/Adams		IV. I.	The CTE Leadership program will return to the next meeting for consideration for approval. On April Agenda.
	Mar-15	Technical Assistance Curriculum Visits	Grimes-Hillman		II. C.	Approved in concept -- revisit the cost component.
	Mar-15	ASFCCC Foundation – Research Development	Grimes-Hillman	Future	II. D.	The Foundation will bring back a research plan for how to address resolution priorities, as well as process for conducting research.
10	Sept. 2014	Senate/Union relations Paper			IV. G.	The chair of the Educational Policies Committee will bring back an outline for the paper to another <b>Executive Committee meeting</b> for consideration for approval.

16	Oct. 2014	C-ID Future	Morse/Adams			IV. A.	Senate leadership to work with the CO to provide for short-and long-term fiscal stability of C-ID.
21	Oct. 2014	Local Senate Survey	Braden			IV. G.	Develop two questions with the Area Reps. And the executive director to inform how best to respond to this resolution.
24	Oct. 2014	Committee Communication	Adams	Future		IV. L.	Adams will work on revising the policies and drafting some guidelines for consideration by the EC at a future meeting.
31	Nov. 2014	Revision to Rule for Referring Resolutions	Freitas	Jan. 15		IV. D.	By consensus, members commented that more clarity of the process is needed and requested that this item return to the January meeting for further discussion. Based on comments made by the EC, the Resolutions chair determined that the current process will be maintained until further conversations can be had with the parliamentarian and the Resolutions committee.
32	Nov. 2014	President and Executive Director's Job Descriptions	Adams	ASAP		IV. E.	The revised job descriptions will be inserted into the policies.
33	Nov. 2014	SB 967 Student Safety: Sexual Assault	Todd	Future		V. E.	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.
39	Jan. 2015	The Best of the <i>Rostrum</i>	Adams	Future		II. F.	Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant <i>Rostrum</i> articles including funding for its publication.
40	Jan. 2015	De-prioritizing Work on the DE Paper	Freitas	Future		II. G	The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three <i>Rostrum</i> articles as noted in the agenda item.
42	Jan. 2015	Fall Session Debrief and Spring Session Planning	Area Reps.	Prior to Area meetings		IV. A.	Based on feedback from the fall plenary session feedback, Area Representatives will discuss methods to ensure the most efficient use of limited time during discussion at the meeting.

44	Jan. 2015	Proposed Revisions to Title 5 Regarding Distance Education	Grimes-Hillman	Future	IV. C.	Grimes-Hillman will communicate with Vice Chancellor Walker to determine if this needs to go to SACC and work with Morse to take the proposed language to the CCCCIO board.
48	Jan. 2015	Distance Education Accreditation Pedagogy and Structure Reviews	Freitas	Future	IV. F.	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
50	Feb. 2015	CIO Curriculum Event	Grimes-Hillman	Future	II. D.	The chair of the Curriculum Committee will work with the CIOs to plan the event prior to the CIO conference.
59	Feb. 2015	ASCCC Certification	Adams	Future	III. D.	Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.
	Mar-15	ASCCC Open Meeting Policy	Rutan		II. B.	Approved. The Open Meeting Policy will be posted on the website.
	Mar-15	Professional Development College Technology	Adams		II. J.	Adams will move forward with working with Bizvision to host the ASCCC curriculum modules.





# ASCCC CALENDAR

## Events and Meetings

\*For the most-current information, please visit <http://www.asccc.org/calendar/list/events>

### **2015 Spring Plenary Session**

April 9, 2015 to April 11, 2015

Westin San Francisco Airport, 1 Old Bayshore Highway, Millbrae, CA 94030

### **2015 Career Technical Education Institute**

May 8, 2015 to May 9, 2015

Sheraton La Jolla Hotel, 3299 Holiday Court La Jolla, CA 92037

### **Board of Governors Meeting**

May 18, 2015

Sacramento, CA

### **Executive Committee Meeting/Orientation**

May 29, 2015 to May 31, 2015

Seascape Beach Resort, 1 Seascape Resort Dr, Aptos, CA 95003

### **2015 Faculty Leadership Institute**

June 11, 2015 to June 13, 2015

San Jose Marriott, 301 S Market St, San Jose, CA 95113

### **2015 Curriculum Institute**

July 9, 2015 to July 11, 2015

DoubleTree, 100 The City Dr S, Orange, CA 92868

### **Board of Governors Meeting**

July 20, 2015 to July 21, 2015

Sacramento, CA

### **2015 Fall Plenary Session**

November 5, 2015 to November 7, 2015

Irvine Marriott, 18000 Von Karman Ave., Irvine, CA 92612

## Due Dates & Reminders

April 19, 2015	Rostrum
April 20, 2015	Curriculum Institute : Preliminary Speakers List
April 27, 2015	Faculty Leadership: Final Program Due; Presenters Travel, Hotel and AV Request Due
May 12, 2015	Faculty Leadership: Program to Print
May 13, 2015	Curriculum Institute: Final Program Due
May 15, 2015	Executive Meeting Agenda Items and Action Tracking form update for 05-29-2015 meeting
June 22, 2015	Academic Academy: Digital Materials Due to Tonya
June 29, 2015	Academic Academy: Registration Ends
August 07, 2015	Executive Meeting Agenda Items and Action Tracking form update for 08-21-2015 meeting
August 28, 2015	Executive Meeting Agenda Items and Action Tracking form update for 09-11-2015 meeting
September 18, 2015	Executive Meeting Agenda Items and Action Tracking form update for 10-02-2015 meeting



# EXECUTIVE COMMITTEE MEETING

March 6 - 7, 2015 Meeting

## I. ORDER OF BUSINESS

### A. Roll Call

President Morse called the meeting to order at 11:45 a.m. and welcomed members and guests.

Members present: J. Adams, D. Morse, J. Stankas, W. North, J. Todd, D. Davison, C. Rico, K. Braden, M. Grimes-Hillman, C. Rutan, D. Klein, D. Crump.  
P. Crawford joined the meeting at noon, J. Freitas joined the meeting at 3:20 p.m.

Liaisons: Cris McCullough, Chancellor's Office; Charlie Milar, Student Senate CCC; John Smith, FACCC; and am Walker, Chancellor's Office.

Guests:

Wolde-Ab Isaac, College President, Riverside City College; Mary Legner, Riverside City College; Richard Mahon, Riverside City College; Lee Nelson, Senate President, Riverside City College; John Sullivan, Riverside City College.

### B. Approval of Agenda

The Agenda was approved by consent.

### C. Public Comment

No comments were received.

### D. Calendar

The next *Rostrum* articles are due on April 19, 2015.

### E. ASCCC Action Tracking

Members discussed the Action Tracking spreadsheet. Members were asked to provide staff with any updates to the spreadsheet prior to the Executive Committee Agenda deadline.

### F. Dinner Arrangements

Members discussed dinner arrangements.

## II. CONSENT CALENDAR

**A. February Executive Committee Meeting Minutes, Stankas**

**B. ASCCC Open Meeting Policy, Rutan**

**C. Technical Assistance Curriculum Visits, Grimes-Hillman**

**D. ASFCCC Foundation – Research Development, Grimes-Hillman**

**E. Bylaw Changes, Rutan**

**F. Rules Changes, Rutan**

**G. Executive Committee Meeting Schedule, Adams**

**H. Local Senates Handbook, Braden**

- I. ASCCC Strategic Planning, Morse/Adams**
- J. Professional Development College Technology, Adams**

Item II. B, C, E, F, and G were pulled from the consent calendar.

**MSC (Rico/Davison) to approve the consent calendar as amended.**  
**MSC (North/Freitas) to reconsider Item II. G. Executive Committee Meeting Schedule.**

**Action:**

- Item A: Minutes will be posted on the website.
- Item D. The Foundation will bring back a research plan for how to address resolution priorities, as well as a process for conducting research.
- Item H: Forward to the 2015 Plenary Session for debate and possible approval.
- Item I: Forward to the 2015 Plenary Session for debate and possible approval.
- Item J. Adams will move forward with working with Bizvision to host the ASCCC curriculum modules.

**B. ASCCC Open Meeting Policy**

Concern was raised regarding if the request to have the closed session was honored or not. The language will be changed to reflect that such a request will be honored.

**MSC (Davison/Braden) to approve the ASCCC Open Meeting Policy as amended.**

**Action:**

The Open Meeting Policy will be posted on the website.

**C. Technical Assistance Curriculum Visits**

Members discussed the technical assistance curriculum visits, particularly the costs associated with the visits. Concern was raised that curriculum is one of the 10+1 and we should not charge academic senates as it is essential for us to support local senates in this area. It was clarified that the costs associated with the technical assistance is for reimbursement of costs for the CIO and faculty representative to travel to the college and the costs would be minimal. Others felt that asking for reimbursement was reasonable. However, if colleges could not reimburse for travel, we would still provide the service.

**MSC Bruno/North to approve the concept with the intent to revisit the cost component.**

**E. Bylaw Changes**

Members discussed the bylaw changes. A comment was made about the powers of the Executive Director and should they be listed in the bylaws the same as the other officers. By consensus, this comment will be addressed at a future meeting if necessary. Other areas were discussed briefly including the referendum and action

taken by the board of directors or resolution. Rutan was thanked for his working in shepherding the bylaws and rules through the process.

**MSC (Stanskas/Crawford) to move the bylaws forward to the body for debate and possible adoption.**

#### **F. Rules Changes**

Members briefly discussed the changes to the rules.

**MSC (North/Davison) to move the rules forward to the body.**

#### **G. Executive Committee Meeting Schedule**

Members discussed the Executive Committee meeting schedule as presented. Several members could not make the August meeting as scheduled and the September date is on Labor Day weekend. The August date was changed to 8/21 – 22 and the September date was changed to 9/11 – 12.

**MSC (North/Davison) to approve the Executive Committee meeting schedule as amended.**

### **III. REPORTS**

#### **A. President's/Executive Director's Report**

Morse reported that he attended the ACCCA, Association of California Community College Administrators, conference. It was a very good conference. They expressed interest in working with ASCCC in the future. He also attended the Faculty Association of California Community Colleges (FACCC) with Bruno, Crump, Klein, and North. The conference was well attended.

Morse reported he is working with Thuy Ngyuen, Interim CEO/President of the Community College League of California to update the technical assistance format and shared governance scenarios. He and Bruno are meeting with her next week to discuss technical visits at City College of San Francisco and Cabrillo College.

Morse provided members with an update on the Senate's activities surrounding the Board of Governors Task Force for the Workforce, Job Creation and a Strong Economy. The Senate held two regional meetings and one more is scheduled for March 13<sup>th</sup> to gather feedback from CTE faculty on the "themes" document generated from the 11 College Conversations held around the state. We are also working with others to modify the "themes" document to be more like questions rather than actions. The ASCCC members who attended the first meeting, Morse, Adams, and North were impressed with Sunny's leadership. He noted that we have a number of effective partners in this process.

The Accrediting Commission of Community and Junior Colleges (ACCJC) will be holding their own accreditation institute in fall 2016.

The ASCCC social media presence could be better utilized on Facebook; please send photos to staff for inclusion online.

Morse thanked staff members Davis and Traylor for their excellent job at Accreditation Institute. He added that Adams has done a remarkable job with developing Senate staff.

Adams augmented Morse's report above and provided additional information regarding her statewide conversations including: working on a grant to continue the work of Statewide Career Pathways to provide technical assistance for developing career pathways, which has been time consuming but is now complete. Adams and Rico updated members about a recent meeting of the meeting of the Student Success and Support Program Advisory Committee (SSSPAC), particularly related to educational advising. It was noted that it will be difficult for the Chancellor's Office to advocate for an extension of the funding when colleges cannot spend the money. Concern has been raised by colleges that there are not enough counselors in the pool so they are looking to hire educational advisors.

**B. Foundation President's Report**

Bruno informed members on the upcoming Spring Fling and noted that table sponsorships are available. She stressed the need for more silent auction items and asked board members to help secure items for the silent auction with personally or through their colleges such as art departments.

**C. Liaison Oral Reports (*please keep report to 5 mins., each*)**

**CCCI:** Morse informed members that Rich Hansen could not attend the meeting but provided a written update. Their upcoming CCCI conference will be held in Sacramento, April 23 - 25, 2015.

**FACCC:** John Smith shared that FACCC is sponsoring AB 404 (Chiu) which proposes to facilitate greater input of California Community College faculty and others in the federal recognition process of accrediting agencies, AB 626 (Low) proposes to increase the full-to part-time faculty ratio, provide additional support in noncredit education. FACCC is also co-sponsoring measures AB 490 (Alejo and Gatto, February 23, 2015) which proposed to restore funding to the California Community Colleges Extended Opportunity Programs and Services. SJR 1 (Beall) will put California on record in support of congressional elimination of the federal windfall elimination provision and government pension offset in Social Security ((H.R. 973, Davis - IL.

FACCC has prioritized the following issues in the 2015-16 Budget Act: COLA, full-time faculty, part-time faculty support, reducing the student to counselor

ratio, state support to districts for increased retirement contributions, professional development, noncredit education, statewide student services programs (EOPS, CARE, DSPS, CalWORKs), and Career Technical Education (CTE). Lastly, FACCC is closely monitoring the Chancellor's Office "Task Force on Workforce, Job Creation, and a Strong Economy" and looks forward to crafting appropriate policy and budget solutions for CTE and Economic and Workforce Development (EWD).

**CPFA:** John Sullivan noted that CPFA is encouraging people to join the ASCCC caucus. He also shared that the CPFA's spring conference is coming up.

**Student Senate CCC:** Charlie Milar provided a brief update on activities at Student Senate CCC.

#### **IV. ACTION ITEMS**

##### **A. Legislative Activities, (Action, as necessary)**

The chair of the Legislative and Advocacy Committee updated members on legislative activities, particularly SB 66 (Leyva, January 7, 2015) on career technical pathways programs and SB 42 (Liu, December 2, 2014) on Postsecondary education: California Commission on Higher Education Performance and Accountability. Members also discussed AB 288 (Holden) regarding college courses at high schools and apportionment.

**MSC (Rutan/North) to support SB66 and oppose SB42 in their current form.**

##### **B. Spring Session Planning**

Members discussed the final planning for the 2015 Spring Plenary Session, particularly changes in the keynote presentation, the addition of a Technology Fair, and the elections. Morse encouraged members to openly compete for positions on the Executive Committee. The ASCCC election process has always been a democratic process, which respects the positions and the person. He suggested that we continue this process and hoped that those running for positions would openly express their experience in a positive and respectful manner. Members shared their intent to run for specific positions, their intent to not run, and their intent to not continue in their current position.

##### **C. Associate Degree for Transfer (ADT) Guidelines Paper**

The body adopted Resolution 9.01 F13 calling for a paper establishing guidelines and effective practices for local development and implementation of an Associate Degree for Transfer. In response to this resolution, a task force was formed to write the paper for adoption by the body at the fall 2014 plenary session. The Executive Committee reviewed, commented, and approved a first reading of the paper at their September meeting. The paper was scheduled for a second reading in October. Unfortunately, the legislative and policy ADT mandates imposed on local colleges created a number of issues that impact how faculty, staff, and administrators move forward with developing and implementing ADTs. In

October, the lead authors (Bruno and Pilati) of the ADT paper provided the Executive Committee with a list of unanswered questions regarding the legislative and policy issues and noted that the paper would be incomplete without the answers to a list of questions. At that time, the authors requested additional time to resolve the issues with the Chancellor's Office and predicted that the paper would be ready for adoption at the spring 2015 plenary session. The Executive Committee granted the request. To inform the body on the progress of the resolution, Bruno and Pilati wrote a *Rostrum* article (October 2014) and included a discussion on the paper in the fall 2014 breakout session on Transfer Model Curriculum and C-ID.

At the time of the writing of this agenda item, unresolved issues still remain regarding local implementation of ADTs and SB 440 mandates. The authors disseminated the final draft of the paper electronically to the Executive Committee for review and comment in the last week of February. Members raised concerns with the current draft paper, particularly the possible need to revise the paper soon after it is adopted. Members discussed options and the possibility of developing a series of white papers.

**Action**

Bruno will craft language to address concerns raised by the Executive Committee and bring back recommendations at a future meeting.

**D. Curriculum Institute**

The Executive Committee reviewed the draft outline of the Curriculum Institute program and provided input. No action was taken. This item will return to a future meeting for discussion and possible approval.

**E. Executive Committee Evaluation for Periodic Evaluation of ASCCC**

Rutan reminded members that Resolution 1.02 S14 created the framework for the periodic review of the Academic Senate, which includes an evaluation of the Academic Senate prepared by the Executive Committee. The Standards and Practices Committee drafted a survey to facilitate the preparation of an internal evaluation and seeks input from the Executive Committee to determine if this is the right direction and if there are items in the survey that need to be added, removed, or modified. He noted that each Executive Committee member will be required to complete the survey, which will be provided to the review team to use in evaluating the ASCCC. Members provided feedback.

**Action**

The Standards and Practices Committee will incorporate the feedback from the Executive Committee and bring back to the April Executive Committee meeting for discussion and possible approval.

**F. Policy for Removal of a Member of the Executive Committee**

Rutan noted that while working on the bylaws revisions in the Standards and



Practices Committee meetings, members discussed the need to add the ability to remove a member of the Executive Committee for violating the law, bylaws, rules, or policies of ASCCC. The proposed policy began with language that is currently included in the ethics policy and incorporates some pieces extracted from the removal procedures outlined in Robert's Rules of Order. The policy would only apply to the elected members of the Executive Committee and will take effect when the revised bylaws are adopted at the spring plenary session. This item will return to the April meeting for discussion and possible approval.

**Action**

Rutan will include this item on the next agenda for discussion and possible adoption.

**G. Supplemental Instruction Survey and Glossary**

In response to Resolution 13.02 F11, the Educational Policies Committee developed a survey on supplemental instruction for the purpose of creating a glossary of terms for the field. Ray Sanchez, Fresno City College and a representative of the Association of Colleges for Tutoring and Learning Assistance (ACTLA), previously brought attention to the fact that California Community College Success Network (3CSN) and ACTLA were in the process of developing a survey to accomplish the purpose of the resolution. Ray Sanchez and Crystal Feedback was sent by Educational Policies Committee to Crystal Kiekel. Crystal Kiekel, 3CSN and Pierce College Learning Assistance Center Director, are the lead authors of the survey. Members discussed the survey and concerns with the connection of 3CSN to the process.

**MSC (Davison/Crump) to endorse participation, provided that the invitation letter to participants is clarified and request it be sent under Ray Sanchez and Crystal Kiekel and not include the ASCCC.**

**H. Spring Noncredit/Curriculum Regional Meetings Mileage for PT Faculty**

Members revisited the idea of reimbursement of part-time faculty for mileage to regional meetings, specifically the spring Noncredit/Curriculum Regional Meetings scheduled for March. Concerns were raised about the obligation of colleges to ensure the professional development of part-time faculty as well as full-time faculty. The registration for the meetings was requested and both events were near capacity.

**MSC (Braden/Crawford) to endorse participation by all faculty at events and explore new revenue streams to local colleges that would encourage part-time faculty participation at professional development events.**

**I. Vocational Education Institute**

The Career Education Technical Education (CTE) Leadership Committee began planning for the CTE Leadership Institute held in La Jolla May 8 – 9, 2015. The committee has recommended a number of institute program topics for

consideration by the Executive Committee. Members discussed the topics and suggested a few additional topics.

**Action**

The CTE Leadership program will return to the next meeting for consideration for approval.

**J. Executive Committee Resolutions Fall 2014**

The Executive Committee discussed resolutions to forward to the Area meetings for discussion.

**MSC (Rico/Braden) to approve the Executive Committee resolutions to forward to the Area meetings for discussion, in advance of the 2015 Spring Plenary Session.**

**K. Board of Governors Faculty Nomination Interviews**

Morse presided over a closed session with the Executive Committee to interview candidates for the faculty seat on the Board of Governors.

Morse reported out of closed session that the following individuals will be forwarded to the governor for consideration for the faculty position on the Board of Governors.

Manuel Baca, Professor of Political Science, Rio Hondo College  
Jeff Burdick, Professor of English, Clovis College  
Adrienne Foster, Professor of Education, West LA College  
Richard Mahon, Professor of Humanities, Riverside City College

**V. DISCUSSION**

**A. Chancellor's Office Liaison**

Pam Walker, Vice-Chancellor of Academic Affairs, and Cris McCullough, Dean of Curriculum and Instruction, updated members on Chancellor's Office activities including an update on the CCC pilot bachelor's degree: Twelve pilot colleges were approved by the Board of Governors to move forward, two more are in consultation and expected to be approved soon, one more space is available and expected to be filled by the end of the academic year. She also discussed ADTs (the system is very near its goal of 1800 degrees), Governet meetings with the CIOs, activities involved in addressing issues related to incarcerated students, reconstitution of the Consultation Council task force on accreditation, the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy.

**B. Consultation Council Meeting**

Morse and Bruno updated the Executive Committee on the recent Consultation meeting. The Executive Committee members were provided with online agendas and summary notes in advance of the meeting and asked to come prepared with any

questions.

**VI. REPORTS** (*if time permits, additionally Executive Committee announcements and report may be provided*)

**A. Committee Reports**

1. Curriculum Committee, Grimes-Hillman
2. Educational Policies Committee, Freitas
3. Online Education Committee, Freitas

**B. Task Force Reports**

1. **Institutional Effectiveness Partnership Initiative, Bruno/Stanskas**  
Members were updated regarding the indicators selected for colleges to use in the first draft to comply with legislative mandates.

**C. Liaison Reports**

1. CAI, Rutan
2. SACC, Grimes-Hillman
3. WICHE, Davison

**D. Senate Grant and Project Reports**

1. C-ID Report, Bruno

**E. Local Senate Reports**

Charlie Milar, Student Senate CCC representative, gave a brief update on the Student Senate activities.

**L. ADJOURNMENT**

Meeting recessed at 5:25PM on Friday, March 6, 2015 and reconvened on Saturday, March 7, 2015 at 8:30 AM. The meeting adjourned at 3:00 PM on Saturday, March 7, 2015.

Respectfully submitted by

Jennifer Blankenship, Executive Assistant  
John Stanskas, Secretary





## Executive Committee Agenda Item

SUBJECT: Standards and Guidelines for Regional Meeting Planning		Month: April	Year: 2015
		Item No: II B	
		Attachment: NO	
DESIRED OUTCOME:	The board will provide direction for developing standards and guidelines for planning regional meetings	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Freitas	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	X
		Action	X
		Information	

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

**BACKGROUND:**

The ASCCC has expanded its offerings of regional meetings. During 2014-2015, there have been regional meetings covering curriculum, CTE, equity, noncredit curriculum and online education. These meetings are at no cost to the attendees and are typically held on college campuses, with the colleges providing continental breakfast and lunch for attendees and presenters.

Because colleges differ in terms of their facilities and technology, there can be logistical challenges for the committees presenting at these meetings. For example, during the Online Education regional meetings on March 20 and 21, the Online Education Committee encountered the following challenges during the regional meetings:

1. Facility issues, technology issues, including the ability to webcast the sessions, AV failures, and inconsistent availability of experienced technical support
3. Registered attendees not attending, resulting in colleges overspending on food
4. Confusing regarding multiple regionals on the same weekend, with attendees signing up for one regional but attending the other

It is proposed that the ASCCC develop standard guidelines for use by committees and host colleges when planning regional meetings and direct that these guidelines be developed in time for approval by the Executive Committee at its August meeting in time for use for fall 2015 regionals.

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





## Executive Committee Agenda Item

<b>SUBJECT:</b> Process and Criteria for the Norbert Bischof Faculty Freedom Fighter Award (NBFFF)		Month: April	Year: 2015
		Item No. II C	
		Attachment: YES	
<b>DESIRED OUTCOME:</b>	The Executive Committee will approve the process and criteria for awarding the NBFFF.	Urgent: YES	
		Time Requested: 10 minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Craig Rutan	Consent/Routine	
		First Reading	X
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At the February meeting of the Executive Committee, the Standards and Practices Committee was tasked with developing a process for nominations and selection criteria for the Norbert Bischof Faculty Freedom Fighter Award (NBFFF). The following is listed in the ASCCC Awards Handbook:

*The Norbert Bischof Faculty Freedom Fighter Award (NBFFF) is presented 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. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischof. The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.*

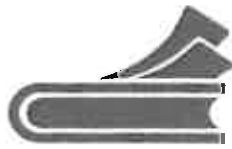
Standards and Practices has proposed criteria for the award, but believes that the Executive Committee should discuss all nominees and determine if the award should be presented each year.

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







## **Norbert Bichof Faculty Freedom Fighter Award (NBFFF)**

### **Background**

The **Norbert Bischof Faculty Freedom Fighter Award (NBFFF)** is presented 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. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischof.

### **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 15<sup>th</sup> that all nominations must be submitted no later than February 1<sup>st</sup>. There is no requirement that a faculty member be nominated each year.

### **Selection Criteria**

Candidates for this award will have demonstrated leadership that has a lasting impact on the California Community College system in supporting and strengthening the principles and values of the Academic Senate for California Community Colleges.

### **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 that led to their nomination. 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 an award.





## Executive Committee Agenda Item

<b>SUBJECT:</b> Policy for Removal of a Member of the Executive Committee		Month: April	Year: 2015
		Item No. II.D	
		Attachment: YES	
<b>DESIRED OUTCOME:</b>	The Executive Committee will approve the proposed policy on the removal of a member of the Executive Committee for cause.	Urgent: YES	
		Time Requested: 15 minutes	
<b>CATEGORY:</b>	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Craig Rutan	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

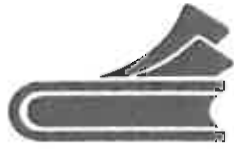
While working on the bylaws revision, the Standards and Practices Committee discussed the need to add the ability to remove a member of the Executive Committee for violating the law, bylaws, rules, or policies of ASCCC. The proposed policy began with language that is currently included in the ethics policy and incorporates some pieces extracted by Phil Crawford from the removal procedures outlined in Robert’s Rules of Order. The policy would only apply to the elected members of the Executive Committee and will take effect when the revised bylaws are adopted at the spring plenary session.

Following the March Executive Committee meeting, the proposed policy was revised to clearly indicate that it can be used for a violation or a failure to meet the expectations of a member of the Executive Committee, to provide the team’s report to the Executive Committee member being investigated, that the officer creating the investigation team cannot serve on that team, and that a request to move to open session will always be honored.

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





### **Academic Senate Policy on Removal of a Member of the Board of Directors**

Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee. Members of the Executive Committee of the Academic Senate are expected to act in accordance with all laws and the bylaws, rules, and policies of the Academic Senate and to fulfill all duties of their office.

Any accusation against a member of the Executive Committee is a serious matter that will be addressed by the Academic Senate President. This policy applies if the accusation involves transgressions against any laws or bylaws, rules, and policies of the Academic Senate or a failure to fulfill the duties of a member of the Executive Committee. The President will first discuss the alleged violation with the Executive Committee member to reach a resolution. If a resolution is not achieved and further investigation is deemed necessary, an ad hoc investigation team will be created. In situations where the alleged violation concerns the Academic Senate President or Academic Senate Vice President, the responsibility for creating the investigation team will pass to the highest ranking officer of the Academic Senate not considered part of the complaint.

#### **Investigation Team**

The Investigation Team will consist of two members of the Executive Committee and three faculty members currently appointed to serve as Academic Senate representatives on any statewide committee or taskforce. The Executive Committee officer leading the investigation and the Executive Committee member being investigated will mutually agree on the membership of the Investigation team. If mutual agreement cannot be reached, the team will be selected randomly from the faculty and Executive Committee members eligible. The Executive Committee officer creating the Investigation Team cannot serve as a member of the team.

The Investigation Team has no power to require either the member under investigation or other members of the Executive Committee to appear before it. However, the team should make every effort to meet with the member under investigation and hear his/her side. The Team will make decisions by consensus and when consensus is not achievable, four out of five team members must support any action by the team. All business conducted by the team is confidential.

After the team concludes its investigation, it will present its findings to the officer charged with overseeing the investigation. Two findings are possible:

1. The Team finds that there is no substance to the charge, the investigation is closed, and no further action will be taken against the member of the Executive Committee being investigated.
2. The Team finds substance to the charges, prepares a written summary of findings, and presents this report to the Executive Committee.

### **Presentation of the Report**

If the Investigation Team has concluded that there is sufficient evidence to support the allegations against an Executive Committee member, their completed report will be submitted to the officer overseeing the investigation and to the Executive Committee member being investigated. A special meeting of the Executive Committee will be scheduled to discuss the Team's findings. The meeting will occur no less than two weeks after the team's report has been submitted. Due to the confidential nature of the investigation, the meeting will take place in closed session. If the Executive Committee member under investigation would prefer to have the report and its findings discussed in open session, he or she may make the request pursuant to the Senate's Policy on Open Meetings, which will be granted.

All members of the Investigation Team must be present at the special Executive Committee meeting to present the group's findings and answer any questions from the Executive Committee members. Following the presentation and questioning of the Investigation Team, the Executive Committee member under investigation may refute the findings, present evidence, and witnesses to speak on their behalf. Once both groups have presented all information, the members of the Investigation Team that are not members of the Executive Committee will leave the meeting.

### **Removal of an Executive Committee Member**

Following the presentation of all information and discussion, a motion must be made. There are two possible motions that will be considered.

1. A motion to close the investigation due to lack of evidence.
2. A motion to remove the member from the Executive Committee.

If the motion is to close the investigation, the motion will be approved by a simple majority vote of the Executive Committee members present. If approved, the Executive Committee will determine if a public apology is necessary. A public apology requires a motion and a simple majority vote for approval. If the motion is to remove the member of the Executive

Committee, the motion will be approved if 2/3 of the Executive Committee members vote in support. If the motion fails, the investigation is closed and the accused member of the Executive Committee remains in office and no further action will be taken. If the motion is approved, the member is formally removed from the Executive Committee and loses all rights granted to members of the Executive Committee.

If a member of the Executive Committee has been removed, the vacancy may be filled in accordance with Section II of the Senate Rules.

DRAFT







## Executive Committee Agenda Item

SUBJECT: CTE Leadership Institute Program		Month: April	Year: 2015
		Item No: II. E	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will approve the 2015 Vocational Leadership Institute	Urgent: No	
		Time Requested: 10 mins.,	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Adams/North	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

**BACKGROUND:**

The CTE Leadership Institute will be held in La Jolla May 8 – 9, 2015. Originally the Executive Committee included in its budget \$50,000 to subsidize the registration so that the fee could be low. However, the Senate staff did such a great job keeping the costs down for the CTE Curriculum Academy (spending only \$47,000 of a \$100,000 budget) that the Chancellor’s Office has agreed that the remaining funds could be used for the CTE Leadership Institute. This allows the Senate to offer the registration free and include rooms. The registration went from 23 to 202 within 48 hours, which demonstrates the need for professional development for CTE faculty.

At the March meeting, the Executive Committee members discussed the topic for CTE Leadership Institute and suggested additions. The CTE Leadership Committee incorporated the new topics and developed a final program for consideration by the Executive Committee. *The program will be forthcoming on April 4<sup>th</sup>.*

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





## Executive Committee Agenda Item

SUBJECT: Foundation President's Report		Month: April	Year: 2015
		Item No. III. B	
		Attachment: NO	
DESIRED OUTCOME:	Update the Executive Committee on the activities of the Academic Senate Foundation	Urgent: NO	Time Requested:
CATEGORY:	Reports	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Bruno	Action	
		Information	X

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

**BACKGROUND:** The Academic Senate Foundation annual spring fundraisers include the Spring Fling, Silent Auction, and Raffle. The ASF Board appreciates your help in promoting our events as well as your support of the Foundation. Thank you.

### Spring Fling

The Academic Senate Foundation Spring Fling is Friday evening on April 10 from 7pm to 11pm. Individual and table sponsorship is available through Friday morning. Individual tickets are \$100 and a sponsorship for a table of eight is \$1000. The James Todd Quartet will kick off the evening during the reception for our table sponsors and their guests at 6:30pm. The buffet dinner for all our guests begins at 7:00pm with dancing to follow in the Bayshore Room. Cocktail attire and dancing socks, if desired, are suggested for the evening. Tickets may be purchased with plenary registration at <http://www.asccc.org/content/2015-spring-session-registration> or separately through the following link: <http://www.asccc.org/foundation-spring-fling-online-payment>.

### Silent Auction

The Silent Auction begins on Thursday and continues through the Spring Fling dinner Friday evening. Items for the Silent Auction are available for viewing at <http://www.asccc.org/2015-foundation-silent-auction>.

### Raffle

As a complement to the Silent Auction, the ASF will hold a raffle for such coveted items as an iPad mini and \$150 Amazon gift card. Tickets will be on sale throughout Session. Prices for Raffle tickets include \$5 for 1 ticket, \$20 for 5 tickets, and \$40 for 10+1. The raffle drawing will take place on Saturday and you don't need to be present to win.

### ASF T-shirt day – Saturday!

Wear an ASF t-shirt – past or present – to show your support for faculty and the ASF. T-shirts are available for purchase, if you forget to bring one or if you would like another.

For additional information on of the events or on the AS Foundation in general, please have individuals contact the AS Foundation president, the Executive Director, or an ASF Board member.

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





## Executive Committee Agenda Item

SUBJECT: Legislative Update		Month: April	Year: 2015
		Item No: IV. A.	
		Attachment: Yes	
DESIRED OUTCOME:	Update the Executive Committee on recent state and federal legislation.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

**BACKGROUND:** The 2015 Legislative Session is in full swing with a number of bills being introduced. Attached is the ASCCC Legislation Report. Also, attached is a letter on March 18 submitted to the Senate Education Committee on SB 42 (Liu) Postsecondary Education: California Commission on Higher Education Performance and Accountability for a March 26 hearing. The most recent Chancellor’s Office State and Federal updates as well as the Legislation Matrix are forthcoming.

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





## Executive Committee Agenda Item

SUBJECT: Legislative Update		Month: April	Year: 2015
		Item No. IV A.	
		Attachment: Yes	
DESIRED OUTCOME:	Update the Executive Committee on recent state and federal legislation.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

**BACKGROUND:** The 2015 Legislative Session is in full swing with a number of bills being introduced. Attached is the ASCCC Legislation Report. Also, attached is a letter on March 18 submitted to the Senate Education Committee on SB 42 (Liu) Postsecondary Education: California Commission on Higher Education Performance and Accountability for a March 26 hearing. The most recent Chancellor's Office State and Federal updates as well as the Legislation Matrix are forthcoming.

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





March 18, 2015

The Honorable Carol Liu  
Chair, Senate Education Committee  
Senate Education Committee  
State Capitol Room 2083  
Sacramento, CA 95814

**Re: SB 42 (Liu) Postsecondary Education: California Commission on Higher Education Performance and Accountability.  
(A-12/02/2014)**  
**Position: Watch with Concern**  
**Hearing Set: March 25, 2014**

Dear Senator Liu,

The Academic Senate for California Community Colleges is writing to express its concerns but also its interest in collaborating on SB 42 (Liu), which would establish a new Commission on Higher Education Performance and Accountability.

The Academic Senate would welcome a replacement for the California Postsecondary Education Commission (CPEC), which performed a significant role in providing data and coordination for higher education in California. CPEC was an asset to the state and has been missed since it was defunded by the governor in 2011.

However, the language of SB 42 proposes to expand the functions of CPEC under the new Commission on Higher Education Performance and Accountability into matters that are cause for significant concern. SB 42 would authorize the Commission on Higher Education Performance and Accountability to take on responsibilities that can best be managed at local levels and indeed cannot be performed effectively at the state level. This bill appears to empower the new commission with a level of oversight that could be intrusive and detrimental to all of California higher education.

In addition, the proposed composition of the Commission on Higher Education Performance and Accountability is cause for grave concern. This commission would be comprised of no representation from the segments of California higher education and indeed explicitly excludes representation from the higher education segments. Instead, the commission would be comprised of individuals who are not connected to the segments they would oversee and who may lack understanding of the ways in which their decisions might impact our educational systems.

**For these reasons, the Academic Senate for California Community Colleges is deeply concerned with SB 42 in its current form and would likely oppose the bill as written.** However, because we recognize the potential benefits of a replacement for the California Postsecondary Education Commission, **we offer our assistance in revising the bill to create a commission that would more effectively serve California higher education and the citizens of the state.** Should you have any questions, please feel free to contact us.

Sincerely,

David Morse  
President, Academic Senate for California Community Colleges

cc: Senator Carol Liu  
Members, Senate Education Committee





## OVERVIEW

February 27, 2015, was the deadline to introduce legislation in the first year of the 2015-16 legislative session. However, the State Legislative Update was written prior to this date and we expect many more bills to be added to our “bills of interest” that are not represented in this document. Please see the information at the end of this document to join our list serve to receive more information on legislation. A number of the bills recently introduced are placeholders and will have substantive revisions in the near future. These bills are called “spot” bills and are identified in the attached matrix. Some of these measures are in our top priority level, Tier 1, because of the subject matter and/or the intent of the author, but a summary is not provided below.

For details and copies of any bill, please contact the Governmental Relations division of the Chancellor’s Office or visit the Legislative Counsel’s website at: <http://www.leginfo.ca.gov> or its new website at: <http://leginfo.legislature.ca.gov/>. The new website allows you to compare prior versions of the measure, the law as amended, etc.

## ACADEMIC PROGRAMS

- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal developing seamless pathways from high school to community college for career technical education or preparation for transfer, or helping high school students achieve college and career readiness, or improving high school graduation rates.
  - Position: Sponsor/Support
  - Status: Introduced
  
- **AB 482 (Harper) Concurrent Enrollment in Secondary School and Community College.** AB 482 states legislative intent to enact legislation regarding concurrent enrollment for high school students pursuing computer sciences studies. AB 482 is currently a spot bill.
  - Status: Introduced
  
- **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 grants the same enrollment priority consideration to Early College High Schools (ECHS) as is authorized under current law for Middle College High Schools. For purposes of receiving state apportionment, this bill exempts ECHSs and MCHSs from the requirement that a community college may only claim apportionment funds for high school students if the classes comply with open course provisions in the California Education Code and Title 5 Regulations.
  - Status: Introduced

## CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 340 (Weber). Postsecondary Education: Campus Climate Report.** AB 340 declares the intent of the Legislature to enact legislation to require governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate.
  - Status: Introduced
- **AB 636 (Medina) Student Safety.** AB 636 authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and the immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto) which was signed into law last year, requires colleges to report serious crimes that occur on campus or involve students or employees to local law enforcement. That bill included language prohibiting the disclosure of the accused assailant's identity to local law enforcement if the victim declined to be identified. AB 636 allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.
  - Status: Introduced
- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 authorizes the governing board of a community college district to remove, suspend, or expel a student for conduct occurring off of the community college district property. SB 186 requires the governing board to consider factors including the severity of the crime and the likelihood of the crime occurring again. Current law prohibits a community college district from disciplining a student for an incident that is not related to the college. That is, if the incident did not occur on campus and did not involve another student or employee, the college district cannot take action to remove, suspend or expel the student. The University of California and California State University systems do not have such restrictions and have expanded their authority recently to address issues related to campus safety. The author's intent in expanding this authority for community college districts is to aid districts in enforcing Title IX.
  - Status: Introduced

## CAREER TECHNICAL EDUCATION, CONTRACT EDUCATION, ECONOMIC DEVELOPMENT

- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 would extend until July 1, 2018, the CTE Pathways Program originally established by SB 70, a bill by Senator Jack Scott that was chaptered in 2005, and extended by SB 1070 (Steinberg), chaptered in 2012.
  - Status: Assigned to the Senate Education Committee
- **SB 148 (McGuire) Career Technical Education: Career and Jobs Skills.** SB 148 establishes the Career and Job Skills Education Act. This measure authorizes the governing board of a school district that operates any state-approved career technical education sequence of courses to apply to the Superintendent for a grant for the development and enhancement of high-quality career technical education programs in the school district. SB 148 appropriates \$600,000,000 from the general fund, placing it in the Career and Job Skills Education Fund in the State Treasury, which is also created by SB 148. This bill requires the Superintendent to administer the fund and distribute awards through an annual application process. School districts that receive a grant or accept funds shall consult with community colleges within their district regarding course alignment.
  - Status: Introduced

## FACILITIES

- **AB 6 (Wilk) Bonds: Transportation: School Facilities.** AB 6 details that no further bonds shall be sold for high-speed rail purposes pursuant to the Safe, Reliable High-Speed Passenger Train Bond Act for the 21st Century. This measure requires that the net proceeds of other bonds be made available to fund construction of school facilities for K-12 and higher education.
  - Status: Assigned to both the Assembly Transportation and Education Committees
- **AB 148 (Holden) Kindergarten-University Public Education Facilities Bond Act of 2016.** AB 148 places an initiative on the November 2016 statewide election ballot for a bond to fund facilities projects. The scope and dollar amount are unspecified at this time.
  - Status: Introduced
- **SB 114 (Liu) Kindergarten-University Public Education Facilities Bond Act of 2016.** Similar, to AB 148, this measure places an initiative on the November 2016 statewide ballot for a bond to fund facilities projects at K-12 schools, community colleges, CSU and UC. SB 114 does not specify a dollar amount.
  - Status: Assigned to both the Senate Education and Governance and Finance Committees

## FACULTY

- **SB 373 (Pan) California Community Colleges: Overload Assignment.** SB 373 requires community college districts to report to the Board of Governors, by March 31, 2016, the total number of full-time equivalent faculty (FTEF) positions staffed by faculty teaching overload assignments during the period July 1, 2014, to June 30, 2015, inclusive. Effective July 1, 2016, the bill would require that reported number to become that district's maximum allowable number of FTEF positions that may be staffed by faculty teaching overload assignments until the district's full-time faculty percentage is greater than or equal to 75%. Governing boards will be required to determine if a district is in compliance. In the cases of serious hardship the district will be allowed to file for an exemption. This bill would prohibit a district from assigning a person hired as a contract faculty member after July 1, 2016, to teach any overload assignment in excess of the equivalent of a full-time teaching load until the person achieves tenured status as a full-time faculty member.
  - Status: Introduced

## GOVERNANCE

- **SB 42 (Liu) Commission on Higher Education Performance.** SB 42 amends statute referring to the California Postsecondary Education Commission (CPEC) and replaces CPEC with the California Commission on Higher Education Performance and Accountability. SB 42 revises various functions and responsibilities assigned to CPEC. CPEC no longer functioned after Governor Brown eliminated its funding in the State budget. Additionally, the bill amends statute to replace the CPEC appointee to the Commission on Teacher Credentialing (CTC) with an appointee from the new Commission and deletes the provision that established an appointee on the CTC by the Chancellor of the California Community Colleges.
  - Status: Assigned to the Senate Education Committee
- **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 requires the Board of Governors to conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report for the United States Department of

Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a systemwide evaluation of the accrediting agency based on the criteria used to determine an accreditor's status.

- Status: Introduced
- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.
  - Status: Assigned to both the Senate Education and Elections and Constitutional Amendments Committees

## MISCELLANEOUS

- **AB 176 (Bonta) Data Collection.** AB 176 requires the segments of higher education, as well as the State Department of Public Health, to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016.
  - Status: Assigned to both the Assembly Committee on Higher Education and the Assembly Committee on Health

## STUDENT SERVICES

- **AB 5 (Nazarian) Foster Youth: Transition from High School.** AB 5 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would facilitate the transition of foster youth from high school to postsecondary education.
  - Status: Introduced
- **SB 12 (Beall) Foster Youth.** SB 12 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would require that a placement order for a person who is in the custody of a juvenile facility remain in place until the person attains a specified age and is released from custody, in order to help ensure that the person may be eligible for foster youth benefits upon his or her release from custody.
  - Status: Introduced

## TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program. AB 25 is similar to AB 640 (Hall) from the last legislative session. That measure was held in the Senate Appropriations Committee.
  - Status: Assigned to the Assembly Higher Education Committee
- **AB 42 (Kim) Public Postsecondary Education: Funding and Fees.** AB 42 would prohibit mandatory systemwide fees or tuition charged to students of the California State University from exceeding the level of the mandatory systemwide fees or tuition charged for a specified fiscal year. Prohibits same for the California Community Colleges and the University of California for specified fiscal years. Prohibits a student success fee unless approved by students in a prescribed manner.

- Status: Assigned to the Assembly Higher Education Committee
- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Substantially similar to last year's AB 2201 (Chavez), AB 82 establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license. AB 82 requires the Department of Motor Vehicles to implement the provisions of this bill by a certain date only if the first year operating costs do not exceed \$350,000 and federal funding in an amount sufficient to pay for those costs has been provided.
  - Position: Support
  - Status: Assigned to the Assembly Transportation Committee
- **AB 200 (Alejo) Student Financial Aid: Competitive Cal Grants Awards.** AB 200 would increase the total number of Competitive Cal Grant A and B awards granted annually over a period of three years from 22,500 awards up to a maximum of 100,000 awards by 2018-19. Currently, AB 200 does not specify the degree of incremental increase to occur in the first two years of the three year plan.
  - Status: Assigned to the Assembly Higher Education Committee
- **SB 15 (Block) Postsecondary Education.** SB 15 would increase Competitive Cal Grant A and B awards from 22,500 to 30,000 annual awards.
  - Status: Assigned to the Senate Education Committee

## VETERANS

- **AB 13 (Chavez) Public Postsecondary Education.** AB 13 exempts nonresident students enrolled at a community college using Federal GI bill education benefits from paying out of state tuition to align state law with the federal law, the Veterans Access to Care Act (VACA). AB 13 authorizes community college districts to report these students who are exempted from nonresident tuition for purposes of calculating apportionments.
  - Position: Support
  - Status: Heard in the Assembly Higher Education on March 3, 2015
- **AB 27 (Chavez) Postsecondary Education: Non-Resident Tuition Exemption.** AB 27 requires the California State University and requests the University of California to exempt from paying nonresident tuition a student or prospective student of their respective segments who is using, or is intending to use, GI Bill educational benefits, while enrolled as a student of that segment. This measure is intended to align state law with VACA for the UC and CSU systems.
  - Position: Support
  - Status: Heard in the Assembly Higher Education on March 3, 2015
- **AB 393 (Roger Hernández) Veteran Resource Centers Grant Program.** AB 393 establishes the Veteran Resource Centers Grant Program for veteran resource centers at community colleges. AB 393 establishes the Veteran Resource Centers Grant Fund in the State Treasury and would allocate funds upon appropriation by the Legislature in the annual Budget Act for a grant program administered by the Chancellor's Office.
  - Status: Introduced
- **AB 421 (Calderon). Community Colleges: Veterans Counselor.** AB 421 requires the governing board of a community college district to provide a veterans counselor at each college in their district. AB 421 also requires the Board of Governors to adopt regulations to establish and maintain minimum qualifications for veteran's counselors.

- Status: Introduced

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### **President Obama Releases FY 2016 Budget Request**

President Obama's budget request included a number of reforms and new proposals for higher education and workforce training. New proposals impacting the community college sector include:

- \$60 billion over 10 years for the America's College Promise proposal; a federal-state partnership grant that would provide free tuition at community colleges for qualified students.
- \$200 million per year American Technical Training Fund. This proposal would serve a successor to the expired Trade Adjustment Assistance Community College and Career Training Grant (TAACCT) program, and funds will be used to support college and industry partnerships.
- \$7 billion over 10 years for a College Opportunity and Graduation Bonus program which would provide an annual grant to eligible institutions based on their number of on-time graduates that receive Pell Grants.
- Streamline existing higher education tax credits to create a more robust and permanent American Opportunity Tax Credit (AOTC) with increased refundability, and excluding Pell Grants from taxable income.

For the Pell Grant program, the budget proposes extending the annual consumer price index (CPI) increases to the Pell Grant maximum beyond 2017. The Department of Education (ED) recently revised the maximum award for AY 2015 – 2016 based on the final CPI for 2014. Pell will increase \$45, bringing the maximum to \$5,775. Additionally, the budget calls for continuing access to a full maximum Pell Grant award for Ability to Benefit students enrolled in career pathway programs. The budget recommends strengthening academic progress requirements for the Pell Grant program in order to encourage completion, and limiting the receipt of additional Pell disbursements by recipients who are not advancing academically.

The proposal calls for extending the "Pay As You Earn" repayment option to all borrowers. This is something ED is already working on through negotiated rulemaking. The budget also proposes expanding the existing Perkins Loan program into a new unsubsidized program which would provide \$8.5 billion in loans annually. The new program would allocate lending authority among institutions on the basis of the financial need of their students, and the extent to which institutions enroll and graduate higher numbers of Pell eligible students, and offer an affordable and quality education such that graduates can repay their educational debt.

The budget proposes simplifying the FAFSA, and adding the Department of Defense Tuition Assistance program and post-9/11 GI Bill benefits to the 90/10 rule. It also includes \$200 million for the First in the World Fund to invest in innovative strategies and practices that improve educational outcomes and make college more affordable for students and families.

### **Bipartisan Group of Senators Announces Report on Simplifying Federal Regulations for America's 6,000 Colleges and Universities**

On February 12<sup>th</sup>, a bipartisan group of senators on the Senate Health, Education, Labor and Pensions committee announced a report detailing ways Congress and the Department of Education could streamline and reduce federal regulations for America's 6,000 colleges and universities, while protecting students and taxpayers.

The task force's objective was to provide specific recommendations on reducing, eliminating or streamlining duplicative, costly or confusing regulations and reporting requirements to Congress and the administration in anticipation of the ninth reauthorization of the Higher Education Act. The task force was comprised of higher education leaders from all over the United States including the Chancellor of the California Community Colleges, Brice W. Harris. Specific recommendations include:

- Asking the Government Accountability Office to review the Department of Education's methodology for estimating institutional costs of compliance with regulations; the creation of clear "safe harbors" for institutional compliance; the recognition of "good faith" efforts to comply; and several proposals for better practices by the Department.
- Adhering to Guiding Principles that govern the development, implementation, and enforcement of regulations by the Department:
  - i. Regulations should be related to education, student safety, and stewardship of federal funds.
  - ii. Regulations should be clear and comprehensible.
  - iii. Regulations should not stray from clearly stated legislative intent.
  - iv. Costs and burdens of regulations should be accurately estimated.
  - v. Clear safe harbors should be created.
  - vi. The Department should recognize good faith efforts by institutions.
  - vii. The Department should complete program reviews and investigations in a timely manner.
  - viii. Penalties should be imposed at a level appropriate to the violation.
  - ix. Disclosure requirements should focus on issues of widespread interest.
  - x. All substantive policies should be subject to the "notice-and-comment" requirements of the Administrative Procedure Act.
  - xi. Regulations that consistently create compliance challenges should be revised.
  - xii. The Department should take all necessary steps to facilitate compliance by institutions.

Other regulations targeted by the report include verification of student eligibility for financial aid, return of Title IV funds, state authorizations of distance-education programs, as well as uniform definitions under the Clery Act. The full report can be accessed at <http://www.help.senate.gov>

## **Congressional Community Colleges Bills of Interest**

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

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

### **HR 937: Dual Enrollment grants**

Congressman Ruben Hinojosa (D-TX 15) introduced The Fast Track to College Act of 2015. The bill authorizes the Secretary of Education to award matching six-year grants to local educational agencies (LEAs) that partner with institutions of higher education (IHEs) to establish or support dual enrollment programs,

such as early college high schools, that allow secondary school students to earn credit simultaneously toward a secondary school diploma and a postsecondary degree or certificate.

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

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





# CALIFORNIA COMMUNITY COLLEGES

## CHANCELLOR'S OFFICE

### PRESS RELEASE

March 17, 2015

Contact: Paige Marlatt Dorr  
 Office: 916.327.5356  
 Cell: 916.601.8005  
 Office email: pdorr@cccco.edu

### California Community Colleges forges guaranteed transfer agreement with nine historically black colleges and universities

*SACRAMENTO, Calif.* – Beginning fall 2015, California community college transfer students who meet certain academic criteria will be guaranteed admission to nine historically black colleges and universities, thanks to an agreement the California Community Colleges Board of Governors and the leaders of the institutions signed at the board's meeting today.

"The California Community Colleges is working on multiple fronts to create avenues of opportunity for our students," said California Community Colleges Board of Governors President Geoffrey L. Baum. "This agreement opens a new and streamlined transfer pathway for our students to some of the finest and culturally diverse institutions of higher learning in the United States. I thank our nine partners for working with us to make it possible."

The nine HBCUs participating in the agreement are:

- [Bennett College](#) in Greensboro, N.C.
- [Dillard University](#) in New Orleans, La.
- [Fisk University](#) in Nashville, Tenn.
- [Lincoln University of Missouri](#) in Jefferson City, Mo.
- [Philander Smith College](#) in Little Rock, Ark.
- [Stillman College](#) in Tuscaloosa, Ala.
- [Talladega College](#) in Talladega, Ala.
- [Tuskegee University](#) in Tuskegee, Ala.
- [Wiley College](#) in Marshall, Texas.

Under the agreement, students who apply to the schools and obtain a transfer-level associate degree with a GPA of 2.5 or higher and complete either the [University of California Intersegmental General Education Transfer Curriculum](#), or the [California State University General Education Breadth pattern](#), will be guaranteed admission with junior standing.

A second option to earn guaranteed admission requires transfer students to earn 30 or more CSU or UC transferrable units with a GPA of 2.5 or higher.

Other advantages conferred to transfer students under the agreement include priority consideration for housing,

- More -

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consideration for transfer scholarships for students with a 3.2 or higher GPA, and pre-admission advising.

For certain majors, students may need to fulfill additional prerequisites and other requirements.

Eight of the participating colleges and universities are private institutions. Lincoln University of Missouri is public, and will offer in-state tuition for California community college transfer students.

Today's agreement supports a White House initiative, led by Dr. George Cooper, to strengthen and expand the capacity of HBCUs to provide quality higher education to students.

"California community college students and the nine participating schools will benefit immensely from the agreement," said Cooper. "The schools will have an even larger pool of gifted students knocking on their doors and California community college students will be guaranteed transfer to four-year institutions with rich histories, traditions and track records of success."

HBCUs were founded to serve the higher education needs of African-American students, though they are open to students of any ethnicity.

These colleges and universities are typically smaller in student size than other schools. Many classes are taught by professors rather than teaching assistants in a nurturing and supportive environment with many opportunities for student leadership development.

"We applaud Chancellor Brice W. Harris and the California Community Colleges for working to ensure that all community college students have a guaranteed pathway toward their academic goals," said Walter Bumphus, president of the American Association of Community Colleges. "Nationally, community colleges serve the majority of minority students, and this historic agreement with HBCUs will safeguard increased access toward the completion of a bachelor's degree."

Jovon Duke, 22, attended El Camino College in Torrance, Calif. and transferred to Fisk University in 2013 because of its small class sizes and friendly, supportive atmosphere. "Fisk is such a tight-knitted community and Nashville is great. I've had a lot of opportunities to take on leadership positions and have made many friends and close relationships with my professors. I love it here," said Duke. He plans on earning a bachelor's degree in psychology and sociology and moving on to either Middle Tennessee State University or Case Western Reserve University to get a master's degree in social work.

There are 105 HBCUs in the country, with most located in the South and East Coast.

Many HBCUs were founded following the Civil War, after the Morrell Act permitting the development of land grant colleges was signed by President Abraham Lincoln.

For more information on today's agreement and the participating colleges and universities, please visit [www.cccco.edu/HBCUTransfer](http://www.cccco.edu/HBCUTransfer).

*The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills education and prepare students for transfer to four-year institutions. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit <http://californiacommunitycolleges.cccco.edu/>, <https://www.facebook.com/CACommColleges>, or <https://twitter.com/CalCommColleges>.*

###

**BILLS OF INTEREST INTRODUCED AFTER BOARD AGENDA DEADLINE**

**ACADEMIC PROGRAMS**

- **AB 770 (Irwin) Community Colleges: Basic Skills and Innovation Strategies.** AB 770 declares the intent of the Legislature to enact legislation to provide more opportunities for campuses of the California Community Colleges to participate in basic skills innovation strategies.
- **AB 889 (Chang) Community Colleges: Concurrent Enrollment STEM Courses.** AB 889 expands opportunities for high school students to concurrently enroll in community college computer science courses, and would provide enrollment priority consideration for Early College High School students equivalent to the Middle College High School program.
- **SB 634 (Block): Postsecondary Education: Interstate Reciprocity:** SB 634 creates a process for California to join the Statewide Authorization Reciprocity Agreement consortium which provides oversight for online and distance education courses offered across state lines

**CAMPUS CLIMATE/CAMPUS SAFETY**

- **AB 767 (Santiago) Community Colleges: Emergency Preparedness Standards.** AB 786 requires the Chancellor's Office to update emergency preparedness standards by January 1, 2017, and every 5 years thereafter, and consider including an active shooter response plan.
- **AB 967 (Williams) Sexual Assault Case Procedures.** AB 967 requires the governing board of each community college district to adopt and carry out a uniform process for disciplinary proceedings relating to any claims of sexual assault. The bill would additionally require the governing board of each community college district to report data relating to cases of alleged sexual assault.
- **AB 968 (Williams) Transcripts: Expulsion Note.** AB 968 requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.
- **AB 969 (Williams) Community College: Removal, Suspension, Expulsion.** AB 969 expands a district's authorization to deny enrollment to include an individual who has been suspended for a sexual assault or sexual battery offense from another community college district. The bill would also authorize a community college district to require a student seeking admission to inform the community college district if he or she has been previously suspended from a community college in the state for rape, sexual assault, or sexual battery.
- **AB 1365 (Baker) Sexual Assault Awareness and Prevention Program.** AB 1365 appropriates an unspecified amount to each higher education segment for rape and sexual assault education programs.
- **SB 634 (Block) Postsecondary Education: Rape and Sexual Assault.** SB 634 creates a process for California to join the Statewide Authorization Reciprocity Agreement consortium which provides oversight for online and distance education courses offered across state lines.

- **SB 691 (Morrell) Postsecondary Education: Student Code of Conduct:** SB 961 requires the board of governors to do all of the following regarding the student code of conduct: make it available to prospective students before enrollment, develop a method of testing prospective students' knowledge of it as a condition of enrollment, and set a standard for a prospective student to demonstrate knowledge of it before beginning classes.

**CAREER TECHNICAL EDUCATION, CONTRACT EDUCATION, ECONOMIC DEVELOPMENT**

- **AB 1165 (Ridley-Thomas) Vocational Nursing: Secondary and Post-Secondary Education.** AB 1665 adds statute for the Board of Vocational Nursing and Psychiatric Technicians establishing it as having the sole responsibility to assess and recommend approval for schools of vocational nursing and psychiatric technician education programs in the state.
- **AB 1474 (Chavez) Community College Career Technical Education Bond Act.** AB 1474 enacts the Community College Career Technical Education Bond Act to put a bond measure on the statewide general election ballot for a \$500,000,000 bond to finance a community college career technical education facilities and equipment.

**FACULTY**

- **AB 1010 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1010 urges community college districts without a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2016, to commence negotiations with the exclusive representatives for part-time, temporary faculty regarding on minimum standards for part-time faculty.

**FINANCE AND FUNDING**

- **SB 605 (Gaines) Community Colleges: Nonresident Tuition Exemption for Nevada Students.** SB 605 exempts students who attend Lake Tahoe Community College and who have residence in one of several designated communities in Nevada from the nonresident tuition fee. These students may be reported as resident students for the purposes of state funded apportionment. Provisions of the bill will remain inoperative until the Chancellor of California Community Colleges and the State of Nevada have an agreement that provides reciprocal rights to California residents.

**GOVERNANCE**

- **AB 1385 (Ting) Community Colleges: Accreditation.** AB 1385 declares the intent of the Legislature to enact legislation to increase the transparency and fairness of the accreditation process for community colleges.
- **AB 1397 (Ting) Community Colleges: Accreditation.** AB 1397 requires the accrediting agency for the community colleges to provide an opportunity for public comment before taking any action related to the accreditation status of a community college.

**MISCELLANEOUS**

- **AB 653 (Levine): Intersegmental Coordination: Information Technology.** AB 653 seeks to improve coordination among the segments of higher education for major technology purchases.
- **AB 798 (Bonilla): Course Material Accessibility.** AB 798 seeks to lower textbook expenses for students by creating incentives for campuses to use Open Educational Resources.



- **AB 963 (Bonilla) Teachers' Retirement Law.** AB 963 revises the definition of creditable service for purposes of the Defined Benefit Program and the Cash Balance Benefit Program.
- **AB 996 (Medina) State Teachers' Retirement System: Investment Products.** AB 996 requires all local school districts, community college districts, and county offices of education to adopt a policy addressing the solicitation of 403(b) products, as defined, by vendors on school campuses.
- **AB 1503 (Perea) Telecommunications Universal Service Programs: Teleconnect Fund.** In addition to K-12 Schools and Community Colleges and other organizations, AB 1503 adds auxiliary organizations of the California State University system to those eligible for the Teleconnect Fund.

### STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 establishes priority enrollment for homeless students and also makes them eligible for a Board of Governors fee waiver.
- **AB 1366 (Lopez) Public Postsecondary Education: Dream Resource Centers.** AB 1366 requires the California Community Colleges to create Dream Resource Centers on each campus to assist students eligible for resident tuition under statute created in Chapter 814, Statutes of 2001, by AB 540 (Firebaugh).

### TUITION, FEES, FINANCIAL AID

- **AB 1181 (Calderon) Adult Education Programs: Qualification: Federal Pell Grant Program.** AB 1181 expresses the Legislature's intent to enact legislation to qualify adult education programs at school districts to participate in the Pell Grant Program so that students enrolled in those programs may qualify to receive Pell Grant Program awards for short-term career technical education programs.

### VETERANS AND MILITARY

- **AB 1361 (Burke) Student Financial Aid Cal Grant Program: Veterans.** AB 1361 eliminates the age limit of 28 years old for applying for Cal Grants for students who are veterans. It is sponsored by the California Student Aid Commission.
- **AB 1401 (Baker) Veterans Student Financial Aid.** AB 1401 reinstates expired provisions of law that requires copies of the Board of Governors fee waiver application and the Free Application for Federal Student Aid (FAFSA) that were to be made available to each member of the California National Guard, the State Military Reserve, and the Naval Militia not having a baccalaureate degree.
- **SB 418 (Morrell) Military Students: Interruption in Attendance.** SB 418 requires all three systems of public, higher education to provide that a student's absence due to serving in the uniformed services shall not be considered an interruption in attendance, if the total of those absences does not exceed five years.



**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 3/13/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		Floor
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>										
AB 5	Nazarian	Foster Youth: Transition from High School to Postsecondary Education								Introduced
AB 13	Chavez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X						Asm. Higher Ed.
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal	X							Asm. Higher Ed.
AB 27	Chavez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X						Asm. Higher Ed.
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees	X							Asm. Higher Ed.
AB 82	Garcia	Vehicles: Driver's License: Selective Service (Support)	X							Asm. Trans.
AB 148	Holden	School Facilities: General Obligation Bond Measure (Spot)	X							Asm. Ed.
AB 176	Bonta	Data Collection: API Ethnic Groups	X							Asm. Higher Ed.
AB 200	Alejo	Student Financial Aid: Competitive Cal Grant Awards (Support, if amended)	X							Asm. Higher Ed.
AB 288	Holden	Public Schools: College and Career Access Pathways (Sponsor)	X							Asm. Ed.
AB 340	Weber	Campus Climate Reports								Introduced
AB 343	Melendez	Academic Credit for Prior Military Experience (Spot)								Introduced
AB 393	Hernandez	Veteran Resource Centers Grant Program								Introduced
AB 404	Chiu	Community Colleges: Accreditation								Introduced
AB 421	Calderon I	Community Colleges: Veterans Counselor								Introduced
AB 490	Alejo	Community College Extended Opportunity Programs (Spot)								Introduced
AB 542	Wilk	Community College: Early and Middle College HS								Introduced
AB 626	Low	Community Colleges: Instructors (Spot)								Introduced
AB 636	Medina	Postsecondary Education: Student Safety								Introduced
AB 653	Levine	Intersegmental Coordination: Information Technology								Introduced
AB 767	Santiago	Community Colleges: Emergency Preparedness Standards								Introduced
AB 770	Irwin	Community Colleges: Basic Skills: Innovation Strategies								Introduced
AB 798	Bonilla	Course Materials Accessibility								Introduced
AB 801	Bloom	Success for Homeless Youth in Higher Education Act								Introduced
AB 882	Wilk	School Bonds: Portable Electronic Devices								Introduced
AB 889	Chang	Concurrent Enrollment in School and Community College: STEM								Introduced
AB 949	Gonzalez	Community Colleges: Non Resident Tuition (Spot)								Introduced
AB 963	Bonilla	Teachers' Retirement Law								Introduced
AB 967	Williams	Sexual Assault Case Procedures								Introduced

California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 3/13/2015

BILL	AUTHOR	SUBJECT	First House		Second House					STATUS	
			Policy Cmt	Fiscal Cmt	Floor	Desk/Rules	Policy Cmt	Fiscal Cmt	Floor		Concurrence
AB 968	Williams	Transcripts: Expulsion Note									Introduced
AB 969	Williams	Community College: Removal, Suspension, Expulsion									Introduced
AB 996	Medina	State Teachers' Retirement System									Introduced
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees									Introduced
AB 1088	O'Donnell	School Facilities: Bond Act: Greene Act									Introduced
AB 1091	Garcia E.	Student Financial Aid									Introduced
AB 1108	Low	Clean Energy: Financial Assistance									Introduced
AB 1165	Ridley-Thomas	Vocational Nursing: Secondary, Post-Secondary Education									Introduced
AB 1181	Calderon I	Adult Education Programs: Federal Pell Grant Program									Introduced
AB 1361	Burke	Student Financial Aid Cal Grant Program Veterans									Introduced
AB 1365	Baker	Sexual Assault Awareness and Prevention Program									Introduced
AB 1366	Lopez	Public Postsecondary Education: Dream Resource Centers									Introduced
AB 1372	Holden	School Facilities: Funding K-12 (Spot)									Introduced
AB 1385	Ting	Community Colleges: Accreditation									Introduced
AB 1397	Ting	Community Colleges: Accreditation: Public Comment									Introduced
AB 1401	Baker	Veterans: Student Financial Aid									Introduced
AB 1433	Gray	Higher Education Facilities Bond									Introduced
AB 1466	Burke	Student Safety: Sexual Assault (Spot)									Introduced
AB 1474	Chavez	Community Colleges: Technical Education Bond Act									Introduced
AB 1503	Perea	Telecommunications Universal Service Programs									Introduced
SB 8	Hertzberg	Taxation									Introduced
SB 15	Block	Postsecondary Education: Financial Aid						X			Sen. Gov. and F.
SB 42	Liu	Commission on Higher Education Performance						X			Sen. Ed.
SB 54	Walters	CCC Board of Governors (Spot)						X			Sen. Ed.
SB 66	Leyva	Career Technical Education Pathways Program									Introduced
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)						X			Sen. Ed.
SB 186	Jackson	Community College District: Removal, Suspension						X			Sen. Ed.
SB 373	Pan	California Community Colleges: Overload Assignments									Introduced
SB 418	Morrell	Military Students Interruption in Attendance									Introduced
SB 532	Leyva	Higher Education Facilities Bond Act Program									Introduced
SB 605	Gaines T	Community Colleges: Non Resident Tuition Exemption: Nevada									Introduced

**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 3/13/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS
			Policy Cmt	Fiscal Cmt	Floor	Desk/Rules	Policy Cmt	Fiscal Cmt	
SB 634	Block	Postsecondary Education: Interstate Reciprocity							Introduced
SB 691	Morrell	Postsecondary Education: Student Code of Conduct							Introduced
SB 665	Block	Postsecondary Education: Rape and Sexual Assault (Spot)							Introduced
SCA 1	Lara	UC: Legislative Control	X						Sen. Ed.
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2</b>									
AB 6	Wilk	Bonds: Transportation - School Facilities	X						Asm. Trans.
AB 12	Cooley	State Government: Administrative Regulations: Review	X						Asm. Acct. & Adm.
AB 19	Chang	State Government: Regulations (Spot)							Introduced
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force	X						Asm. Acct. & Adm.
AB 147	Dababneh	Postsecondary Education: Animal Research	X						Asm. Higher Ed.
AB 206	Stone	Student Financial Aid: DREAM Work-Study Program	X						Asm. Higher Ed.
AB 266	Cooley	Medical Marijuana (Professional Certification)							Introduced
AB 280	Brown	Small Claims Court Jurisdiction: Community College Districts	X						Asm. Jud.
AB 442	Irwin	Governor's Military Council							Introduced
AB 532	McCarty	Collection of Data: Ancestry or Ethnic Origin							Introduced
AB 586	Campos	Student Opportunity and Access Program (Spot)							Introduced
AB 616	Campos	Student Financial Aid: State Work-Study Program (Spot)							Introduced
AB 677	Dodd	School Safety: Door Locks							Introduced
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights							Introduced
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits							Introduced
AB 752	Salas	Workforce Development							Introduced
AB 798	Bonilla	Postsecondary Education: Course Materials							Introduced
AB 854	Weber	Educational Service: Pupils in Foster Care							Introduced
AB 913	Santiago	Student Safety: Sexual Assault							Introduced
AB 952	Garcia	Community College Governing Boards: Vacancies							Introduced
AB 916	O'Donnell	Career Technical Education: Student Organizations							Introduced
AB 1016	Santiago	Public Postsecondary Education: Student Transfer Act							Introduced
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors							Introduced
AB 1093	Garcia E.	Supervised Population Workforce Training: Grants							Introduced

California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 3/13/2015

BILL	AUTHOR	SUBJECT	First House		Second House					STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	
AB 1112	Lopez	Adult Education: Consortia								Introduced
AB 1212	Grove	Postsecondary Education: Freedom of Association								Introduced
AB 1269	Dababneh	Alternative Energy								Introduced
AB 1270	Garcia E.	Workforce Innovation and Opportunity Act								Introduced
AB 1307	McCarty	Postsecondary Education (Spot)								Introduced
AB 1481	Mullin	Workforce Development (Spot)								Introduced
AB 1507	Hernandez R.	Workforce Investment Act								Introduced
HR 7	Lopez	Adult Education								Introduced
SB 148	McGuire	Career Technical Education: Career and Jobs Skills		X						Sen. Ed.
SB 222	Block	School bonds: School facilities - Statutory Lien								Introduced
SB 247	Lara	Dream Centers: Educational Support Services								Introduced
SB 295	De Leon	College Access Tax Credit Fund								Introduced
SB 362	Vidak	Postsecondary Education: Reporting Requirements								Introduced
SB 436	Liu	Education: Omnibus Bill								Introduced
SB 440	Liu	Postsecondary Education: Institutions (Spot)								Introduced
SB 456	Block	Firearms Discharge on Campus								Introduced
SB 521	Liu	CalFresh Employment and Training Program								Introduced
SB 668	Leyva	Sexual Assault Counselor-Victim Privilege								Introduced
SB 707	Wolk	Firearms: Gun-Free School Zone								Introduced
SB 789	Wieckowski	Driver's License Suspension: Restricted Privilege								Introduced
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>										
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program		X						Asm. Rev. & Tax
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act		X						Asm. Ed.
AB 38	Eggman	California State University: Stockton Campus.		X						Asm. Higher Ed.
AB 83	Gatto	Information Practices Act of 1977								Introduced
AB 145	Gomez	Public Benefits Reports		X						Asm. L & E
AB 184	Garcia E.	Small Business Technical Assistance Act of 2015		X						Asm. J, E.D., & E.
AB 204	O'Donnell	Redevelopment: County of Los Angeles		X						Asm. L. Gov.
AB 209	Patterson	Tax Deductions: 529 College Savings Plans		X						Asm. Rev. Tax

**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 3/13/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
AB 351	Jones-Sawyer	Public Contracts: Small Business Participation	X						Introduced
AB 403	Stone	Foster Youth: Caregiver Training							Introduced
AB 449	Irwin	Individuals with Disabilities: Saving Accounts							Introduced
AB 456	Patterson	Public Postsecondary Education: UC: CSU							Introduced
AB 458	O'Donnell	Postsecondary Education: Instructional Strategies							Introduced
AB 482	Harper	Concurrent Enrollment in Secondary School and College (Spot)							Introduced
AB 716	Low	California State University: Special Sessions							Introduced
AB 721	Medina	Student Financial Aid: Private Student Loans							Introduced
AB 731	Gallagher	Maintenance of the Codes							Introduced
AB 737	Hernandez R.	Property Tax: Exempt Property							Introduced
AB 748	Lackey	Taxation: Exemptions: Public Schools							Introduced
AB 768	Thurmond	Tobacco Ban: Baseball Fields							Introduced
AB 802	Williams	Residential, Nonresidential Buildings: Energy Savings							Introduced
AB 819	Irwin	UC & CSU: Alumni Associations							Introduced
AB 831	Bonilla	Student Financial Aid: Cal Grant Program							Introduced
AB 836	Rendon	Tour Guides: Regulations							Introduced
AB 837	Hernandez	UC: Employee Salaries							Introduced
AB 907	Burke	Career Training: Adult Students							Introduced
AB 991	Bonta	State Teachers' Retirement							Introduced
AB 1000	Weber	CSU: Student Success fees							Introduced
AB 1145	Medina	Pupils: Early Commitment to College Program							Introduced
AB 1228	Gipson	Public Postsecondary Education: Campus Housing							Introduced
AB 1317	Salas	CSUS and UC: Executive Officer Compensation							Introduced
AB 1349	Weber	Public Postsecondary Education California First Act							Introduced
AB 1370	Medina	Public Postsecondary Education: Student Residency							Introduced
ACR 39	Dababneh	Financial Aid and Literacy Month							Introduced
SB 12	Beall	Foster Youth							Sen. Hum. S.
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act							Introduced
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	X						Sen. Ed.

**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 3/13/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
SB 324	Pavley	Income Taxation: Savings Plans: Qualified ABLE Program							Introduced
SB 430	Cannella	Career Technical Education Pathways Program							Introduced
SB 451	Lara	Pupil Instruction and Services: Counseling							Introduced
SB 480	Pan	Taxation: Qualified Heavy Equipment							Introduced
SB 645	Hancock	After School Programs: Grant Amounts							Introduced
SB 686	Pan	Higher Education Employer-Employee Relations Act							Introduced
SB 791	Hertzberg	Student Financial Aid: Golden State Scholarship Trust							Introduced
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget</b>									
AB 103	Weber	Budget Act of 2015							Introduced
SB 69	Leno	Budget Act of 2015							Introduced
<b>Status</b>									
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines.									
Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.									
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.									
<b>Contact: Raul Arambula, Governmental Relations - rarambula@cccco.edu, (916) 327-6227</b>									
Copies of these bills and legislative committee analyses can be found at <a href="http://www.leginfo.ca.gov">www.leginfo.ca.gov</a>									





SUBJECT: Curriculum Institute Program 2015		Month: April	Year: 2015
		Item No. IV B	
		Attachment: No	
DESIRED OUTCOME:	Second reading of the Curriculum Institute Program	Urgent: No	
CATEGORY:	Action	Time Requested: 20 minutes	
REQUESTED BY:	Grimes-Hillman	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

**Executive Committee Agenda Item**

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

**BACKGROUND:**

The Executive Committee reviewed a draft Curriculum Institute Program in March. The second draft is presented. There are noted CTE and noncredit (NC) strands, as well as “Innovations in Curriculum” strand. President Update, CO Update, and CTE Task Force are suggested general session topics.

**CURRICULUM INSTITUTE 2015**

***Healthy Curriculum: Getting your curriculum into shape and keeping it that way***

Description: Curriculum is the heart of what we, as educators, do. Keeping our curriculum healthy requires our colleges to stretch, tumble, roll, drill, run, maneuver, and persevere through the curriculum race. Whether you choose to build noncredit endurance, boost CTE potential, venture into innovative activities, or get an overview of heart-healthy curriculum, this year’s curriculum institute will explore topics intended to help everyone keep curriculum healthy in spite of the changing environment in which we live. This year’s event includes a pre session option designed for new curriculum chairs, CIOs, and/or curriculum specialists. However, the more seasoned curriculum enthusiast may find it beneficial as well.

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

Pres Session (Optional 1 Day event): Two simultaneous strands.

Wednesday, July 8: 2:00 pm – 5:00 pm

1. Curriculum Boot Camp: Curriculum Overview from A to Z  
Curriculum Committee Members will use Module 1 from the CTE academy  
This session is intended for new CIOs, Curriculum Chairs, and others that need a quick basic overview of curriculum (May, Aschenbach, Gelpi)
2. CCCCCO strength training for Curriculum Specialists  
Chancellor's Office Staff will work with those new to curriculum about navigating the essential elements of the Curriculum Inventory. How do you advise faculty to approach the COR either as a new course or an update? Join us for a practical orientation to curriculum.

BREAKOUT SESSION 1: Thursday, July 10: 10:00 am – 11:30 am

1. COR 101: Orientation (Aschenbach, Gelpi)  
Everything you ever wanted to know about the COR, from the elements required, the elements suggested up to developing a solid COR.
2. PCAH revisions  
Participants will review the major changes in the 6<sup>th</sup> edition of the PCAH
3. Student Learning Outcomes, Assessment and the Curricular Process (May, Gelpi, Todd)

Student Learning Outcomes describe what students will understand and be able to do upon completion of a course or program of study. SLO Assessment is part of the Curricular Process, and not just to meet Accreditation requirements. How does SLO Assessment inform the curricular process? At this breakout, you will learn what two colleges are doing regarding SLO Assessment processes, and you will have an opportunity to discuss SLO Assessment processes and how they relate to the curricular process.

If SLO Assessment is about learning and mastering core ideas of classes, how do we use our assessments to inform our curriculum? When does assessment data meaningfully reveal needs to make curricular modifications--whether it be about prerequisites or course design? How does your college use SLO assessment, and what processes make for effective practices in SLO and curricular improvement?

4. (NC) Prerequisites, Equity, and Noncredit (Todd)  
Establishing and reviewing prerequisites are at the heart of Curriculum Committee work; yet the need for prerequisites is often one that is entrenched in the project of equity. With the terrain of noncredit seemingly poised to grow exponentially across the CCC system, equity has also been at the center of that project. In what ways do equity, noncredit, and prerequisites speak the same language? How do we best have processes that account for equity in

establishing prerequisites and for approving noncredit courses and certificates on our campuses?

5. Distance Education (DE) Approval Processes (Gelpi)

Participants will be informed on the separate approval process requirements

6. (CTE, NC) CDCP Funding changes and curricular impact

Participants will discuss the CDCP categories and curricular design.

FIRST GENERAL SESSION Thursday 11:45 am – 1:45 pm

Welcome: MGH

Lunch

President's Address - An Academic Senate Update

David Morse, ASCCC President

Keynote Address – Chancellor's Office Update/PCAH

BREAKOUT SESSION 2: Thursday 2:00 pm – 3:30 pm

1. Training Curriculum Committees: Efficiency and Standards (May)

How to help curriculum committee members stretch, stay in shape and on course. How do curriculum chairs prepare to train, engage, and cheer their members through those long curriculum hauls? From new curriculum chairs to well-seasoned curriculum chairs: how do you train faculty for effective participation on your local curriculum committee? How do YOU prepare to effectively guide your local curriculum committee? At this breakout, we will explore the roles and responsibilities of the curriculum chair, curriculum committee members, classroom faculty, counselors, articulation officers, and administrators. We will discuss the importance of technical review, working with classified staff, and facilitating productive discussions. Finally, you will have an opportunity share some best practices at your college and ask questions.

2. Proposal and Review Processes of ADTs/ADT status update (CO)

3. (NC) Noncredit Curriculum Development (Gelpi)

The ABCs of noncredit, from inception to implementation.

4. (CTE) Labor Market Rationale in Curriculum (Gelpi)

What is it and why does it matter? How does it serve in the review and approval process of courses and programs? Learn about all the various sources of labor market data and how these make for stronger CTE curriculum.

5. Interacting with Local Senates (Aschenbach, Rose)

In Title 5, it states that Curriculum is one of the "10+1". That is, curriculum is an "academic and professional matter". Where does your Curriculum Committee sit in regard to your Academic Senate? At this breakout, we will discuss different models of the relationship between local Academic Senates and local Curriculum Committees.

6. Ensuring Students Receive Proper Credit: The Relationship Between Units to Hours (Aschenbach, Gelpi)

3:30pm Break

BREAKOUT SESSION 3: Thursday 3:45 pm – 5:15 pm

1. Curriculum Scenarios and Problem Solving (May)

Fielding curriculum issues is easier after "spring training". This breakout will serve as "spring training" for curriculum issues; several Curriculum Scenarios will be presented, and you will do some problem solving.

2. Dual Enrollment and Curricular implications

3. (NC) Community Service, Noncredit, and Credit (Aschenbach)

Participants will learn about the types of course offerings and regulatory requirements

4. Innovations in Curriculum: Equity in Curriculum (Todd)

5. (CTE) Need a personal trainer? Using your Advisory Committees for Curricular Design

6. Curriculum Innovations: Civic Engagement Across the Curriculum

Higher education contributes to the understanding the roles of public scholarship, community engagement, and social action in democratic citizenship, and global stewardship. Learn about how to embed civic engagement in the curriculum.

Friday Morning 7AM

Curriculum Fun Walk/Run or Exercise Bonanza: Join Executive Committee members and Curriculum Committee members for a quick workout.

Friday, July 10 8:00am Continental Breakfast

BREAKOUT SESSION 4: Friday 9:00 am – 10:15 am

1. The Challenges of Discipline Placement for Courses (Aschenbach, Gelpi)

This session covers the criteria for appropriate placement of a course, from course content to minimum qualifications.

2. Institutional SLOs, Assessment, and Dialog: The Burpees of Data Management Systems (May, Todd)

What are your Institutional SLOs and how are they determined? How do you assess your Institutional SLOs and make improvements? What Data Management System do you use, if any,

to accomplish these tasks? In this breakout, presenters and participants will share their answers to these questions.

While the challenges of writing student learning outcomes (SLO) have been met by most colleges, the difficulties of SLO assessment--as well as managing the resulting data--is still a tricky terrain. Colleges now use a variety of mechanisms to store data and track student achievement of SLOs at course, program and institutional levels. Is your college ready to meet the new accreditation standards for SLO disaggregation by subpopulation? If the point is to dialog about assessment data, how does your college also generate meaningful assessment reflection? How does your college store, track, and engage SLOs? How are your curriculum committee and academic senate involved? Join us for a lively discussion designed to "assess your assessment" and to learn about the changing world of SLO data management.

3. C-IDs, ADTs, TMCs, and other Pilati Activities (Include information on new round of basic skills and CTE descriptors) (Aschenbach)

4. D.E. – it's a Contact Sport: Regular and Effective Contact(Aschenbach, Gelpi)  
This session covers the basics for effective regular and effective contact in DE. Why is it needed? How do we achieve this in the COR? Do you need a policy? This session will provide samples for everyone.

5. Innovations in Curriculum: Experimental Courses (Grimes-Hillman, Gelpi)  
Piloting curriculum is an important aspect of how faculty provide innovative and creative coursework that keeps everyone's intellectual juices flowing. These also provide a great avenue for testing curriculum before making it a permanent component of a college's inventory.

6. TOP Codes , CIP Codes and MIS Coding (Include the CIP Crosswalk and CB Codes)

10:15am Break

BREAKOUT SESSION 5 : Friday 10:30 am – 11:45 am

1. Credit Course Repetition and the Impact of the Regulations (Aschenbach)

2. (CTE) Curriculum Efficiency: Idea to Approval

3. (NC, CTE) AB 86 Regional Requirements, Curriculum Discussions, and CDCP funding

4. Low Unit Certificate Approval and Stand alone Courses

5. Innovation in Curriculum: Trends in English/Reading models

6. Curricular Review of the COR: Program Review models

Program review is a periodic process by which an institution reviews and evaluates the effectiveness and stamina of its programs. How does program review touch on curriculum? This

session will cover the impact that a good program review may have on allocating resources for improvement of existing curriculum and the development of new curriculum.

(May, Gelpi)

**SECOND GENERAL SESSION - Friday 12:00 noon – 1:30 pm**

Updates: Julie Bruno, Foundation President

Lunch

General Session Topic Suggestions: CTE Task Force, Doing What Matters

**BREAKOUT SESSION 6; Friday 2:00 pm – 3:30 pm**

1. Degree and Certificates: Now and into the Future (Aschenbach)

This session will begin with an overview or history of the traditional degrees and certificates offered at two-year (and four-year) colleges juxtaposed with some of the new degrees and certificates being offered and proposed. Then, we will begin a philosophical discussion about the future of traditional degree and certificates.

2. G.E. Bloat, Unit Creep, and Other Ailments Affecting Curriculum (Aschenbach)

3. The New Technology Initiatives Update

4. Facilitating Difficult Discussions (Rose)

5. Math Requirements and Intermediate Algebra (May)

6. (NC) Advanced noncredit curriculum development (Todd)

3:30 pm Break

**BREAKOUT SESSION 7: Friday 3:45 pm – 5:15 pm**

1. Evaluating your Curriculum Committee:-How do we know if we are effective and do we even need to improve?

How do you evaluate your Curriculum Committee? How often does this take place? Is it effective? In this breakout, a few examples of Curriculum Committee evaluation will be provided. Then, participants will be invited to share Curriculum Committee evaluations at their college. Included in the discussion will be observations of what worked well and what did not.

2. Articulation Officers and Counseling Students: What every curriculum committee should know. (Hawthorne) (including how the PCAH may affect students success)

3. Content Review and disproportionate impact (Todd, Gelpi)

We all know about the need for a rigorous content review, especially when establishing and/or maintaining prerequisites and corequisites, but what happens when disproportionate impact shows up in your data? And what is this disproportionate impact? Why must it be addressed and effective practices for identifying disproportionate impact and addressing and remedying it.

4. (CTE) Collaborative Programs and regional course offerings

5. Outcomes or Objectives: What's the difference?

Outcomes or Objectives? Is there a difference? Does it matter? In this breakout, definitions will be provided regarding Outcomes and Objectives from a variety of sources. Discussion will follow. (May) (Aschenbach)

6. Curriculum committees and Administrative Participation (Rose)

Curriculum Conditioning through Dance

Join us for the Academic Senate Foundation Curriculum Conditioning event. Guests will enjoy cocktails from the no-host bar and dinner while listening to the ever-popular (some band we don't have yet). After dinner, there will be dancing to round out the evening. While enjoying the festivities, guests will be invited to participate in the ASCCC Foundation raffle fundraiser to support faculty participation to events and professional development activities. One of the raffle prizes includes the coveted registration for next year's Curriculum Institute. Come observe the dance of the stand-alone course and the star-cross-listed tango. This is an open-entry, positive attendance session for a good cause so make your way to the ballroom on Friday night! (Will need Foundation approval and will need to identify a local colleges with a JAZZ Band)

Saturday 8:00am Breakfast Buffet

BREAKOUT SESSION 8: Saturday 9:00 am – 10:30 am

1. CHANCELLOR'S OFFICE Q&A
2. CURRICULUM COMMITTEE Q&A
3. Bachelor Degrees
4. Lecture and Lab: Reshaping How We View Our Instructional methods  
Innovations such as the flipped classroom have challenged our view of the traditional lecture/lab instructional methodologies. How does the interaction with the unit to contact hour of the COR (MGH)
5. Keeping Meetings on Track: Ensuring Effective Participation (May)  
Curriculum Committee meetings often involve discussions where emotions run high. What can you do as a curriculum chair to ensure that your meeting remains professional and productive while guaranteeing that all interested parties have the opportunity to speak? Please join us for a lively discussion of strategies that will allow you to have open and productive meetings that comply with the Brown act. Oh, does the Curriculum Committee operate under the Brown Act?



6. Basic Skills Definitions

In response to Resolution 07.05: Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to work with the Academic Senate to develop and use one standard definition for basic skills courses that can be applied to math, reading, and English and a separate definition for ESL courses that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable.

10:30am Break

THIRD GENERAL SESSION - Saturday 10:45 am – 12:00 noon

The Future of Curriculum

Closing Remarks

Preliminary Draft Presenter List (based off of last year's attendee list)

All Curriculum Committee Members

All available Executive Committee members

Joseph Bielanski

Marie Boyd

Irene Malmgren (CIO)

Amy Myers

Michelle Pilati

Michelle Sampat

Stacey Searl-Chapin

Erik Shearer

Sarah Shepard

Lorraine Slattery-Farrell

Grant Goid

Diana Hurlbut

Deanna Heinekken,

Michelle Pilati

Elizabeth Atondo

Eric Narveson

Duncan Graham

Candance Lynch-Thompson

Susan Gaer

Leticia Hector

Dianna Chiabotti, Doing What Matters TAP

Erica LeBlanc (ACCE)

Kim Schenk (CCCAOE)

Joni Jordan.

Jarek Janio

Pat Hanz

Marilyn Perry---Sacramento City College Curriculum Specialist



## Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute		Month: April	Year: 2015
		Item No. IV.C	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the Faculty Leadership Institute Program.	Urgent: YES	
		Time Requested:	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee annually plans the Faculty Leadership Institute. In 2013, the Executive Committee determined that the theme of *Leadership, Empowerment and Voice* would be standing theme for the institute. The Executive Committee will review last year's program and suggest breakouts and general sessions.

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



FACULTY LEADERSHIP INSTITUTE

LEADERSHIP,  
EMPOWERMENT,  
AND VOICE

**June 12 - 14, 2014**

**Paradise Point Hotel & Spa, San Diego**

## WELCOME FROM THE INCOMING PRESIDENT

*On behalf of Academic Senate Executive Committee, I welcome you to the 2014 ASCCC Leadership Institute. Senate leaders around the state are facing numerous challenges this year, with developments and debates over budgets, legislation, adult education, accreditation, professional development, and other issues demanding our attention. But because so many important dialogues are taking place, we are also presented with opportunities to strengthen our positions and our influence both at individual colleges and throughout the state. The goal of this institute is to provide you with both the knowledge and the training to represent your faculty and to lead your local academic senates effectively in these challenging yet exciting times. We hope that you will have an experience that is both useful and enjoyable, and we look forward to spending these three days with you. Again, welcome, and let the education and the fun begin.*

*David Morse  
Incoming President*

## THURSDAY, JUNE 12, 2014

12:00 noon **Lunch for PDC Pilot participants (and early arrivers)**

Pacific Room

1:00 pm **General Session—Bases for Academic Senates:  
Who Are We and What Are Our Roles?**

Pacific Room

*Julie Bruno, Vice President-elect, Facilitator*

*David Morse, President-elect*

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

2:30 pm to 2:50 pm **Coffee Break**

2:50 pm to 3:45 pm **Resolution Writing**

Pacific Room

4:00 pm to 5:15 pm **Breakout Session**

### **Empowering Local Senates: Resources for Developing Local Senate Authority**

Palm I, II, III

*Dan Crump, At-large Representative*

*Debbie Klein, At-large Representative*

This interactive session will assist you in assuming your new responsibilities and will review the resources available to help you understand the legislation and regulations that affect academic senates. Whether you're a local senate president, curriculum chair, or serve in other leadership capacities, developing a familiarity with the 10+1 and maintaining a relationship with the Statewide Academic Senate are essential tools for empowering local academic senates and faculty leaders. Please join us for a discussion about claiming and protecting your local academic senate authority.

### **Relationships with Others**

Royal I, II, III

*Michelle Grimes Hillman, South Representative*

*James Todd, Area A Representative*

Effective local leadership means building, maintaining and navigating relationships with various groups at your district and campus. As you represent the academic and professional interests of your faculty, it is crucial to know the responsibilities and purview of your union, board, administration, and classified organizations. Inevitably, the boundaries between these groups often become blurred, and the challenge of "getting things done" means relying on collaboration—and, hopefully, a mutual respect for the rights and responsibilities of all constituencies. This session is aimed to help you make it through the everyday politics of senate leadership, as we will discuss the roles of various district and campus organizational bodies, the areas where overlap may occur, the issues where purview is easily discerned, and the strategies and benefits of maintaining healthy relationships.



## **Challenges to Higher Education: What's Coming and What We Can Do?**

Palm IV, V

*David Morse, President-elect*

*Cynthia Rico, Area D Representative*

The California Community College System is in a state of transformation, and local senates are confronted with both challenges and opportunities. Governance, student services, curriculum, accreditation, and other areas are being critiqued and questioned by legislators and by organizations both inside and outside the system. Join us to discuss the newest developments and issues and how your college can work to leverage these challenges into positive results.

5:15 pm **Break**

6:00 pm **Reception and Dinner Signup**

Paradise Terrace

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

8:30 pm **Dessert and Reconnect**

Paradise Terrace

Join us for a sweet treat before tucking in for the night.

## FRIDAY, JUNE 13, 2014

### 7:30 am **Continental Breakfast**

Paradise Foyer

### 8:30 am **General Session: Budget**

Pacific Room

*Wheeler North, Treasurer, Facilitator*  
*Kale Braden, North Representative*  
*Bonnie Ann Dowd, CBO, San Diego CCD*

Understanding the history of community college funding is important for senate presidents as they begin the process of understanding the local college and district budgets. In this presentation, California's unique and often challenging approach to funding community colleges will be addressed along with an explanation of reporting requirements and some tips for recognizing regular features of the local budget and ways to access more information for local analysis.

### 9:45 am **Break**

### 10:00 am **Second Breakout**

#### **“It was the best of times, it was the worst of times...”: Budget Discussion Follow-up**

Palm I, II, III

*Kale Braden, North Representative*  
*John Freitas, Area C Representative*

Continue the conversation about where to become more informed about your college and/or district's budget. The conversation will include a discussion about a functional budgeting process and, if your college lacks a functional budgeting pro-

cess, what you can do as a faculty leader to help establish one. Through this conversation we will be looking at strategies of how the senate can effectively work with administration to encourage meaningful and participatory budget practices.

### **Where Is It Written? Ed. Code, Title 5, and Local Senates**

Royal I, II, III

*Phil Crawford, North Representative*

*John Stankas, Secretary-elect*

As local senate leaders we are often questioned about the authority of the senate and the particulars of regulations that govern aspects of academic and professional matters. How many of us have heard, "Where is that written down?" with either accusation or acclamation in the tone? This breakout is designed to help local senate leaders navigate the caverns of code, regulation, and process to find the answers in writing that help our colleges move forward.

### **Managing Conflict with Collegiality and Cooperation**

Palm IV, V

*Julie Bruno, Vice President-elect*

*Dolores Davison, Area B Representative*

As a faculty leader, you are frequently in situations where conflicts arise, and it is often your job to ensure that the issue is resolved or at least managed so that the work may continue. The parameters of any number of conflict situations may be determined by the college policies, union contracts, and other official documents, but, more often than not, it comes down to people and relationships. What are some techniques that you can use to deal with conflict while maintaining collegiality and cooperation in your role as a faculty leader? Have you found a particular method effective? Bring your ideas and experience for a lively discussion on working through conflict.

11:15 pm **Break**

11:30 pm **Lunch**

Pacific Room

12:15 pm to 1:15 pm **Panel Discussion: Leadership: Let's do This Thing!**

Pacific Room

*Michelle Grimes-Hillman, South Representative, Facilitator*

*Dolores Davison, Area B Representative*

*Debbie Klein, At-Large Representative*

*Craig Rutan, South Representative*

Please join us for a lively, interactive discussion about leadership through eyes of local senate presidents, curriculum chairs, and union presidents. This session will offer an opportunity to discuss what's happening on your campus and get multiple perspectives on the issues.

1:30 pm **Third Breakout**

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

Palm I, II, III

*Dolores Davison, Area B Representative*

*Craig Rutan, South Representative*

Senate meetings are often where difficult discussions happen where tempers can flare and emotions run high. What can you do as a senate president to ensure that your meetings remain professional and productive? Join us for a discussion about what you can do before and during your meeting to make sure things stay on track.

## **Preparing for the Future: Faculty Development for Leadership Succession**

Royal I, II, III

*Julie Adams, Executive Director*

*Wheeler North, Treasurer*

So you just hired 18 new faculty; now what? What can you do about faculty who are reluctant to move into or out of leadership roles? Can evaluation processes help local senates identify and develop potential leadership successors? Unlike replacement planning (typically based on past performance) succession planning is largely predictive where past performance of the candidates or organization may not be valid indicators. Join us as we discuss methods for growing a strong senate. Learn why leadership succession and widespread faculty engagement are healthy for the senate and the institution as a whole.

## **Ethical, Credible Senate Leaders**

Palm IV, V

*Dan Crump, At-Large Representative*

*Debbie Klein, At-Large Representative*

Senate leaders have the opportunity to model professional, dignified leadership at our colleges, but staying on the high road while leading colleagues can be challenging. Your colleagues may perceive sinister goals from your actions instead of the ethical and sincere goals that drive you as a leader. Sometimes your colleagues may challenge your actions. What does it mean to be an ethical and credible leader? How can we, as leaders, do the best possible job we were elected to do? Please bring your ideas and join us for an exploratory discussion about maintaining your integrity (and sanity!) while serving your colleagues.

3:00 pm **Coffee Break**

3:15 pm **Resolution Amendments**

Pacific Room

4:30 pm to 5:30 pm **Fourth Breakout**

### **Faculty Qualifications, Equivalencies, and Assigning Courses to Disciplines**

Palm I, II, III

*Michelle Grimes-Hillman, South Representative*

*Craig Rutan, South Representative*

To maintain high academic standards, colleges must find qualified instructors. While the Board of Governors establishes minimum qualifications, as senate president you may be asked to resolve process and implementation issues for determining faculty qualifications, equivalencies, faculty service areas, and course assignments within a variety of disciplines. Please join us for a lively discussion about these important issues.

### **Accreditation: Standards and Structures**

Royal I, II, III

*Dolores Davison, Area B Representative*

*John Stanskas, Secretary-elect*

A topic of concern on virtually every California Community College campus is accreditation, and concerns over sanctions, recommendations, and the new standards remain a high priority for senate leaders. What are the issues facing colleges? What changes will the new standards bring? How can senate leaders work with the campus communities to ensure the best possible results of the accreditation process?

## **Keeping It Collegial and Legal: Governing Documents, Robert's Rules of Order, and the Brown Act**

Palm IV, V

*Phil Crawford, North Representative*

*John Freitas, Area C Representative*

Constitutions and Bylaws. Robert's Rules of Order. The Brown Act. One defines your senate's functions and operations, one is used to facilitate meetings, and one is a legal requirement. As a senate leader you need to understand the importance of each of these items to ensure the smooth operation of your senate so that all voices are heard and your colleagues and the public remain informed about the business of your senate. This session will cover the importance of clear governing documents, the judicious use of Robert's Rules, and the basic legal requirements of the Brown Act so that you can make sure that your senate and its committees conduct business collegially and openly.

5:30 pm **Dinner on your own**

**SATURDAY, JUNE 14, 2014****7:30 am Breakfast Buffet**

Paradise Foyer

**8:30 am Fifth Breakout****Senate Resources at Your Finger Tips**

Palm I, II, III

*Julie Adams, Executive Director**Cynthia Rico, Area D Representative*

Every senate leader needs ready references in order to be effective, as well as tools for maximizing efficiency. This breakout will introduce new and continuing senate leaders to a variety of resources available to help local senates in doing their work. Come and learn how to maximize use of the Academic Senate website to locate specific information in papers, resolutions, and *Rostrum* articles as well as how to request technical assistance and how to volunteer for state service. Participants will also provide feedback about recent changes to the ASCCC website. Bring your questions and your feedback to this breakout to inform further changes to the website.

**Relationships with Senate Standing Committees:  
The Ties That Bind**

Royal I, II, III

*Kale Braden, North Representative**Wheeler North, Treasurer*

Interpersonal relationships are at the core of much of the work within the senate, between the senate and its standing committees as well as between the senators themselves. This breakout will focus upon strategies for the local senate to work with its committees as well as working with factions within the senate itself.



**ASCCC Grants, Projects, Initiatives, and You**

Palm IV, V

*David Morse, President-elect**Julie Bruno, Vice President-elect*

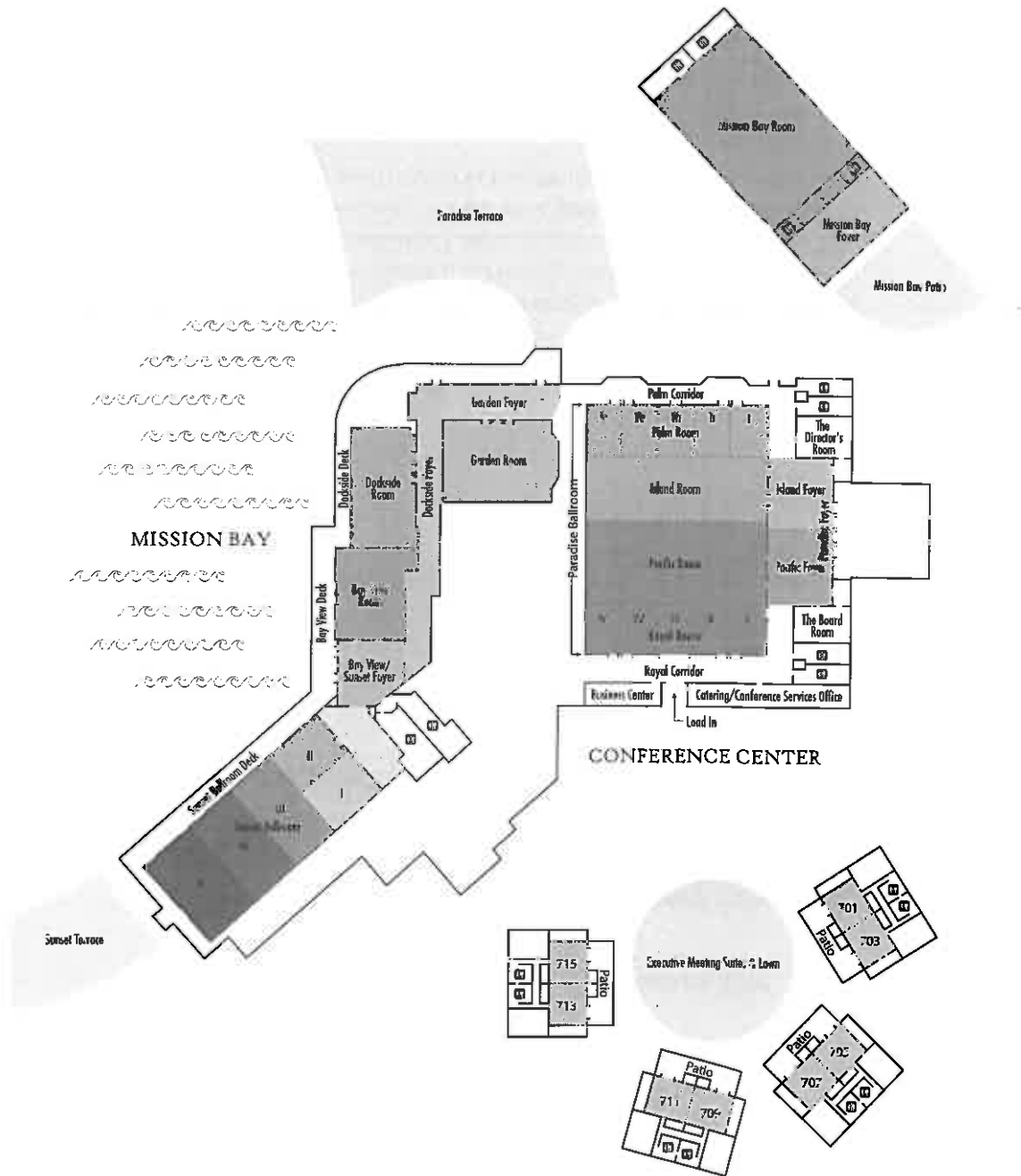
The Academic Senate's involvement in grant-funded statewide projects and initiatives has grown exponentially over the past few years. While some of the projects may be very familiar (Statewide Career Pathways and C-ID), others may be new or not well understood (Online Education Initiative and California Open Education Resources). Many of these projects will have significant impacts on our students, our system, and our local colleges. What do you need to know about these projects? How will you navigate the effects of these projects at your college? Bring your questions and concerns for a discussion about these important statewide projects.

9:45 am **Break**10:00 am **General Session: Mock Plenary Session***David Morse, President-elect, Chair**Resolutions Committee Members**Parliamentarian, John Freitas, Resolutions Committee Chair*11:30 am to 12:30 pm **Area Meetings: Building A Community****Lunch**

Pacific Room

1:00 pm **Adjournment**

# CONFERENCE ROOM LAYOUT



## CREDITS

DAVID MORSE President-elect - English, Long Beach City College

JULIE BRUNO Vice-president-elect - Communications Studies, Sierra College

JOHN STANSKAS Secretary - Chemistry, San Bernardino Valley College

WHEELER NORTH Treasurer - Aviation, San Diego Miramar College

JAMES TODD Area A Representative - Anthropology, Modesto Junior College

DOLORES DAVISON Area B Representative - History - Women's Studies, Foothill College

JOHN FREITAS Area C Representative - Chemistry, Los Angeles City College

CYNTHIA RICO Area D Representative - Counseling, San Diego Mesa College

KALE BRADEN North Representative - Theatre, Cosumnes River College

PHIL CRAWFORD North Representative - Political Science/Sociology/Law, San Jose City College

MICHELLE GRIMES-HILLMAN South Representative - Psychology, Mt. San Antonio College

CRAIG RUTAN South Representative - Physics, Santiago Canyon College

DEBRA KLEIN Representative At Large - Anthropology, Gavilan College

DAN CRUMP Representative At Large - Library Science, American River College

JULIE ADAMS, Executive Director ASCCC

HOLLY MACRISS, Associate Director ASCCC

RITA SABLER, Creative Director ASCCC

TONYA DAVIS, Events Coordinator ASCCC





## Executive Committee Agenda Item

<b>SUBJECT:</b> Survey to Update Equivalence to the Minimum Qualifications Paper		Month: April	Year: 2015
		Item No: IV D.	
		Attachment: YES	
<b>DESIRED OUTCOME:</b>	The Executive Committee will approve distributing the equivalency survey to senate presidents and human resources personnel.	Urgent: YES	
		Time Requested: 15 minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Craig Rutan	Consent/Routine	
		First Reading	X
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

Resolution 10.01 F2014 calls for a survey to be distributed to the field about local equivalency processes and to update the paper Equivalency to the Minimum Qualifications:

*Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and*

*Resolved, That the Academic Senate for California Community Colleges revise the paper Equivalence to the Minimum Qualifications and bring it to the body for adoption at the Spring 2016 Plenary Session.*

The Standards and Practices committee has created the attached survey and seeks permission from the Executive Committee to distribute the survey to the field. It is hoped that the survey will be sent to senate presidents, human resources administrators, and any other individuals that participate in local determinations of equivalence.

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



Dear Academic Senate President,

Over the years there have been many requests for guidance and model practices on equivalency determination. At the Fall 2014 plenary session a resolution called for work on this. It said, in part:

*“Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence;”*

The Standards and Practices Committee was subsequently charged with creating and administering the survey called for in the resolution. Please see the attached survey on equivalency practices focusing in part on eminence and aimed at incorporating model practices and samples of good criteria into a revision of the 2006 paper.

The survey should take approximately 15 minutes to complete and asks for information on your college’s equivalency processes so any written policies or procedures would be helpful to have at hand. Please respond at your earliest convenience to allow us to help our colleagues in the near future.

#### Survey

1. Does your college or district have an equivalency policy? Yes / No
2. Where does your equivalency policy reside?
  - a. Local Academic Senate policy
  - b. District Academic Senate Policy
  - c. Administrative Procedure
  - d. Board Policy
  - e. No Equivalency policy is written down
  - f. Other. Please state \_\_\_\_\_
3. Who is responsible for granting equivalency? (Check all that apply)
  - a. College Academic Senate
  - b. District Academic Senate
  - c. Committee of the college academic senate
  - d. Committee of the district academic senate
  - e. Committee involving faculty and administration
  - f. Governance committee including faculty, staff, and administration
  - g. College Discipline faculty
  - h. District Discipline faculty
  - i. Staff
  - j. Administration
  - k. Other. Please state \_\_\_\_\_

4. Does your policy specify the criteria for determining equivalencies (e.g. comparable degree, sufficient coursework, et cetera)?
  - a. No
  - b. If no, please explain how the determination is made. \_\_\_\_\_
  - c. Yes
  - d. If yes, please specify the criteria. \_\_\_\_\_
  
5. Is eminence used in your equivalency process?
  - a. No
  - b. Yes
  - c. If yes, do you have a test or tests of sufficiency or criteria used to determine eminence? Please explain.
  
6. Does your process include procedures, criteria, or any other important aspect of equivalence findings that are not written into the official procedure or policy?
  - a. No
  - b. Yes
  - c. If yes, please describe.
  - d. If yes, is a particular person responsible formally or informally for remembering and invoking these protocols?
  
7. If you are part of a multi-college district, do the colleges coordinate equivalency decisions?
  - a. We are a single college district
  - b. Yes
  - c. If yes, please explain.
  - d. No
  - e. If no, please explain.
  
8. When did your College or District Academic Senate last review your equivalency policy?
  - a. College review (Date)
  - b. District Academic Senate review (Date)
  - c. College Academic Senate review (Date)
  
9. When did your College or District Academic Senate last evaluate and revise your equivalency process and policy?
  - a. College review (Date)
  - b. District Academic Senate review (Date)
  - c. College Academic Senate review (Date)
  
10. Please attach your Equivalency Policy for reference and any other documentation that may prove useful in reference to the survey.



For the person responding to the survey:

1. Please indicate your position:
  - a. Discipline faculty
  - b. College Senate President
  - c. District Senate President
  - d. College Senate Officer
  - e. District Senate Officer
  - f. College Senator
  - g. District Senator
  - h. Instructional Administrator
  - i. Human Resources Director or staff
  - j. Other. Please state.
  
2. Do you or have you had some participation in or responsibility for equivalency determinations? YES NO
  
3. Were you involved in the development of your college's or district's Board Policy and procedures on equivalency? YES NO
  
4. Have you been involved in a review of your college's or district's equivalence policy and/or procedures? YES NO



Other, please describe

4. How long does it typically take to get curriculum through your local process (from submission to the curriculum committee to the local governing board)?

Less than 6 months

6 months to 11 months

1 to 2 years

More than 2 years, please describe

Depends on when the curriculum is submitted, please describe

5. Does your committee have a technical review process?

Yes. If yes, please describe

No

I don't know what that is

6A. Has the senate delegated authority to your curriculum committee for final recommendation to the local governing board? (If you are from a multi-college district, please go to 6B.)

Yes

No

Mostly, please explain

6B. If you are from a multi-college district, please describe the relationship between your local senates and the curriculum committees and if there is delegation of curriculum at the district level.

Text Box

7. Describe or outline your curriculum approval process from course submission to local governing board approval.

Text Box

8. Do you provide regular training for faculty on the curriculum committee? If so, please describe the kinds of trainings you provide (ie, stand alone approval, curricular processes, etc)

9. What curriculum software does the college for your approval process

CurricNet

WebCMS

CourseLeaf

Homegrown

Other, please describe

10. What is most efficient about your process?

Text Box

11. What is least efficient about your process?

Text Box

12. Are there other curriculum issues which are concern for your curriculum committee?

Text Box



## Executive Committee Agenda Item

SUBJECT: Executive Committee Evaluation for Periodic Evaluation of ASCCC		Month: April	Year: 2015
		Item No. IV. F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will adopt the proposed evaluation tool.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

At the spring 2014 plenary session, the body passed resolution 1.02 S14 that created the framework for the periodic review of the Academic Senate for California Community Colleges. In addition to providing the review team with the constitution, bylaws, rules, and policies of the Academic Senate, the team will be given an evaluation of the Academic Senate prepared by the Executive Committee.

Following the March Executive Committee meeting, the survey was revised by S&P to make the questions clearer and to modify the scale used to answer each question. S&P seeks the approval of the survey so that Executive Committee members can complete the survey prior to orientation in May.

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



## ASCCC Executive Committee Evaluation

Members of the Executive Committee of the Academic Senate for California Community Colleges are public representatives and advocates for the Academic Senate. This survey is intended to assess your knowledge of various parts of the organization and its operations. The officers will use the survey results to plan training activities for future members of the Executive Committee and the combined results will be included with other documents that will be provided to the team selected to complete the Periodic Review of ASCCC.

	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
<b>Mission, Values, and Goals</b>						
I am aware of the Academic Senate's mission statement and how it differs from the Senate's values statement.						
I am aware of the Senate's strategic plan including the long-range goals and my role in achieving the goals outlined in the strategic plan.						
I monitor external developments and pressures that could affect the direction of the Academic Senate.						
<b>Governing Documents</b>						
I am aware of the information contained in the ASCCC Bylaws, Rules, policies, and procedures.						
I adhere to the principles promoted by the mission and values statements.						
I recommend policies and practices that reflect organizational wisdom to benefit the future of the ASCCC, our Member Senates, the Executive Committee, and the staff.						
<b>Benefits, Programs (Events), and Services</b>						
I am familiar with all of the programs, services, and resources that are offered by the Academic Senate.						
I review all programs and services periodically, making suggestions for improvements and recommending new training opportunities and services as appropriate.						

Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
<b>Budgeting, Finances and Fund Raising</b>						
I am aware of the Senate’s annual budget and provide input that maximizes the ability of the Executive Committee to further the strategic plan of the organization and respond to the expressed will of the Members Senates.						
I am aware of the Senate’s budget reserves and help to assure that the recommended budget reserve remains intact.						
I receive understandable, accurate, and timely financial reports.						
I am aware of the required annual audit and consider the recommendations made in the independent auditor's report and management letter, suggesting changes to policy as appropriate.						
<b>Staffing and Professional Development</b>						
The Executive Committee delegates enough policy and operating authority for the Executive Director to manage the organization.						
The Executive Committee regularly assesses the performance of and compensation for the Executive Director in a fair and systematic way related to the goals in the current strategic plan.						
I give direction to staff only through the Executive Director.						
I redirect staff members who express concerns to me to the Executive Director rather than the Executive Committee.						
The Executive Committee encourages and funds the professional development of its staff.						



Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
<b>Leadership Development and Governing Body</b>						
The size of the Executive Committee membership is ideal to advance the positions of the organization.						
The Executive Committee effectively identifies and orients new Executive Committee members and provides training to new local leaders.						
I avoid any possible conflicts of interest and disclose to the entire Executive Committee any possible conflicts in a timely manner.						
I promote respect for new ideas and people within the Executive Committee and Senate staff.						
I respect appropriate confidentiality of all Executive Committee meetings and materials.						
I act to facilitate the transition of committee chairs and help support the use of term limits on committee membership.						
I defer to the President in matters requiring a spokesperson for the Academic Senate.						
<b>Communications and Public Relations</b>						
I understand and follow the Academic Senate's policies about speaking on behalf of the organization.						
The Executive Committee has a strategy and hierarchy for communication with the news media and government officials.						
I maintain an awareness of other organizations from the perspectives of competition, coalition building, partnerships, etc.						

Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
<b>Strategic Governance</b>						
The Executive Committee meeting agendas focus on significant policy issues and the future, not short-term operating matters or committee reports.						
The Executive Committee meetings provide adequate opportunity for discussion and questions.						
The work of standing committees contributes to the productivity of the Executive Committee and advances the mission and strategic goals of the Academic Senate.						
The standing committees, ad hoc groups, and task forces have charges and priorities that have been identified by the Executive Committee.						
The Executive Committee does not undertake the work of its standing committees during Executive Committee meetings.						
<b>Fiscal Responsibility</b>						
I understand my responsibility for protecting the fiscal viability of the organization.						
I understand the legal responsibilities of a nonprofit Board of Directors for Duty of Care, Duty of Obedience, and Duty of Loyalty.						
The Executive Committee ensures there is adequate insurance coverage for the organization and avoids risk.						
<b>Overall</b>						
I find serving on the Executive Committee to be a satisfying and rewarding experience.						

**Please Provide Any Additional Comments:**



## Executive Committee Agenda Item

SUBJECT: System Advisory Committee on Curriculum Update		Month: April	Year: 2015
		Item No: IV. G	
		Attachment: YES	
DESIRED OUTCOME:	Review and Provide Priority of Ongoing Items	Urgent: YES	
		Time Requested: 15 min.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

A System Advisory Committee on Curriculum (SACC) Update is provided. The CCCC office has experienced turnover and the Academic Affairs Division is understaffed. Many items presented or recommended by SACC have yet to be implemented. Faculty are interested in the conclusion of the SACC recommendations. The Executive Board is asked to provide the priority of the SACC items.

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



## **SACC Agenda Items Updates April 2014 through present**

### **“P” and the PCAH**

April 2014: PCAH Draft Language changes on grades of “P” and ADTs and GE requirement for “transfer” AA and “CTE for Transfer” degrees. CCCCCO staff reported that, after a thorough review, there is nothing in Education Code or regulation that indicates a restriction on the use of “P” grades for an Associate degree. Therefore, the CCCCCO will remove this statement from the PCAH as part of an errata (which must be vetted through Legal Affairs). Further investigation determined that an errata was not acceptable; rather a CCCCCO memo was issued on May 20, 2014 that informed the field.

### **Eliminate the Word Discipline**

May 2014: Resolution 09.05 (SP13) Eliminate the word “Discipline” in the Taxonomy of Programs was discussed in SACC. Members recommended the language changes to the CCCCCO. The term “discipline” will be replaced with “program.” Legal staff found no issues and changes are to be posted to the website. The Taxonomy of Programs (TOP) manual is being revised to eliminate use of the word “discipline,” using the term “program” as a replacement. The Chancellor’s Office is waiting for the 2010 CIP Code and TOP Crosswalk before publishing the new version. There have been ongoing discussions of transitioning from TOP codes to CIP codes.

August 2014: SACC noted that they will discuss the implications of this transition at future meetings.

### **Adult Education (AB86)**

June 2014: SB 173 passed Assembly Committee. Funding for CDCP courses proposed (and later approved) for 2015-16. CCCCCO will update SACC with new information as needed.

### **PCAH Revision**

June 2014: SACC recommends taskforce to conduct a PCAH revision. A work group is comprised of CCCCCO staff, CIOs, and faculty.

Possibly provide additional information on progress?

### **GE requirements for AA/AS and CTE degrees with program goal of “transfer”**

June 2014: Members expressed concerns about local (non ADT) degrees identified as “transfer” as the program goal in the Curriculum Inventory. The 5<sup>th</sup> Edition of the PCAH limited colleges to the use of IGETC or CSU pattern. Historically, colleges were permitted to allow students to choose among the local GE pattern, CSU GE, or IGETC for local degrees. SACC discussed several options but came to no conclusions. In January 2015, documents distributed (but not discussed) analyzed the degrees in the system and investigated possible solutions to the GE pattern determination so that colleges could best serve students. ASCCC resolution 09.01 (F2014) supports the option for local determination of using any GE pattern that matches the students’ goals, regardless of the program goal.

### **Noncredit Progress Indicators--elevating the priority of Title 5 changes to add SP (Satisfactory Progress)**

June 2014 and August 2014: SACC reviewed proposed language developed by the Academic Senate for needed modifications to title 5. The language was vetted with members from the original pilot group.

November 2014: SACC recommended that the language be put forward for approval and incorporation in reporting data elements.

### **Collaborative Programs Statement**

June 2014: CCCCCO is developing guidelines for collaborative programs and will bring these to SACC in the fall.

August 2014: SACC recommended that the CCCCCO create a template that colleges might use as parameters to establish programs to serve students. SACC adopted a philosophic principle statement in October 2014 and recommended that a statement on collaborative programs be reintroduced to the next PCAH revision.

### **Relationship of Units to Contact Hours**

August 2014: The CCCCCO described concerns of the assignment of units to contact hours and collecting apportionment. A worksheet was distributed.

October 2014: The CCCCCO posted a checklist for colleges to use when submitting applications for degrees, certificates, and courses. Commonly asked questions from the field are about units and collecting apportionment for homework.

### **ESL Coding for the Data Mart Basic Skills Progress Tracker Tool—Review of Coding Instructions.**

August 2014, September 2014, and October 2014, : Basic Skills courses coded with a CB21 value of “Y” – which should not be possible, but do exist – are in conflict with CB08. The CCCCCO indicates that there have been problems with data verification, and GoverNet is in the process of developing data checks in the Curriculum Inventory to cross check coding. Other coding issues arise with supplemental courses in labs and sequential courses. SACC recommended that the CCCCCO’s Academic Affairs and MIS divisions work with CIOs and ASCCC to identify the coding issues and ensure that recoding doesn’t negatively impact the Scorecard. Cris (email) asked LeBaron to set up a meeting.

September 2014: A review of CB21 rubrics took place.

### **ADT Issues and Questions**

October 2014: Members recommend COT publish dates in February and September. Ongoing questions regarding ADT legislative mandates and implementation include the following:

- Does a college have to remove its existing degree if it has a transfer degree in the TOP Code and is not able to create an ADT?
- Does the existence of a degree with a CTE goal in a TMC TOP Code create a degree-creation obligation?
- What is the consequence of not creating an ADT as required by SB440?
- What is the process for modification of an existing ADT?

- If a student has completed the CSU Breadth and the local ADT only lists the IGETC pattern is the student prohibited from earning the degree? Doesn't SB 1440 indicate that the student has the option to use either transfer general education pattern?
- Why do all posted templates indicate that they were recently revised, yet no notice was made of what changes were made? Ongoing issues about the communication of template changes, TMC revisions and template modifications.
- What steps will be taken to ensure that templates are not modified or removed when ADT development is in progress? What if the TMC is modified by the discipline faculty? How do we ensure that the intended TMC is reflected in the COT?

### **GoverNet Update**

November 2014: System changes have allowed the CCCCCO to track data access. The goal of the August closure was for maintenance of the system. Some coding errors have required manual intervention and coding. A SACC-generated task force may be formed to review the system-wide CurricuNET issues.

February 2015: The Senate supported development of a system-wide management system (Resolution 9.09, Fall 2014), and this was shared with the committee.

### **Baccalaureate Degrees**

SACC was presented with information multiple times on the process and activity of the pilot. Conversations about the parameters of the degree need to be held.

### **CTE Task Force/Doing What Matters/Dual Enrollment**

December 2014: Vice Chancellor Van Ton-Quinlivan presented information. A white paper on Curriculum and Instruction issues will be shared with SACC members. Guidelines on dual enrollment need to be developed.

### **Credit/Community Service Combination Classes**

January 2015: CCCCCO declared in September 2013 that there were no legal restrictions to offering credit/community services classes at the same time. A guidance document has been reviewed and vetted over multiple meetings since 2013. The CCCCCO and the ASCCC believe this document is a priority. SACC members recommend the 2013 document to the CCCCCO for adoption.

### **ADT approvals and articulation options:**

February 2014: There are two different scenarios for the use of existing articulation agreements in ADTs. The first scenario is when the template lists both C-ID and articulation as an option for course inclusion. Can the college submit a revised COT indicating the use of course-to-course articulation? Currently, this is a non-substantial change to an existing credit program (so the answer is yes?). The second scenario is when the TMC does not provide the option for using existing articulation agreements. The use of articulation agreements in this case would need to be discussed with the FDRG and accepted by ICFW and ICW.

### **Supervision of Foreign Language Labs**

May 2014, November 2014: Resolution 07.04 (SP14) Immediate Supervision in Foreign Language Labs. Title 5 § 58055 was discussed. SACC affirms that Title 5 changes are not

necessary. ASCCC members are working with resolution authors to clarify why a change is necessary and depending on the outcome, resubmit the changes for further consideration by SACC.

#### **Local Approval of Stand Alone Courses**

January and February 2015: The CCCCO is reviewing 132 courses using a 22 metric rubric. SACC members reviewed the rubric and expressed concern about the qualitative nature of the evaluation. Senate Resolution Fall 2014 09.03 Reinstating Local Approval of Stand Alone Courses recommends the CCCCO move toward reinstatement. The CCCCO assured members that results from the evaluation will be vetted by SACC at the March 26 2015 meeting.

#### **Credit by Exam/HS Articulation Title 5 55051, High School Articulation**

February 2015: Members discussed Senate Resolution 09.02 (Fall 2013) Modify Title 5 Language to Include Credit by Examination Processes into §55051. SACC recommended that draft language be proposed and consider interplay with other Title 5 language; issue of residency for units that are earned (should that be considered) and issues regarding units in “escrow.” The ASCCC has a resolution from Fall 2007 regarding this issue. The CCCCO would like a task force to work on this. MGH sent potential language to CCCCO by email with a request to meet.

#### **Competency vs. Completion vs. Achievement certificates**

February 2015: Members discussed Education Code language and CDCP Certificates approval requirements as well as the difference between the various certificates. Certificates of Competency and Completion, defined in title 5 (section 84760.5), are for noncredit CDCP programs while Certificates of Achievement are used by credit certificate programs.

#### **Cooperative Work Experience.**

May 2014: SACC discovered a misalignment between the sections of Title 5 on work experience and course repeatability. Under Title 5 §55040, only occupational work experience courses are allowed to be repeatable, but general work experience courses are not. Therefore, SACC recently discussed and recommended proposed changes to §55040 (b) (6) that delete the word “occupational” and substitute the word “co-operative” throughout, thereby encompassing both occupational and general work experience. The regulations are with the DOF.

#### **Prison Inmate Education (SB 1391, Hancock)**

January, February 2014: The committee received multiple updates on the legislation implementation. An interagency agreement with the Department of Corrections is under discussion. There is a March 1, 2015 deadline with Department of Corrections for a two million dollar pilot program in which four to six colleges would work with state prisons to provide specific classes (CTE, apprenticeship, etc.) that could also benefit inmates as they transition back to society. The Department of Finance is seeking additional funding (\$5 million) from the Ford Foundation.





## Executive Committee Agenda Item

SUBJECT: Accreditation Paper - Draft		Month: April	Year: 2015
		Item No: IV H	
		Attachment: YES	
DESIRED OUTCOME:	Feedback from Exec.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	
		Information	

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

### BACKGROUND:

*The Accreditation Committee was charged with writing an effective practices paper. The Executive Committee approved the outline at its October 2014 meeting. This is a first reading of a draft to solicit feedback from the Executive Committee and ensure the committee is fulfilling the direction provided in October.*

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



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## Introduction

Every college struggles to create processes of quality assurance and continuous improvement to demonstrate and ensure its service to students and community. Accreditation is one avenue that ensures some uniformity across many institutions in the eyes of the public. While this paper focuses on accreditation processes and meeting the needs of accrediting commissions, it is important to remember the overarching goals of service and improvement when devising systems appropriate to each individual college.

## Justification for the Paper

The Academic Senate for California Community Colleges was directed to create a paper by resolution 2.01 at the spring 2012 plenary session. The resolution states:

### **Resolution 2.01 Accreditation Effective Practices Paper**

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.

## History of Peer-Review

### Other Countries And Accreditation Processes

There are several systems of accreditation throughout the world. Some countries provide direct oversight of quality assurance through a governmental department or ministry. Others may have a council of higher education that directly accredits colleges and universities. The United States uses a system of non-governmental agencies that respond to input from the U.S. Department of Education. Each system emphasizes that the government's role is to ensure the public interest is served.

The first regional accreditation agencies formed in this country in the 1880s with a primary purpose of ensuring minimum educational standards and admissions processes. A variety of regional accreditation agencies formed subsequently, all operating on a peer-review basis. Since that time, accreditation has evolved into a systematic peer-review process within the structures of state and federal governmental oversight. The government's role is to ensure the public interest is served through the establishment of minimum standards of quality and fairness. However, the regional organization remains with six major regional accreditors across the country.

California, including Hawaii and other Pacific colleges and universities, belongs to the Western region. The Western region is further divided into the Western Association of Schools and Colleges (WASC senior), the Accrediting Commission for Community and Junior Colleges (ACCJC), and the Accrediting Commission for Schools. The ACCJC only accredits associate degree granting institutions and has recently been approved to accredit colleges that grant one bachelor's degree. All other institutes of higher education that grant bachelor's degrees or higher use WASC senior. The Accrediting Commission for Schools is an agency for K-12 and non-degree granting institutions. These accrediting bodies are defined as non-governmental and voluntary, though the benefits of accreditation create a strong incentive for institutions to become and remain accredited. While the accrediting agencies are not directly run by the government, they are periodically reviewed by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) that influences the minimum standards for quality assurance. All of the other accrediting bodies in other regions are also reviewed.

### Historical Changes To Standards

Currently there are four broad standards in the ACCJC review process. This has not always been the case. The standards throughout time are supposed to define characteristics of good practice. The self-study, or self-evaluation process, colleges use to examine their processes and structures

against identified standards did not begin until the 1950s in the United States. This arose in response to the rapidly growing number of new students, particularly veterans utilizing the G.I. bill to go to college. Later, in the 1960s and 1970s, the requirement that colleges must apply for reaffirmation of accreditation and a site-visit from regional peers became standard mechanisms, along with the self-study, to the accreditation process. In the 1980s, the focus of accrediting agencies began to shift from defining characteristics of good practice to the actual results, or outcomes, of institutional work. Programmatic review processes were also introduced as an expectation of institutions to evaluate to work of the institution.

In the 1990s, an emphasis on student learning outcomes and institutional effectiveness became a standard part of accreditation. This was introduced in 1996 to the community colleges in the Western region through ACCJC. In 2002, ACCJC cut the number of standards from ten to four and the idea of a *culture of evidence* was introduced. In 2014, ACCJC revised its standards once more to, among other things, incorporate requirements for baccalaureate-degree granting institutions.

### **Effective Practices for College Processes**

There is no one way that colleges meet accreditation standards. The standards reflect the minimum requirements expected of institutions and each institution will find its own way to best serve the needs of the community and uphold the standards of educational quality. This paper outlines some effective practices colleges should consider and regularly review both in terms of processes and topics as well as in terms of the current ACCJC standards adopted in 2014.

### **Faculty Involvement**

The Accreditation Standards begin with the message, “The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement.” This is, obviously, impossible without faculty involvement. Similarly, the accreditation process itself, from self-evaluation to site visit to the continuing responses to ACCJC recommendations, is impossible without significant, continuous faculty involvement.

Faculty participation in accreditation can take many forms. It should involve both full-time and part-time faculty; it should involve instructional and non-instructional faculty; it should include faculty from all areas of campus; and involvement should be continuous across each accreditation cycle. Some faculty will act as writers or editors of the self-evaluation. Others may provide input into particular areas that must be addressed (such as curriculum or distance education issues). Finally, all faculty should review each self-evaluation to ensure that it is consistent with the college’s mission and provides an honest and clear picture of the college.

The most visible sign of faculty involvement in accreditation is within the committee structure on your campus, particularly with your college's Accreditation or Institutional Effectiveness Committee. On some campuses, this committee functions as either an ad-hoc or a standing committee. In either case, the committee's charge is generally to develop the self-evaluation, prepare for the site visit, and then work to address any recommendations that emerge from the process.

Ideally, this accreditation committee is a standing one, providing continuity from one accreditation cycle to the next. And it is faculty, more than any other group, which provides continuity and institutional memory in a committee like this. After all, administrators will often come and go from one accreditation cycle to the next, but most tenure-track faculty will remain. Therefore, it is imperative that your accreditation committee include a significant faculty presence.

At many schools, the accreditation committee has a faculty chair or co-chair, a position that often includes some release time. A faculty chair, working with the local senate president, would ensure that a significant number of faculty from across the campus participate in the committee's activities alongside administrators, staff, and students.

The accreditation committee should not act alone or in vacuum. The entire committee structure at your campus should have a hand in the accreditation process, beginning with the Academic Senate. Your senate should receive regular reports from the accreditation chair and your accreditation liaison officer (ALO). Further, the senate should provide oversight over any documents produced for accreditation and accreditation-related purposes—not just the self-evaluation but the annual reports, midterm reports, program reviews, and other educational plans.

The senate, its sub-committees, and other key committees on campus also play a role in the development and continuous monitoring of particular standards. Your student services committee, for example, should play a role in developing II.C (2014 standards), Student Support Services. Your library and learning services committee should monitor II.B. Your curriculum, SLO, basic skills, distance education, and other committees that directly relate to instruction should have a hand in developing II.A (among other standards). Other committees such as finance, facilities, and technology should work with the accreditation committee in the development of the standard III sections. All of these committees should have faculty participation, and the faculty on those committees should provide regular reports on progress to the senate and the faculty as a whole. Finally, departments and divisions should provide input in any standard that directly impacts their respective areas.

Committees provide a great mechanism to ensure faculty involvement. However, not all faculty participate in these committees, particularly part-time faculty. Therefore training and



information distribution should be a key component to faculty inclusion. Regular forums should be organized and advertised to keep the college abreast of accreditation progress. Newsletters or other updates should be regularly sent out to the whole campus with information on the standards, the college's institutional learning outcomes, and other pertinent matters. Workshops and other trainings should be established to provide continual instruction in key accreditation-related issues like SLOs, curriculum, and distance education. [specific examples of what different colleges do to share accreditation information]

Accreditation needs to be an ongoing process. All too often colleges focus their accreditation efforts the two years before a campus visit. Committees act more along the lines of task forces that often disband, or significantly ease their responsibilities, after the site visit and following Commission recommendations letters are released. This method often produces many new, untested policies and procedures for the college that the faculty are struggle to implement and understand. For more fluidity in the accreditation cycle, many colleges have instituted standing accreditation committees. Where accreditation is an ongoing and constant process for a campus.

Part of the ongoing process includes the periodic review and continued implementation of the Action Plan in the Institutional Self-Study Report. These actions help provide new and existing faculty opportunity to collaborate and discuss the Action Plan implementation and lead to the preparation for the next accreditation cycle.

### **Setting Up A Standing Committee**

Faculty involvement in the standing committee is key. The local senate should designate a co-chair that will work as a liaison between the committee, senate, and the faculty at large. The faculty co-chair(s) would work in consultation with the administrative co-chair(s) to outline the needs, procedures, and timelines for the committee. Focus should remain as a collection of best practices for the college, rather than correcting areas where the campus is lacking in the standards. In highlighting the procedures that are efficient the committee will develop techniques to better meet areas where the standards may not be fully met. (Danny)

The local senate can include the review and progress of the Action Plan in monthly meetings to keep faculty engaged in the process. This process of frequent updates allows for more inclusion of faculty in the process and rotation of faculty as other duties become priority throughout the academic year. The local senate has the responsibility of appointments to the standing accreditation committee. This responsibility affords the senate the connection to the process and to all faculty members.

## Ongoing Responsibilities Of A Standing Committee

A standing accreditation committee should be structured in way such that conversations are looking forward to the next action that the college needs to take. In year where colleges were reaffirmed, the committee would continue with the commission recommendations and action plans they declared. Committees would have ongoing meetings preparing for the next accreditation site visit, follow-up report, mid-term report, or addressing sanctions.

- Have ongoing reports from governance committees from their chairs acting as liaisons
- Review of standards which lead to a collection of evidence needed for each standard
- Provide the same kind of data from 2-3 areas to confirm the self-evaluation. For instance, distance education should be discussed in more areas than a Distance Education Committee. Documentation of agendas, minutes, and reporting to various other committees would be supportive evidence for an ongoing, campus-wide discussion.

The committee can also be structured to report to the local senate and provide updates as actions are taken to standards, evidence and documentation. As the district environment changes due to program review, additional courses and programs, state initiatives and budgetary fluctuations the reporting allows for a more proactive response and can lead to better preparation moving through the accreditation cycle.

## Campus-Wide Dialog

It is important that the senate, as faculty leaders, form a plan for when and how to more completely involve all aspects of the faculty and integrating discussions with student and administrative services.

- The committee would need to determine at which stages the campus needs to be brought deeper into the conversation
- Techniques shared from across the state
- College representatives to the ASCCC Accreditation Institute report back to their local senates and respective committees.
- Reporting structure filters through local senates. Senate representatives appointed to governance committees and report back.
- Cross-pollinate committee structures with the standing accreditation committee. The committee can identify and link discussions to the needs of students. For instance, how enrollment management ties to facilities. Faculty should be informed of all aspect of the college.
- Local senate leaders can take the opportunity in meetings to discuss one area of the standards. Disseminate information to department chairs via their senate representatives, minutes, and resolutions.

## Planning Ahead

Faculty are in the unique position to be able to obtain tenure. As an understanding of 10+1, local senates should have a formal position of the faculty's role in accreditation. The role should itself be evaluated with each cycle of accreditation.

- Integrate accreditation questions regarding the standard into Program Review will help in easily accessible data.
- Collect evidence for the new cycle shortly after the recommendations are sent to the college.
- Plan committee chair orientations to include their responsibilities for the committee as well as how they can work with accreditation in mind and where to find supporting data.
- Prepare a keyword searchable website linking divisions, committees, program reviews for easy access to data, reports and documents any administrator or faculty to access that includes updates and timelines for the accreditation process.
- Senate President or designee work with the strategic planning committee
- Multi-College Districts should work through task forces and district committee to bring ideas together. Faculty need to be a driving force for change and attentive when the boards are micromanaging beyond their own board policies
- Clear planning cycles to the committees, department chairs and faculty at large with lend the college to be more systematic.

## Accreditation is a Continuous, Ongoing Process

Gone are the days when colleges could just work on Accreditation standards the year or two before a site visit. Accreditation today is an ongoing and systematic process. Colleges are expected to meet all of the Accreditation Standards at all times. This means that colleges must continuously work on and evaluate their compliance with the standards.

ACCJC states in their Manual for Institutional Self Evaluation, January 2015 (pg. 1)  
 “Accreditation should not be seen as an event that takes place every seven years where compliance with the ACCJC Standards and other requirements are assessed. The accreditation process provides an opportunity for the institution leadership to take stock of the continuous improvement of the institution in cooperation with college stakeholders. Every ACCJC – accredited institution must meet ERs, Accreditation Standards, including federal regulations and Commission policies at all times.”

## Standing Accreditation Committees and Faculty Involvement

Many colleges do this continuous work through a standing Accreditation Committee. Accreditation Committees that meets regularly throughout the 7 year cycle. Standing committees can be charged with monitoring compliance with the standards, ensuring that recommendations

are completed in the two year required window, addressing Department of Education compliance requirements and collecting evidence. Standing committees can also provide an opportunity for dialogue from all constituent groups on Accreditation topics including creating useful evidence, faculty participation in standard writing, using SLO's data to improve student success, linking assessment to resource allocation, linking planning to the college mission, institutional effectiveness and using program review quantitative and qualitative data analysis for program and college improvement.

As "faculty roles and involvement in accreditation processes, including self-study and annual reports" is a designated 10+ 1 function, it is recommended that there be a faculty chair or co-chair for any standing Accreditation committee. It is also recommended that faculty have a strong voice on the committee and that local senates have specific appointed faculty on any standing accreditation committee.

### **Systematic Planning and Evaluation and Longitudinal Evidence**

Since colleges are expected to meet Accreditation standards at all times it is important that colleges show, through evidence, systemic planning and evaluation. By the time the self-evaluation is due and the team arrives; the college should have a systematic planning cycle that has been evaluated, and that evaluation has been used to improve student success. Colleges who have just created planning documents before the team visits and have not had time for evaluation and improvement do not meet many of the standards including 1B3, 1B4,1B6,1B7 and 1B9 (From the 2014 Standards). College/District Planning should be done early in the accreditation cycle and set up for systematic and regular evaluation. This will create longitudinal evidence that shows that the college has continuously met the standard. Some colleges create a listing of all planning documents, their review cycle and what improvements were made to show how they continuously meet the standards.

### **Addendums**

Even when colleges turn in their self-evaluations, accreditation work is not complete. Colleges can complete an addendum to the self-evaluation starting from the date the report is submitted to the commission. Colleges can include in the addendum any additional evidence and the work they have done up to the team visit, including work on self-identified concerns by the college. This addendum can be submitted to the commission to be shared with the peer evaluation team. This is another way for colleges to show their continuous work in meeting/exceeding the standards.

## Sending People on a Peer Evaluation Teams

### Benefits of Being on a Peer Evaluation Team

Faculty participating on peer evaluation teams is a benefit to the accreditation process, the faculty member's college and the faculty member's own professional development. Faculty voices on accreditation teams are essential for a true peer evaluation process. Faculty who have participated on teams bring back best practices and experience in reading and assessing accreditation standards back to their home institutions which could help in their own accreditation processes. For the faculty member volunteering for a team it is a great professional development opportunity and gives them an opportunity to dialogue and work with faculty and administrators from across the region.

Faculty understanding and perspectives of the process are dynamically changed through the experience of a visiting team. The skills gained from the training and the participation on a visiting team is invaluable.

### Time Commitment

Being on a peer evaluation team is a significant time commitment:

- 1 full day external evaluation team training workshop (try to attend the one your group is assigned to so you can meet your team before the visit)
- Reading the institution self-evaluation, evidence, previous reports and recommendations including communications with the Chair.
- Prep work on your assigned standard or standards before the visit. The standards are divided among the team either through selection or assignment.
- At least 4 full days for the site visit. Each day will begin very early and end late. The days are structured with the goal to complete requirements of the visit and writing time. Writing time will be divided in individual and group segments.

You will start reading and working on the self-evaluation about two months before the visit. The Chair of the Peer Evaluation Team typically contacts members of the team early in the cycle to share relevant information from the communication the Chair has had with the institution. The Chair is the primary contact with the institution and may have visited the institution prior to the team visit. You will have completed the majority of the work once the team visit is complete including the writing. During the visit, update reports may be given to the institution for review and response allowing the institution the opportunity to clarify or present additional evidence. Typically, after the visit you will only need to review the final report.

When you receive a letter from the commission to be on a team, be realistic about whether you can commit to the time necessary to be on a team. There have been times when team members

dropped out at the last minute. This is especially troublesome when it is one of the limited faculty members on a team.

### **Who Should Apply To Be on a Peer Evaluation Team?**

Any faculty member can apply to be on a peer evaluation team by completing the commission's Bio Data Form and having it signed by their college president. ACCJC states in their Team Evaluator Manual, January 2015 (pg.4) that they put together teams with individuals with "expertise and or experience in learning outcomes and resources, career technical education, distance/correspondence education, planning, research and evaluation." Local senates should encourage faculty members who are Curriculum Chairs, SLO or Program Review coordinators, Distance Education coordinators, Academic Senate Presidents, Accreditation Chairs/Coordinators and CTE faculty to apply to be on a peer evaluation team.

### **Applying to be on a Peer Evaluation Team**

You can apply to be on a peer evaluation team through the Bio Data Form on the Commission website. When you are filling out this application don't be shy about putting down all of your expertise, especially in the areas that the commission has identified in the previous paragraph. When your form is complete have it signed by your college president and send it to the commission. Once you have received word back from the commission that your form has been accepted complete the online Accreditation Basics course, found on the commission website, and let the commission know you have completed it. Once that is done you are eligible to be on a team. Be patient, you might not be called for a team the first semester/year after you sign up. Each year the commission sends college presidents a list of eligible team members from their institution. Check yearly with your President to make sure you are on the current list.

### **Using ACCJC Guides**

Though the recent action taken by the Board of Governors in January 2015 allows for a college to be accredited by any accrediting commission recognized by the U.S. Department of Education, all colleges in the California Community College System are currently accredited by the ACCJC, which provides multiple guides and handbooks to assist districts to meet the Commission's standards and to navigate a successful accreditation cycle. With the Commission's emphasis on protocol and consistent presentation of evidence, it is in the best interest of colleges preparing to write a self-evaluation or preparing to host a visiting team to be aware of these guides and use them in all steps of the process. The following is a brief explanation of the most important Guides and how they might be useful.

## **The Accreditation Reference Handbook**

For institutions preparing for a self-evaluation report, this handbook provides the basics: the standards, the eligibility requirements colleges must meet prior to making a formal application for accreditation and the Commission's policies. This document enumerates those requirements and cross-references them to the standards and includes the statutory basis for its policies. Institutions can use this manual as an accreditation 101 guide for new faculty involved in accreditation

## **Guide to Evaluating Institutions**

This guide is essential for an institution preparing to write its Institutional Self Evaluation of Educational Quality and Institutional Effectiveness report. This Guide contains questions for each component of the standards that promote discussion at a college regarding how well its processes and execution of those processes support the institution's ability to meet the standard. These questions are often asked by visiting team members during a site visit, and the guide provides examples of evidence that would be helpful to prove a college meets a standard. Institutions can use this guide and its questions to spur discussion in its committees working on the self-evaluation and to gather information for writing the self-evaluation.

## **Manual for Institutional Self Evaluation**

Organizing the Institutional Self Evaluation of Educational Quality and Institutional Effectiveness report is a daunting task for any college. This manual suggests ways to organize the report and provides samples of necessary forms that must be submitted with the report and a formatting information. In addition, an effective practice is to use this manual to determine ways to organize your college's decision-making structure to support accreditation standards in order to integrate standards into daily operations at your college.

## **Guide to Accreditation for Governing Boards**

In the last decade, actions of a college's Governing Board or Board members have played a role in colleges being sanctioned. This Guide provided by the ACCJC describe the duties and responsibilities of governing board members in regard to the standards.

## **Guide to Evaluating Distance Education and Correspondence Education**

Now more than ever, scrutiny of distance education programs is cause for consternation for many colleges. This manual helps institutions understand the expectations of distance education

and how all areas of the institution's operations can support an effective distance education program.

### **Substantive Change Manual**

Colleges often find themselves out of compliance with ACCJC requirements for receiving approval prior to making substantial changes to education programs or to the college mission. While the Substantive Change Manual is less useful to prepare for a report or team visit, this manual should be consulted frequently as your institution makes changes to programs to avoid issues during a self-evaluation visit.

Other manuals are available at the ACCJC website.

### **Answer the Questions**

Remember when you are writing to the standards that team members are reading hundreds of pages of materials. You want to make your answers to the standards as explicit and as easy to read as possible. Here are a couple of best practices for answering the questions.

#### **Use the language in the standard as part of your answer**

To make it clear that your institution meets the standards use the language of the standard to identify how you are meeting the standard. Using the accreditation language makes it easy to identify how you meet the standard and shows that accreditation language is part of your everyday institutional culture. Use common phrases like; “regardless of location or means of delivery,” “identifies and regularly assesses learning outcomes,” “continuous improvement of student learning and achievement,” and “regularly evaluates and improves” in your answers.

#### **Make sure that you answer every part of the standard**

Many standards include multiple elements. It is important to show you meet the standard that you answer every part of the standard. You cannot partially meet the standard either you meet the entire standard or you do not meet the standard. For example, Standard 1B3 states, “The institution establishes institution set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” Make sure in your response to this standard that you answer each part. For standard 1B3 you would want to make sure you address; how the college established the institution set standards, show that the set standards are appropriate to the mission, show how they were assessed and how the assessment results were published.



### **Repetitive is not necessarily a bad thing**

One of the major complaints of self-evaluations is that they are repetitive. Repetition in answers can show how well your institution integrates its policies, procedures and planning. If the college for planning, assessment, and resource allocation uses program reviews, using them to answer multiple standards shows how integral the processes is to the institution. Remember, although team members read the entire document they concentrate on one or two sections. Being repetitive in the standards makes sure that each team member gets the necessary information so they can validate that the college meets the standards.

### **Link to relevant evidence**

Colleges have worked hard to create a culture of evidence; in doing so we have created a lot of potential accreditation evidence. The temptation might be to throw everything you have connected to a specific standard hoping that something will satisfy the standard. For the sake of the reader, make sure you only link each standard to relevant evidence. Sometimes an entire document is relevant for the standard but sometimes it is only a section. It would also be helpful if you referenced not just the evidence document but the paragraph, page or section of the evidence that is relevant to a specific standard. Again using one piece of evidence for multiple standards can show integration but make sure you let the reader know what area of the item is relevant for each standard. Some colleges have set up their electronic evidence links in the self-evaluation to link directly to the most relevant part of the document.

### **Write It Like It Is**

An institution may find itself in a difficult position during the writing of its self-evaluation report when it becomes clear college practices are not meeting the standard. This can trigger concern and conflict among the well-meaning faculty and staff that are working with the common goal of reaffirming accreditation. Inevitably in this situation, discussion will focus on what to leave in, what to leave out, and what will be the consequences of either choice.

Many of these conflicts can be avoided in advance of writing the self-evaluation report by ensuring inclusion of all voices at every step of the creation of the self-evaluation draft. Committee structures should include faculty and administrative leadership as well as ample opportunity for classified professionals to be engaged in the process and their input valued. Having a clear, well-publicized timeline of milestones for the writing of the self-evaluation and maintaining a high profile of those faculty and staff leading the effort can also help mitigate disagreements during the eleventh hour regarding how to word an uncomfortable truth.

Then there is the question of word choices or “spin-doctoring.” There can be an inclination to choose words that connote a rosier picture than may actually exist at a college. Given the high

stakes involved, it's certainly understandable; however, purple prose and embellishment are only obstacles to your evaluation and should be avoided. This approach can also exacerbate negative feelings from constituent groups if the perception is that the facts of the college's situation is being misrepresented. A few rules of thumb:

- report the facts
- avoid unnecessary superlatives
- limit describing future plans to your actionable improvement plans or quality essay
- only make claims that can be substantiated with evidence
- use a one-voice narrator

Given the desire to put the institution's best foot forward in the self-evaluation, unfortunately there are times when information and evaluations of the college that are put forth in the report are seen by faculty to be inaccurate and unproven. If collegial efforts to agree on language that is acceptable to all parties, faculty may decide that they wish to provide the Commission or the visiting team with a second report addressing the inaccuracies. Often called a minority report, this option, if agreed to by the full Senate, should be sure to focus on provable and accurate claims and give clear explanation for the disagreement.

## Developing A Culture Of Evidence By Documenting College Processes

### Developing a Culture of Evidence

Evidence should direct the self-evaluation report. Data exists through established procedures and following reports. A "write first find evidence later" will likely present the committee added stressed in trying to locate evidence for statements that may have been overly polished in the writing.

- Using the scorecard
- Program Review and associations with SLOs
- Self-evaluation report
- Student learning and achievement data also from institutional reports
- Institutional Effectiveness data
- Policies and procedures
- Website and usability of it
- Positions to help meet standards
- Committee minutes
- Changes made due to ongoing SLO assessments
- Administration and faculty surveys
- Standing accreditation reports to senate

- Have a clear reporting structure for committees that sends information both ways. Follow-up reports sent back to lower committees to ensure linked communication.
- Take advantage of committees and faculty that specialize in a particular standard. Perspective committees each review the standard that directly impacts them. For instance, the curriculum council should review and report back on Standard II.

## Preparing for Site Visit

Preparing a self-evaluation is a time-consuming faculty and administrators process. By the time the accreditation visiting comes to campus the preparing committee is often under pressure and exhausted. Proper planning and preparation for a site visit can lead to an efficient visit for the college and team. Good communication between the campus and the team leading up to the visit, ensuring the team has the proper workspace, meetings arranged per the requests of the team, documentation prepared ahead of the visit will all aid in a smooth visit for all.

Locally, the members of the campus need to be aware of who is coming for the visit and what events are planned for the week.

- Helping the faculty identify the team with pamphlets or email-blasts
- Acronym quizzes to the faculty
- President monthly updates
- Well prepared charts and visual representations for the team to review
- Use creative engagement tools to engage the faculty and other service areas to encourage them to learn what the college has done and is presenting to the team.
- Prepare a summary report for the team of what the college has done since the self-evaluation
- The self-evaluation should be an honest reflection of what the colleges is doing. Accentuating the improvements the college has made, what is working exceptionally well, and also to identify ways to improve where they feel they are lacking.

## Distance Education

According to the ACCJC's *Guide to Evaluating Distance Education and Correspondence Education* (2013), distance education is "defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the student and the instructor, either synchronously or asynchronously."

This definition identifies a number of key points regarding both distance education and accreditation. It puts the focus not just on the technology that is used to convey a DE class but also on the students and instructors who bring these classes to life. The phrase "regular and

substantive interaction” here parallels the “regular effective contact” phrase found in California Title 5, sec. 55204. In both cases, the focus is on instructors engaging with students using available technological tools. If your college’s DE program is to succeed (in the eyes of ACCJC), it must demonstrate that this interaction at the heart of all of your online classes.

Before that interaction can happen, however, your college needs to have a system in place to enable online classes to succeed. First, faculty need proper training to engage effectively with students at a distance. Requiring all potential online teachers to undergo training is common. The training itself could be handled in-house by qualified trainers or offered through online services like @One. This training can focus on best practices in design and development of online courses, regular and effective contact, accessibility, and the use of social media, among other topics. Ensuring that your faculty are fully qualified to both develop and teach online is essential for any successful distance education program.

Along with training, it is common to subject potential online courses to evaluation for both content and quality of design. These evaluations should be conducted by experts both in online design and in the subject matter being taught in the particular class. There should be a support system in place to help faculty develop quality online courses, particularly in the event that potential online teachers do not pass the evaluation process and need to revise and/or redesign their course materials.

Along with ensuring that quality courses are being developed and delivered, your college also needs to ensure that there is ample support for both the teachers and the students. To this end, make sure that there is ample technology support for both students and instructors, that there are tutoring and library services available for online students; and that student services provides counseling, financial aid, and disability support. In short, online students at your college must have at their fingertips all of the programs and services offered to on-campus students.

ACCJC expects that all distance education programs offer quality classes and quality support for students and teachers alike. However, it is not just the self-evaluation and site visits where distance education is under scrutiny; it is also in the substantive change process. If a program at your college reaches a threshold whereby 50% or more of the classes (including general education) are offered as distance education, then the college must submit a “substantive change” request. According to the ACCJC’s *Substantive Change Manual* (2014), institutions submitting a substantive change for distance education “must ensure that sufficient fiscal resources are available to support the program by providing a cost-impact analysis, and that the curriculum, faculty, equipment, and facilities meet Eligibility Requirements, Accreditation Standards, and Commission policies.” In other words, the ACCJC will expect that your substantive change proposal documents how your online program develops, trains, offers, and supports online classes

## Standards and Reporting to the Commission

### Reports

A common misconception is that accreditation reporting begins 18 months to a year away from the due date for the comprehensive self evaluation; however, this approach can lead to chaos and mistrust when institutions attempt to write and address standards under time constraints. In a recent study entitled Accreditation In The California Community Colleges: Influential Cultural Practices presented by Dr. Nathan Tharp of Feather River College at the 2013 ASCCC Accreditation Institute, the research emphasized the importance of accreditation awareness and preparation as an ongoing, if not daily, activity to ensure reaffirmation and provide meaningful improvements to meet the institution's mission. Dr. Tharp writes, "an engaged institution can integrate the meaning behind accreditation into ongoing self-assessment processes and avoid the experience of accreditation being merely a compliance exercise" (57).

The ACCJC, like most institutional and discipline-specific accrediting bodies, requires a series of reports as well as a cyclical, institution-wide self-evaluation. These reports are intended to ensure compliance with eligibility requirements for accreditation, but also encourage institutions to think of accreditation as an ongoing process of evaluation and re-evaluation in service to the goal of continuous quality improvement. These reports have different purposes and are briefly explained below.

### Self Evaluation of Educational Quality and Institutional Effectiveness

This report is a comprehensive evaluation all standards and is the basis for reaffirmation. Many of the additional reports required and the timelines for turning them in are dependent on the outcome of this evaluation. This self-evaluation is required by the Commission every six years.

### Mid-Term Report

The Midterm Report addresses deficiencies identified in an earlier self-evaluation and describes improvements the institution has achieved based on the commission's recommendations and any self-identified Actionable Improvement Plans. Mid-term reports sometimes coincide with a second visit from a site team.

### Follow-Up Report

The Commission may require an institution to submit a Follow-Up Report at any time in order to verify deficiencies identified in the Commission's action letter have been addressed and that Eligibility Requirements, Accreditation Standards, and Commission policies are met and improvements are ongoing.

## **Special Report**

Special Report requirements from the Commission may be called for if the Commission has reason to believe an institution may have fallen out of compliance with Eligibility Requirements, Accreditation Standards and/or Commission policies. Specific requirements of a Special Report are communicated to the institution via an action letter.

## **Annual Report and Annual Fiscal Report**

The Commission requires an annual report, submitted electronically, using data from the current fall and two previous fall semesters, to respond to specific questions regarding Institution Set Standards, Student Learning Outcomes, Substantive Change and enrollment data. Also, the Commission requires a similar Annual Fiscal Report using data from the same time period. This report captures your College's fiscal snapshot including current fiscal picture, short and long-term liabilities and debt, cash position, and most recent audit information.

## **The Standards**

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

In the Accreditation Standards (adopted June 2014) the Standard 1 focus is on Mission, Academic Quality, Institutional Effectiveness and Integrity and is broken out into three sections.

#### **Mission**

The mission section of this standard looks to make sure that all of the colleges programs and services align with the mission. They are also asking for specific elements in the college's mission; a broad educational purpose, intended student population, types of degrees and certificates offered and a commitment to student learning and student achievement. They also want confirmation that the mission guides decision making, planning and resource allocation. Colleges are also responsible for using data to determine how they are meeting their mission.

#### **Academic Quality and Institutional Effectiveness**

The second part of the standard asks institution to collect different types of data including: SLO outcomes, student equity, achievement data, institution set standards, and encourages dialog about that data. Dialog is used to identify performance gaps, including those for disaggregated groups, and to implement improvement plans. Colleges are also supposed to use this information to systematically evaluate college planning and make needed changes. Colleges are also supposed to widely distribute and publish this information.

### **Institutional Integrity**

The final section of standard focuses on Integrity. This includes providing clear and accurate information on the college to its faculty, staff, students and the public. This includes information online, in the catalog and correspondence with the accrediting commission. It also requires that the institution regularly review its policies, procedures and publications to insure integrity. In addition, the standard addresses academic freedom and academic honesty/dishonesty (cheating /plagiarism.)

It is also important to review the Eligibility Requirements connected to Standard I. Colleges must meet all eligibility requirements at all times. Standard I is connected to Eligibility requirements: 6 (Mission), 11 (Student Learning and Student Achievement), 13 (Academic Freedom), 19 (Institutional Planning and Evaluation), 20 (Integrity in Communication with the Public) and 21 (Integrity in Relations with the Accrediting Commission.)

### **Best practices for meeting the Standard**

- Review your mission systematically and not just the year before the visit
- All of your planning documents should reference the mission
- The mission should be a guiding force for resource allocation
- Identify processes and procedures for collecting analyzing and using outcome data for student learning and achievement
- Identify specific data that is used to show how the institution is accomplishing its mission
- Set up a timeline for regularly evaluating college policies and procedures, publications and plans
- Create and assess institution set standards
- Identify short and long-range needs for education program, services, and resources based on data
- Confirm that all the information in institutional documents and publications is clear and accurate
- Make sure that the college/district has an academic freedom statement
- Have a policy on academic integrity including those on academic honesty/dishonesty

Faculty, including the local senate, should be involved in:

- the assessment of the current mission and any revisions of the mission
- ensuring that the mission is part of any program review or assessment process
- the collection and review of outcome data for student learning and achievement
- identifying strategies for improvement in program and services based on data and dialog
- creating and monitoring of institution set standards
- understanding and reviewing the college/district academic freedom policy

- the crafting of an academic dishonesty policy that addresses academic issues of cheating and plagiarism

## **Standard II: Student Learning Programs and Support Services**

In the Accreditation Standards (adopted June 2014) Standard II is often considered the Standard most relevant to faculty and the Standard that will require the most faculty attention both during the creation of a self-evaluation report and during the implementation of ongoing planning processes. The Standard 2 focus is broken into three different sections: Instructional Programs, Library and Learning Support Services, and Student Support Services.

### **Instructional Programs**

This Standard requires colleges to demonstrate how their educational offerings support their college's mission as well as evidence that learning, as well as degree and certificate completion is, in fact, happening at the college. Standards of academic rigor and teaching methodology are scrutinized in this section. Many of the specific expectations found in this section of the standard have, as their basis, federal regulations found in the Higher Education Act. College curriculum approval processes are evaluated and expectations are set regarding the length, breadth, and rigor of academic programs.

An important component of this Standard is the discussion of student learning outcomes and the processes colleges have put in place to ensure the use of student learning outcomes assessment data in program evaluation and resources allocation. This Standard identifies all areas in which colleges should have student learning outcomes and how the assessment data should be central to planning. Along with outcomes assessment, this section also explains expectations regarding the relevancy of career technical education programs at colleges, general education requirements, and the requirement of colleges to have a program discontinuance procedure that clearly provides for students enrolled in a program that is deemed to no longer be viable.

### **Effective practices for meeting the Standard**

- Work with your college to provide for sufficient resources to faculty to ensure curriculum, including courses and educational programs, are updated frequently and meet appropriate discipline or industry standards in the case of career technical education programs.
- Establish clear timelines and expectations for curriculum development and how faculty are engaged in the development of curriculum.
- Establish a calendar for the regular review and approval of policies and procedures relevant to instruction, curriculum development, program development or discontinuance, and the collection and use of student learning outcomes data in planning.



- Review your processes for
- Include student learning outcomes on all official course outlines of record and have a faculty body approve them
- Establish clear procedures and criteria for determining which course fulfill general education requirements which are primarily determined by faculty and are based on institutional student learning outcomes competencies.

### **Library and Learning Support Services**

More and more student learning support programs are being recognized for the essential role they play in student success and learning. Under this Standard, library and tutoring services are examined to determine if they are sufficient in quantity, currency, depth, and variety to support educational programs for on ground and online students. The Standard stretches these services to include instructional technology and access to these learning services. The role of faculty here is to be heavily involved in selecting and maintaining educational equipment and materials to meet student support needs and to help achieve student learning outcomes. These services should be reliable, pervasive throughout a college and regularly evaluated for their effectiveness in supporting student achievement.

### **Effective practices for meeting the Standard**

- Develop a reliable tracking system for recording the frequency with which students receive support services in your college library or other learning assistance service centers and open computer labs.
- Establish comparable student learning support services for students who are enrolled in courses online as well as for students in on ground courses (i.e. an Online Writing Center, Online Library Services, etc.)
- Regularly notify faculty of student support resources available and work with your local senate to advocate for and support resources for maintaining comprehensive library and student support services
- Collect student learning outcomes data for all student support services and document the use of assessment data to make program improvements in the appropriate short-term and long-term planning documents, such as program review.

### **Student Support Services**

With recent legislation and the introduction of significant funding to support counseling and matriculation efforts, colleges are beginning to establish more stable student support services to help students make effective planning choices. To assess these programs, the Standard calls on colleges to establish student learning outcomes for student support services and to use the results of assessment to make planning decisions which lead to increased student learning and

achievement. Of great concern in the Standard is equitable access to appropriate, comprehensive, and reliable services for all students, whether on ground or online. In addition, this Standard examines how co-curricular and athletic programs support the college's mission and serve educational purposes.

Counseling faculty play a major role in student achievement of their educational and personal goals. Colleges responding to this Standard will need to provide evidence that counseling and academic advising programs support student development faculty are given the necessary training and tools to advise students with information that is timely, useful, and accurate regarding transfer and graduation requirements, among other information. Such evidence includes policies and procedures that determine clear pathways and necessary requirements for students to achieve their goals. Colleges regularly assess their practices while taking steps to eliminate bias and ensure all students are treated fairly and equitably. Finally, this Standard requires evidence that student records are permanently, securely, and confidentially maintained and students are aware of their rights to their information.

### **Effective practices for meeting the Standard**

- Establish student learning outcomes for all student support offices, measure those outcomes on a regular basis, and use the data from outcomes assessment to create goals and request resource allocations through your college's short-term and long-term planning processes to improve student support services.
- Participate in on going and open dialogue between discipline faculty and Counseling faculty regarding the importance of advocacy for resources for student support services as a strategy to improve student achievement. Establish opportunities for regular contact between Counseling faculty and discipline faculty.
- Establish a calendar for the regular review and approval of policies and procedures relevant to admissions, financial aid, evaluations, enrollment priorities, student equity, and students' rights and grievance procedures, among others.
- Work with appropriate administrators to ensure that student counseling and matriculation services are available online and are comparable to on ground services.

### **Standard III: Resources**

In the Accreditation Standards (adopted June 2014), the Standard 3 focus is broken into four different sections: Human, Physical, Technology, and Financial Resources.

## **Human Resources**

This standard seeks to ensure that a college hiring processes lead to the hiring of administrators, faculty, and staff who are qualified based on education, training, and experience; that it complies with all rules and regulations regarding equal opportunity hiring practices; that it consistently follows these rules and regulations during the hiring process; and that the job descriptions reinforce the institution's mission and goals; that ethical guidelines are followed for all personnel matters; and that security and confidentiality are guaranteed for all personnel records.

Additionally, Standard 3.A also requires that required degrees by employees be obtained from recognized U.S. accrediting agencies, and that all employees are effectively evaluated on a periodic basis. One key concern from this standard is in regards to III.A.6, which states that those involved with student learning should be evaluated to determine the extent to which they are involved in the results of assessments of learning outcomes improve teaching and learning.

### **Effective practices for meeting the Standard**

- Ensure that all human resources planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and learning outcomes data.
- Review your District's Policy 7120 Recruitment and Hiring on a regular basis to ensure high levels of faculty engagement in hiring committees, in the determination of desired qualifications for faculty positions, and in the determination of desired qualifications for administrative positions that will work directly with faculty.
- Ensure that your job descriptions are updated and consistent with negotiated agreements between the college and the bargaining unit.
- Establish a Senate committee to determine equivalency to minimum qualifications in order to ensure faculty qualifications are primarily the responsibility of the senate.
- Create policy and procedures that give faculty a primary role for determining equivalency.
- Participate in college planning committees that address human resource needs including the processes for all employee evaluations and the integrity of the confidentiality of records and employee information.
- Work closely with the bargaining unit to regularly review tenure review and evaluation materials and processes to ensure professional and academic standards are the focus of evaluation.
- Monitor, through college budget and finance committees or human resource planning committees, the Faculty Obligation Number and discuss goals for meeting and surpassing the FON with college administration
- Participate in the creation and revision of policies and procedures.

- Be aware of potential violations of policies, procedures or college declarations regarding ethical behavior and notify local senate leaders or, if necessary, statewide senate leadership.
- Actively participate in the planning of professional development opportunities for faculty and advocate for sufficient resources are made available to support comprehensive faculty professional development.

### **Physical Resources**

This standard asks that colleges demonstrate that safety and security are paramount in all locations on a campus; that the institution plans, builds, upgrades, and maintains buildings and infrastructure in order to meet the college's mission and goals and to ensure that a high quality of education is maintained; that the physical resources are evaluated on a regular basis; and that long-range financial plans are developed to ensure that the college is financially able to grow into the foreseeable future

### **Effective practices for meeting the Standard**

- Ensure that all physical resource planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and learning outcomes data.
- Participate in your college committees that have as a focus creating and maintaining a safe and stable learning environment.
- Participate in the creation of facilities and physical resource short-term and long-term planning documents, such as facilities master plans, five-year capital improvement plans, and annual scheduled maintenance plans.

### **Technology Resources**

Technology resources includes the technology used in and around the classroom for student learning; the computers, printers, and enterprise programs used in offices and to manage the college's resources; and the cabling, servers, wireless portals, and other behind-the-scenes tools that enable all of the other technological resources to actually work in a 21st century environment. To this end, standard 3.C asks colleges to demonstrate that there is adequate and appropriate technological resources to manage an institution, to provide quality education, and to fulfill the college's mission. It also asks that colleges develop plans for the regular update to and replacement of technology to maintain a high level of service; that the college provides appropriate training in the use of technological resources, for faculty, staff, administration, and students; and that the college has policies and procedures to ensure that technological resources to ensure that all on campus are using these tools appropriately.

### **Effective practices for meeting the Standard**

- Ensure that all technology resource planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and learning outcomes data.
- Establish a Senate committee to determine classroom and instructional technology needs, different than the technology needed for college operations, that are essential for effective teaching and learning in the 21<sup>st</sup> century which will support student success.
- Participate and advocate for effective practices for the regular assessment and replacement of classroom and instructional technology
- Participate in the creation of technology resource short-term and long-term planning documents, such as a master technology plan or plans for the development and improvement of distance education.
- Actively participate in the planning of professional development opportunities regarding the use of classroom and instructional technology for on ground and online instruction.

### **Financial Resources**

The financial resources standard is broken into three parts: planning, fiscal responsibility and stability, and liabilities. The planning section focuses on ensuring that the college's planning will ensure that the necessary to support all programs and services at a college into the foreseeable future. It also states that your college's planning structures to the mission and goals of the institution, and that the college follows appropriate policies and guidelines when developing financial plans and budgets. Fiscal responsibility and stability extends these points to focus on regular assessments of of financial resources, the need for integrity in all aspects of financial planning and financial allocation, and the need for oversight in financial matters to ensure this integrity is being followed. As well, the college must have has enough cash on hand to maintain stability in times of economic troubles. The Liabilities section extends the first two sections to focus on short-term and long-term financial solvency, particularly for future obligations like Other Post-Employment Benefits (OPEB). It also calls for colleges to demonstrate that all short-term and long-term borrowing is conducted according to ethical and sound guidelines, with ample oversight, and that the appropriate areas at a college regularly evaluate student loan default rates, revenue streams, and other assets to ensure that all federal guidelines are being followed.

### **Effective practices for meeting the Standard**

- Ensure that all financial resource planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and learning outcomes data.

- Participate in college budget or finance committees to ensure faculty voice is strong when developing the processes by which the college's financial documents and budget are developed and communicated throughout the college.
- Maintain open dialogue with the bargaining unit to communicate shared interests and common goals while maintaining each organization's purview.
- Actively participate in efforts to evaluate budget planning processes.

## **Standard IV: Leadership and Governance**

In the Accreditation Standards (adopted June 2014) Standard IV is broken into four parts: Decision Making Roles and Processes, Chief Executive Officers, Governing Boards, and Multi-College Districts or Systems.

### **Decision Making Roles and Processes**

This section of the Standard IV emphasizes that the structure of decision-making must be clearly defined in the policies of the college and that the roles of faculty, staff, and administrators are clearly defined. The language encourages broad participation and innovation from all employees of the college in striving toward excellence.

#### **Effective practices for meeting the Standard**

- Ensure that board policies and procedures that outline decision-making structures are clear and reflect the practice of the college.
- Policies and procedures should be regularly evaluated for effectiveness and accuracy.

### **Chief Executive Officers and Governing Boards**

These sections of the Standard IV define the role of the president, superintendent, or chief executive of the college as well as that of the governing board. The section ensures that one individual is actively supervising the collegial processes, regulatory requirements, and engagement with the community as empowered by the board of trustees. It also defines that the board of trustees must comply with its own policies, engage in board development training, and does not interfere with the processes of the college.

#### **Effective practices for meeting the Standard**

- Hire and train an effective chief executive for the college.
- Regularly evaluate and document the decision making structure through the established college processes to the chief executive.

- Document the mechanism by which the college evaluates its decision-making structure and provides recommendations to the chief executive for change.
- With the college chief executive or district executive, actively engage in board training sessions, particularly with respect to the role of faculty in the college decision making processes.
- Ensure the board has a code of ethics and conflict of interest statements that are regularly reviewed.

### **Multi-College Districts or Systems**

This section of the standards explicitly defines the expectations for colleges or centers operating in a district. The accrediting commission recognizes that almost half of all member institutions are part of a multi-college district/system and this section develops the minimum standards expected for such entities. It is expected that colleges will identify how they interact within such a district. ACCJC has aligned the accreditation timelines for site-visits within a district such that all colleges in a multi-college district will be on the same cycle of evaluation.

### **Effective practices for meeting the Standard**

- Create a district-wide committee or communication mechanism between colleges to address district-wide concerns. Document the communication and outcome of any recommendations.
- Collaborate among colleges within the district regarding the writing of this section for each college self-evaluation plan.
- Create a delineation of responsibility function map.
- Evaluate the delineation of responsibility for effectiveness.
- Evaluate and document the resource allocation model for the district.
- Evaluate and document the human resources plan for the district.

## **Closing**

## **Appendices**

Rio Hondo Accreditation Survival Guide

<http://www.riohondo.edu/accreditation/wp->

[content/uploads/sites/28/2014/09/WEBAccreditationSurvivalGuide2014.pdf](http://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2014/09/WEBAccreditationSurvivalGuide2014.pdf)







## Executive Committee Agenda Item

SUBJECT: Common Assessment Initiative Competency Maps		Month: April	Year: 2015
		Item No: IV. I.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss the vetting process used for the competency maps created for the common assessment and determine if additional vetting is needed.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

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

### BACKGROUND:

The Common Assessment Initiative has created competency maps of skills in English, ESL, and mathematics that will form the basis of the common assessment test that is currently being developed. The competency maps were posted in October (<http://cccassess.org/preliminary-competency>) and a survey was also posted to obtain feedback from faculty. The survey availability was announced via listservs and during multiple presentations at the fall plenary session. The CAI Steering Committee received a summary of results at the November 2014 meeting and the majority of faculty responding agreed with the competency maps as presented. However, less than 100 faculty completed the surveys for each competency map and it is not clear if that is enough. As the project continues, the CAI content workgroups will be converting the competency maps into test specifications that will be used for test item development. The Executive Committee will discuss the vetting that has occurred and whether additional vetting might be beneficial prior to the creation of the test specifications.

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



Reading					
Reading Materials	Authentic text (print materials that occur naturally in the lives of learners outside of their classrooms)	More complex authentic text (print materials that occur naturally in the lives of learners outside of their classrooms)	Expository or academic fiction or non-fiction text	More complex expository or academic fiction or non-fiction text	
<b>Acquire and use vocabulary</b>	Demonstrate understanding of words and phrases acquired through conversations, reading authentic texts, and being read to.	Demonstrate understanding of general academic language from authentic business and mass media sources.	Demonstrate understanding of general academic and technical words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Demonstrate a nuanced understanding of general academic, technical, and domain-specific words and phrases, sufficient for reading and writing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>Recognize vocabulary appropriate to context</b>	Recognize variations from standard English in an authentic text.	Differentiate between slang, idioms, and standard English in an authentic text.	Compare and contrast the varieties of English (e.g., dialects, registers) used in expository or academic fiction or non-fiction texts.	Analyze the varieties of English (e.g., dialects, registers) used in expository or academic fiction or non-fiction texts.	
<b>Follow instructions</b>	Demonstrate understanding of a basic multistep procedure.	Demonstrate understanding of a multistep procedure.	Demonstrate understanding of a complex multistep procedure.	Demonstrate understanding of a highly complex multistep procedure.	
<b>Analyze ideas and events in text</b>	Describe the relationship between a series of events, ideas, concepts, or procedures in an authentic text, using language that pertains to time, sequence, and cause/effect.	Explain literal and implied relationships between events, procedures, ideas, or concepts based on specific information in an authentic text, including predicting what will happen next.	Analyze how an expository or academic fiction or nonfiction text makes literal and implied connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, allusions, or categories).	Analyze a complex set of literal or implied ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of an expository or academic fiction or nonfiction text.	
<b>Determine main</b>	Determine the main idea of an	Determine the literal and implied	Determine the literal and implied	Determine the literal and implied main idea, theme, or conclusions of an expository or	

The content will be vetted before finalization and does not represent the final product of what will be assessed.

<b>and supporting ideas</b>	authentic text.	main idea of an authentic text and how it is supported by key details.	main idea, theme, or conclusions of an expository or academic fiction or non-fiction text and how it is supported by key details.	academic fiction or non-fiction text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
<b>Comprehend and summarize texts</b>	Write a one-sentence summary.	Outline the main idea and key details of an authentic text. Demonstrate comprehension by using a graphic organizer to map content in an authentic text.	Write a paragraph summary of an expository or academic fiction or non-fiction text that is separate from personal opinions or judgments.	Write an accurate summary of an expository or academic fiction or non-fiction text that includes complex concepts, processes, or information and is free of personal opinions or judgments.  Evaluate the accuracy of a summary of an expository or academic fiction or non-fiction text.
<b>Determine author's purpose and stance</b>	Identify the main purpose of an authentic text, including what the author wants to answer, explain, or describe.	Identify purpose and stance in multiple accounts of the same event or topic in authentic texts.	Determine an author's purpose and stance in an expository or academic fiction or nonfiction text and recognize how the author acknowledges and responds to conflicting evidence or viewpoints.  Identify examples from an expository or academic fiction or nonfiction text that reveal an author's purpose and stance.	Determine an author's purpose and stance in an expository or academic fiction or nonfiction text and analyze how an author advances that purpose and stance and responds to conflicting evidence or viewpoints.  Identify and analyze aspects of an expository or academic fiction or nonfiction text that reveal an author's tone, purpose, or stance (e.g., loaded language, inclusion or avoidance of particular facts, figurative language).
<b>Analyze author's stance</b>	Identify an author's stance in an authentic text.	Distinguish own stance from that of the author of an authentic text.	Compare the stance of two or more authors for how they treat the same or similar topics in an expository or academic fiction or nonfiction text.	Analyze and evaluate the stance of two or more authors for how they treat the same or similar topics in an expository or academic fiction or nonfiction text, including which details they include and emphasize in their respective accounts.
<b>Evaluate text</b>	Identify and differentiate between facts and opinions in an authentic text.	Identify and differentiate between facts and opinions in authentic text; identify how the author uses	Delineate and evaluate clear arguments and specific claims in an expository or academic fiction or	Delineate and evaluate the argument and specific claims in expository or academic fiction or nonfiction text, assessing whether

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	text.	facts to support the conclusion.	nonfiction text; differentiate fact and opinion; follow the line of reasoning to its conclusion.	the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence or bias is introduced.
<b>Analyze the structure of texts</b>	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an authentic text.  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an authentic text.	Analyze how a particular literary or rhetorical element fits into the overall structure of a text and contributes to the development of the ideas.  Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more expository or academic fiction or nonfiction texts.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, and larger portions of an expository or academic fiction or nonfiction text.  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
<b>Research and Response to Reading</b>				
<b>Analyze texts</b>	List the main points of an authentic text.	List the main points of an authentic text and identify the author's conclusion.	Demonstrate the ability to summarize, analyze, and make a simple synthesis between two expository or academic fiction or non-fiction texts.	Conduct purpose-driven research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>Write arguments</b>	Express an opinion about an idea found in an authentic text and give reasons (e.g., agree or disagree with the death penalty in response to a short news item on capital punishment and give reasons based on personal beliefs).	Establish a claim based on details and examples in an authentic text (e.g., list reasons for agreement or disagreement with the death penalty based on a short news item on capital punishment).	Establish a claim and cite evidence from an expository or academic fiction or non-fiction text (e.g., state a position on the death penalty based on an academic text on capital punishment and support this stance with evidence).	Establish an original argument with reasons backed by evidence from an expository or academic fiction or non-fiction text (e.g., argue for or against the efficacy of the death penalty based on an academic text on capital punishment).
<b>Gather evidence</b>	Locate information in an authentic print or digital source.	Locate and organize information from personal experiences or authentic print and digital sources;	Gather relevant information from personal experience and a print or digital academic source; assess the relevance and reliability of the	Gather relevant information from primary and secondary print and digital academic sources, using search terms effectively; assess the credibility and accuracy of each

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		take brief notes on sources.	source; quote the source while avoiding plagiarism.	source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>Paraphrase and quote</b>	Recognize a direct quote in an authentic text.	Quote accurately from an authentic text.	Quote accurately from an expository or academic fiction or non-fiction text.	Quote and paraphrase appropriately and accurately from an expository or academic fiction or non-fiction text to effectively support a claim.
<b>Vocabulary and Grammar</b>				
<b>Vocabulary Levels</b>	Use standard English words and phrases with few errors that obscure meaning	Use standard English words and phrases that are appropriate to the topic with few errors that obscure meaning	Accurately use general academic words and phrases in proper form	Accurately use general academic words and phrases, sufficient for reading and writing at the college readiness level
<b>Demonstrate command of English grammar and usage</b>	Demonstrate familiarity with standard English and basic syntax when writing: <ul style="list-style-type: none"> <li>Write complete simple sentences</li> <li>Identify simple, compound, and complex sentences</li> <li>Employ proper subject/verb agreement</li> <li>Distinguish between adjective and adverb word forms</li> <li>Employ proper pronoun agreement</li> </ul>	Demonstrate basic understanding of the general conventions of standard English grammar and usage when writing: <ul style="list-style-type: none"> <li>Write simple and compound sentences</li> <li>Use phrases and clauses</li> <li>Identify prepositional phrases</li> <li>Recognize and correct subject/verb agreement errors in simple sentences</li> <li>Form and use appropriate verb tenses including progressive, simple present, simple past, and future</li> <li>Recognize and correct pronoun case errors</li> <li>Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>)</li> </ul>	Demonstrate proficiency with the general conventions of standard English grammar and usage when writing: <ul style="list-style-type: none"> <li>Choose among simple and compound sentences to signal differing relationships among ideas</li> <li>Subordinate phrases and clauses to indicate connections between ideas</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> <li>Recognize and correct run-ons and fragments</li> <li>Recognize and correct subject/verb agreement errors in complex sentences</li> </ul>	Demonstrate command of the general conventions of standard English grammar and usage when writing: <ul style="list-style-type: none"> <li>Use parallel structure</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</li> <li>Use gender-neutral language</li> </ul>

			<ul style="list-style-type: none"> <li>Form and use verbals (gerunds, participles, infinitives)</li> <li>Form and use modal auxiliaries and appropriate verb tenses including progressive, present, past, and perfect tenses</li> <li>Use the appropriate order of multiple adjectives (e.g., opinion, size, color, texture, material)</li> <li>Correct shifts in pronoun number and case as well as unclear pronoun reference</li> <li>Correctly use frequently confused words (e.g., <i>except</i>, <i>accept</i>; <i>then</i>, <i>than</i>)</li> <li>Demonstrate an awareness of gender-neutral language</li> </ul>	
<p><b>Demonstrate command of mechanics and conventions</b></p>	<p>Demonstrate the basic conventions of standard English capitalization, punctuation, and spelling when writing a simple sentence.</p>	<p>Demonstrate basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing essays.</p>	<p>Demonstrate proficiency with the conventions of standard English capitalization, punctuation, and spelling when writing essays.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing essays.</p>
<p><b>Choose words effectively</b></p>	<p>Use standard English words and phrases with few errors that obscure meaning.</p>	<p>Choose conventional language that adequately expresses ideas, recognizing and reducing wordiness.</p>	<p>Choose language that effectively expresses ideas, recognizing and eliminating wordiness.</p>	<p>Choose language that effectively expresses ideas precisely and concisely, recognizing and eliminating wordiness.</p>
<p><b>Determine meaning of words and phrases using context</b></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases in authentic texts, choosing flexibly from an array of strategies:</p> <ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases in authentic print and digital sources.</p> <p>Use context (e.g., the overall meaning of a sentence or</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases in an expository or academic fiction or nonfiction text.</p> <p>Use context (e.g., the overall meaning of a sentence or</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words, homophones, and phrases in an expository or academic fiction or nonfiction text.</p> <p>Demonstrate an understanding of patterns of word changes that indicate different</p>

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	<p>word or phrase</p> <ul style="list-style-type: none"> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)</li> </ul>	<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p>meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>) and apply knowledge of roots and affixes.</p>
<p><b>Determine meaning of words using reference tools</b></p>	<p>Choose the appropriate definition among multiple definitions in a dictionary of common words with clear differences between meanings.</p>	<p>Choose the appropriate definition among multiple definitions in a dictionary of words with clear differences between meanings.</p>	<p>Verify the preliminary determination of the meaning or part of speech of a word or phrase (e.g., dictionaries, glossaries, thesauruses).</p> <p>Choose the appropriate definition among multiple definitions in a dictionary of words with nuanced differences in meaning.</p>	<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, or discipline-specific references), both print and digital, determine or clarify a word's precise meaning, part of speech, or etymology.</p> <p>Choose the appropriate definition among multiple definitions in a dictionary of academic words with nuanced differences in meaning.</p>
<p>Writing</p>				
<p><b>Writing Tasks</b></p>	<p>Write short, topic-based assignments with a main idea</p>	<p>Write short, topic-based papers with a main idea</p>	<p>Write coherent essays and paragraphs, about course readings and/or other subjects</p>	<p>Write essays including argumentation that integrate and synthesize course readings and are clearly focused, fully developed, and logically organized</p>

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IV. I.

Write informative or explanatory texts	Write simple, assignment-driven informative or explanatory paragraphs or short papers that examine a topic and convey ideas.	Write assignment-driven informative or explanatory paragraphs or short essays that examine a topic and convey ideas and information clearly.	Write informative or explanatory texts to examine a topic and adequately convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, including narration, explanation, and process analysis.
Respond to a timed writing prompt	Respond to a timed writing prompt.	Develop a plan and write a complete response to a timed prompt.	Strategize and execute a plan in response to a timed writing prompt.	Effectively strategize and execute a plan that responds thoroughly to a timed writing prompt.
State a main idea	State a simple topic.	State a specific main idea.	Create a developed, specific main idea that is relevant to the assignment and supportable.	Create a fully developed, specific central claim that is relevant to the assignment, arguable, and defensible.
Support a main idea with details	Group information related to a topic.	Use details to support a main idea; differentiate between examples and general statements.	Develop the main idea with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop the central claim and build to a logical conclusion with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to communicate clearly to the audience.
Support a main idea with evidence	Identify appropriate personal experiences, examples, or details relevant to the topic.	Use appropriate personal experiences, examples, or a text as evidence.	Draw evidence from a variety of texts to support a main idea.	Draw relevant evidence from a variety of texts to support analysis, reflection, and argument.

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IV. 1.

<p><b>Organize writing</b></p>	<p>Introduce a topic and organize a paragraph by grouping examples and making connections between ideas.</p>	<p>Introduce a topic and organize a paragraph that captures ideas, concepts, and information and that communicates basic relationships by using a topic sentence and details that support the central idea.</p>	<p>Introduce a topic and organize an essay that captures ideas, concepts, and information and communicates logical relationships by using topic sentences and paragraphs to support the central idea.  Introduce a topic clearly and organize ideas, concepts, and information using a designated rhetorical mode.</p>	<p>Introduce a topic and organize an essay that captures complex ideas, concepts, and information and communicates logical relationships by effectively arranging topic sentences and paragraphs to support the central claim.  Refine, qualify, and amplify the thesis, and determine and use the appropriate rhetorical mode.</p>
<p><b>Write for specific purposes and audiences</b></p>	<p>Produce writing that demonstrates a basic awareness of purpose and audience.</p>	<p>Produce writing that demonstrates understanding of how purpose and audience affect writing.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are adequate to task, purpose, and audience.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; establish and maintain an academic voice.</p>
<p><b>Vary sentences structure</b></p>	<p>Recognize and imitate basic sentence models.</p>	<p>Differentiate and use a variety of sentence types.</p>	<p>Vary sentence patterns for meaning, reader interest, and style.</p>	<p>Vary syntax for effect, consulting references for guidance as needed.</p>
<p><b>Edit writing</b></p>	<p>Develop and strengthen writing by responding to comments on the writing.</p>	<p>Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach in response to comments on the writing.</p>	<p>Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed in response to global comments on the writing.</p>	<p>Develop and strengthen writing independently by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>

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Complexity and Type of Reading Passages	Words and phrases supported by visual context on a familiar topic	List or sentences in directions, labels, signs, dialogs, or forms	Short, multi-sentence paragraphs supported by visual clues	One-page authentic or adapted text	One-page multi-paragraph authentic or adapted text	Two-page authentic text	Section of a multi-page academic fiction or nonfiction chapter	Multi-page academic fiction or nonfiction chapter
<b>Locate information</b>	Locate specific personal information in a list or sentences in directions, labels, signs, dialogs, or forms. (For example, find name, address, and phone number.)	Locate specific personal information in a list or sentences in directions, labels, signs, dialogs, or forms. (For example, find name, address, and phone number.)	Locate specific information or definitions, in a short, multi-sentence paragraph, dialog, or form. (For example, find the mother on a family tree.)	Locate specific information or definitions in one-page, multi-paragraph authentic or adapted text.	Locate specific information or definitions in a one-page, multi-paragraph authentic or adapted text.	Locate specific information, definitions, or restatements of concepts in a two-page authentic text.	Locate specific information, definitions, or restatements of concepts in sections of a multi-page academic fiction or nonfiction chapter.	Locate specific information, definitions, or restatements of concepts in a multi-page academic fiction or nonfiction chapter.
<b>Understand Idiomatic language</b>	Recognize essential idioms and idiomatic language in warnings or advisories (e.g., phrasal verbs as advisories, <i>Watch out!</i> ).	Recognize essential idioms and idiomatic language in warnings or advisories (e.g., phrasal verbs as advisories, <i>Watch out!</i> ).	Recognize common idioms and idiomatic language in context.	Understand basic common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a multi-paragraph authentic or adapted text.	Understand common intermediate idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a multi-paragraph authentic or adapted text.	Understand intermediate common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a two-page authentic text.	Understand advanced common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a section of a multi-page academic fiction or nonfiction chapter.	Understand advanced idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a multi-page academic fiction or nonfiction chapter.
<b>Use dictionaries</b>	Find a word within a category using images in a picture dictionary.	Find related words within a category using images in a picture dictionary.	Define unfamiliar words that relate to a category by using a picture dictionary or English learners' dictionary.	Define common, unfamiliar words by using an English learners' dictionary.	Choose the appropriate definition among multiple definitions in an English learners' dictionary of common words with clear differences between meanings.	Choose the appropriate definition among multiple definitions in an English learners' dictionary of words with clear differences between meanings.	Choose the appropriate definition among multiple definitions in an English dictionary of words with nuanced differences in meaning.	Choose the appropriate definition among multiple definitions in an English dictionary of academic words with nuanced differences in meaning.

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<p><b>Infer meaning of words and phrases using context</b></p>	<p>Use visual context to infer the meaning of high frequency sight words or phrases.</p>	<p>Use context to infer the meaning of high frequency sight words or phrases within and across sentences, labels, lists, signs, or forms strongly supported by visual clues, for example by examining the overall meaning of a sentence; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.</p>	<p>Use context to infer the meaning of a word or phrase within and across authentic or adapted text, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.</p>	<p>Use context to infer the meaning of a word or phrase within and across a one page multi-paragraph authentic or adapted text, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.</p>	<p>Use context to infer the meaning of a word or phrase within and across a section of a multi-page academic fiction or nonfiction chapter, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.</p>	<p>Use context to infer the meaning of a word or phrase within and across a multi-page academic fiction or nonfiction chapter, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.</p>
<p><b>Infer meaning of words and phrases using word structures</b></p>	<p>Use word structures (high frequency prefixes and suffixes) to infer the meaning of a word or phrase within and across sentences, labels, lists, signs, or forms strongly supported by visual clues.</p>	<p>Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a one-page, multi-paragraph authentic or adapted text.</p>	<p>Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a two-page authentic text.</p>	<p>Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a section of a multi-page academic fiction or nonfiction chapter.</p>	<p>Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a multi-page academic fiction or nonfiction chapter.</p>	<p>Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a multi-page academic fiction or nonfiction chapter.</p>
<p><b>Interpret meaning using knowledge of cohesive devices</b></p>	<p>Apply knowledge of basic conjunctions to interpret the meaning of sentences.</p>	<p>Apply knowledge of basic cohesive devices (e.g., <i>and</i>, <i>or</i>, <i>but</i>, <i>because</i>, <i>after</i>, <i>if</i>) to interpret the meaning and structure of a one-page, multi-paragraph authentic or adapted text.</p>	<p>Apply knowledge of level-appropriate cohesive devices (e.g., <i>since</i>, <i>although</i>, <i>such as</i>, <i>for example</i>, <i>such as</i>) to interpret the meaning and structure of a two-page structure of a two-page</p>	<p>Apply knowledge of level-appropriate cohesive devices (e.g., <i>nevertheless</i>, <i>in spite of</i>, <i>regardless of</i>, <i>contrary to</i>, <i>resulting in</i>) to interpret the meaning and structure of the meaning and structure of</p>	<p>Apply knowledge of a range of level-appropriate cohesive devices (e.g., <i>nevertheless</i>, <i>in spite of</i>, <i>regardless of</i>, <i>contrary to</i>, <i>resulting in</i>) to interpret the meaning and structure of the meaning and structure of</p>	<p>Apply knowledge of a variety of level-appropriate cohesive devices (e.g., <i>not only but also</i>) and strategies (e.g., repetition, key phrase, given new information) to evaluate the meaning and structure of the meaning and structure of</p>

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	sentences.		page authentic or adapted text.	adapted text, including conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, articles, and use of verb tenses, adverbs, adverbials to establish time of occurrence or sequence.	authentic text, including conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, agency, passive voice, articles, and use of verb tenses, conditionals, adverbs, adverbials to establish time of occurrence or sequence.	of a section of a multi-page academic fiction or nonfiction chapter, including conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, adverbials to establish time of occurrence or sequence.	a multi-page academic fiction or nonfiction chapter, including conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, adverbials to establish time of occurrence or sequence.
<b>Evaluate or identify purpose, audience, and point of view</b>	Identify the purpose of a document, such as a bill, by interpreting words supported by visual cues.	Identify the purpose of a statement, such as a question, traffic ticket, or an advertisement. Respond appropriately to one- to two-step written directions.	Identify the purpose and audience of a short, multi-sentence paragraph, such as permission slips, news reports, narratives, and emails. Respond appropriately to two- to four-step written directions.	Identify the purpose of a one-page authentic or adapted text, such as letters from school, articles, narratives, and brochures.	Identify an author's point of view, audience, and purpose in a one-page, multi-paragraph authentic or adapted text.	Identify an author's point of view, audience, and purpose in a section of a multi-page academic fiction or nonfiction chapter and analyze the use of rhetoric, tone (e.g., irony, hyperbole, understatement), and word choice to advance that point of view or purpose.	Evaluate an author's point of view, audience, and purpose in a multi-page academic fiction or nonfiction chapter and analyze the use of rhetoric, tone (e.g., irony, hyperbole, understatement), and word choice to advance that point of view or purpose.
<b>Evaluate arguments or opinions</b>	Compare items using information supported by visual and contextual clues, such as prices.	Compare items using information supported by visual and contextual clues, such as product or services details.	Compare items using information such as product or services details.	Identify and evaluate statements of fact and opinion, using simple discourse markers of opinion (e.g., "I think/believe, in my opinion).	Differentiate fact from opinion and evaluate statements of fact and opinion in written materials; recognize discourse markers of opinion and hypothetical constructions.	Delineate and evaluate clear arguments and specific claims in a text, following the line of reasoning to its conclusion; recognize when irrelevant evidence is introduced.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence or bias is introduced.

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Reading									
<b>Identify main idea or topic</b>	Identify the general topic, events, characters, or setting in words and phrases supported by visual context on a familiar topic.	Identify the general topic, characters, or setting in sentences and dialogs supported by images in a familiar context, answering who, what, where, when, and why.	Identify main and supporting ideas in a one-page authentic or adapted text.	Identify main ideas and supporting details or examples in a one-page, multi-paragraph authentic or adapted text.	Distinguish main ideas from supporting ideas, within a single document, in a variety of sections of multi-page academic fiction or nonfiction chapters.	Determine a stated or implied main idea, within a single document, in a variety of multi-page academic chapters from different disciplines; identify supporting information and details.			
<b>Identify text type, audience, and purpose</b>	Identify basic features of text including titles, sentences, simple charts, and images in simplified materials such as forms, signs, and calendars strongly supported by visual context.	Identify features of text including titles, sentences, simple charts, and images in simplified materials with minimal written text such as schedules, forms, labels, and calendars supported by visual context.	Identify text type and purpose by reading titles, subtitles, simple charts, and graphics in a one-page authentic or adapted text.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, simple charts, and graphics in a one-page, multi-paragraph authentic or adapted text.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, charts, and graphics in a section of a multi-page academic fiction or nonfiction chapter.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, charts, and graphics in a multi-page academic fiction or nonfiction chapter.			
<b>Identify evidence and examples</b>	Identify details and examples in simplified materials such as forms, signs, and calendars strongly supported by visual context.	Identify details and examples in short, multi-sentence paragraphs supported by visual clues.	Identify details and examples in a one-page authentic or adapted text.	Refer to details and examples in a text to explain explicit and implied meaning in a one-page, multi-paragraph authentic or adapted text.	Cite textual evidence to support analysis of explicit and implied meaning in a two-page authentic text.	Cite several pieces of textual evidence to support analysis of explicit and implied meaning in a section of a multi-page academic fiction or nonfiction chapter.	Cite strong and thorough textual evidence to support analysis of explicit and implied meaning in a multi-page academic fiction or nonfiction chapter.		

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<p><b>Writing tasks</b></p>	<p>Write basic information: (e.g., name, phone number, address) for personal identification</p>	<p>Write a single sentence message (e.g., a personal reminder) Fill out basic forms that require only one or two pieces of personal information</p>	<p>Fill out simple forms that require limited biographical or personal information</p>	<p>Write a short note or message (e.g., to a landlord about a repair or a child's teacher about an illness) Fill out simple forms that require some detailed biographical or personal information</p>	<p>Write a short email or letter including some supporting details (e.g., note to a teacher or supervisor explaining an absence) Fill out paper or online forms requiring detailed personal information on varied topics (e.g., medical job, banking forms)</p>	<p>Compose text requiring some detail with awareness of audience and purpose (e.g., informal letters, email messages)</p>	<p>Compose formal text requiring some detail with awareness of audience and a purpose (e.g., business letter, formal email)</p>	<p>Write multi-paragraph essays that demonstrate coherent organization and focus</p>
<p><b>Structure</b></p>	<p>Print numerals and upper and lowercase letters of the alphabet.</p>	<p>Write words and combine them into phrases and simple sentences based on visual prompts.</p>	<p>Write a series of simple related sentences in stories or dialogs.</p>	<p>Compose simple sentences about daily activities.</p>	<p>Construct simple, compound, and complex sentences using adverbial clauses.</p>	<p>Vary sentence patterns, including simple, compound, and complex sentences, including adverbial and adjectival clauses, with general control over sentence boundaries.</p>	<p>Expand and combine simple sentences by adding modifying words and phrases, as well as adverbial, adjectival, and noun clauses.</p>	<p>Use appropriate and varied sentence patterns with transitions, coordination, and subordination, including reduced clauses to create cohesion and clarify the relationships among ideas and concepts.</p>
<p><b>Organization</b></p>	<p>Group words together into a list or category (e.g., a shopping list, an invitation list).</p>	<p>Write simple sentences on one topic based on previously learned vocabulary and structures.</p>	<p>Write a series of simple sentences on one topic based on previously learned vocabulary and structures; use affirmative, negative, and question forms appropriately.</p>	<p>Write a loosely organized paragraph or dialog based on personal experiences or familiar material, based on a visual or written prompt.</p>	<p>Write a well-developed paragraph that includes a topic sentence, supporting detail, and a conclusion.</p>	<p>Write expository essays with multiple paragraphs, a main idea, supporting details, and a conclusion, referring to the ideas of others.</p>	<p>Write expository essays with a clear introduction, supporting details, and conclusion, using a variety of rhetorical techniques and coherent organization.</p>	<p>Write expository essays with depth, complexity, and logical reasoning that include facts, examples, supporting details, and references to outside sources. Integrate the ideas of others through paraphrase, summary, quotation, and a works cited or references</p>

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Writing									quotations).	page, including multiple sources, to support the writer's thesis.
<b>Vocabulary</b>	Use common words related to life, work, and classroom vocabulary.	Use common phrases related to life, work, and classroom vocabulary.	Use a range of words and phrases related to academic and career topics adequately.	Use a range of words and phrases related to academic and career topics appropriately.	Use a range of words and phrases related to academic and career topics adequately.	Use a range of college-level academic words and phrases (e.g., analogy) appropriately.	Use a range of college-level academic words and phrases adequately.	Use a range of college-level academic words and phrases (e.g., analogy) appropriately.	Use a wide range of college-level academic words and phrases effectively.	Use a wide range of college-level academic words and phrases effectively.
<b>Editing</b>	Check copied work for accuracy.	Edit writing for spelling and basic grammatical form.	Edit writing for basic capitalization, and punctuation, basic grammatical form, and spelling.	Edit writing for capitalization, sentence punctuation, basic grammatical form, and spelling.	Edit writing for capitalization, sentence punctuation, sentence boundaries, grammatical form, and spelling.	Edit writing for capitalization, punctuation, sentence types, grammatical form, and spelling.	Edit writing for content, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling.	Edit writing for content, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling.	Edit writing for content, sentence variety, organization, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling.	Choose the correct synonym in a thesaurus to replace overused words in a text.

Overall Proficiency	A learner at exit from Novice level	A learner at exit from Intermediate level	A learner at exit from Advanced level
<p><b>Overall Proficiency</b></p> <ul style="list-style-type: none"> <li>Uses simple and compound sentences with correct word order</li> <li>Applies subject-verb agreement rules correctly when verb directly follows the subject</li> </ul>	<p><b>A learner at exit from Novice level</b></p> <ul style="list-style-type: none"> <li>Uses simple and compound sentences with mostly correct word order</li> <li>Applies subject-verb agreement rules correctly when verb directly follows the subject</li> </ul>	<p><b>A learner at exit from Intermediate level</b></p> <ul style="list-style-type: none"> <li>Uses simple, compound, and complex sentences with mostly correct word order, punctuation, and mechanics</li> <li>Applies subject-verb agreement rules correctly when verb directly follows the subject or is separated by a phrase or</li> </ul>	<p><b>A learner at exit from Advanced level</b></p> <ul style="list-style-type: none"> <li>Uses simple, compound and complex sentences with correct word order, punctuation, and mechanics</li> <li>Applies subject-verb agreement rules correctly with a variety of subjects, including gerunds and infinitives</li> </ul>

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Grammar Ability Competency to Apply the types of grammatical structures described by the table and to explain how they are used to achieve the appropriate communicative purpose in the context of the activity and to identify errors in the language.	<ul style="list-style-type: none"> <li>Forms clauses with common subordinating conjunctions</li> <li>Uses common word forms, articles, other determiners, and pronouns correctly</li> <li>Forms and uses basic verb tenses</li> <li>Uses common modals and auxiliaries</li> <li>Uses high-frequency everyday and basic academic vocabulary</li> </ul>	<p>Clause</p> <ul style="list-style-type: none"> <li>Forms adverbial and some adjective and noun clauses correctly</li> <li>Uses familiar word forms, articles, other determiners, and pronouns correctly</li> <li>Forms and uses verb tenses adequately</li> <li>Uses modals, auxiliaries, and basic passive constructions adequately</li> <li>Uses intermediate-level pre-collegiate academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Forms adjective, adverb, and noun clauses, reduced clause, embedded questions, and imperatives correctly</li> <li>Uses word forms, articles, other determiners, and pronouns correctly</li> <li>Forms and uses a variety of verb tenses accurately</li> <li>Sequences tenses appropriately</li> <li>Uses modals, auxiliaries, and passive voice effectively and with appropriate register</li> <li>Uses advanced-level pre-collegiate and some collegiate academic vocabulary</li> </ul>
<p><b>Subject Verb (Object) Word Order and Sentence Patterns</b></p> <ul style="list-style-type: none"> <li>Uses subjects and verbs in all clauses</li> <li>Uses stative verbs and expletive <i>there + be</i>, expletive <i>it + be</i> when needed</li> <li>Uses noun phrase subject without pronoun repetition</li> <li>Uses standard <i>SV(O)</i> word order</li> </ul>	<ul style="list-style-type: none"> <li>Creates <i>yes/no</i> questions with appropriate word order</li> <li>Creates <i>yes/no</i> questions with auxiliary verbs</li> <li>Creates <i>wh-</i> questions with appropriate word order</li> <li>Creates <i>wh-</i> questions with verbs/auxiliary verbs</li> </ul>	<ul style="list-style-type: none"> <li>Creates <i>wh-</i> questions with appropriate word order</li> <li>Creates <i>wh-</i> questions with verbs/auxiliary verbs</li> <li>Understands, uses, and answers tag questions</li> <li>Uses auxiliaries correctly in short answers</li> </ul>	<ul style="list-style-type: none"> <li>Creates embedded <i>yes/no</i> or <i>wh-</i> questions using appropriate word order</li> <li>Uses auxiliaries correctly in short answers (e.g., <i>neither do I, he doesn't either</i>)</li> </ul>
<p><b>Subject Verb (Object) Word Order and Sentence Patterns</b></p> <ul style="list-style-type: none"> <li>Uses subjects and verbs in all clauses</li> <li>Uses stative verbs and expletive <i>there + be</i>, expletive <i>it + be</i> as appropriate</li> <li>Uses noun phrase subject without pronoun repetition</li> </ul>	<ul style="list-style-type: none"> <li>Creates <i>wh-</i> questions with appropriate word order</li> <li>Creates <i>wh-</i> questions with verbs/auxiliary verbs</li> <li>Understands, uses, and answers tag questions</li> <li>Uses auxiliaries correctly in short answers</li> </ul>	<ul style="list-style-type: none"> <li>Creates <i>wh-</i> questions with appropriate word order</li> <li>Creates <i>wh-</i> questions with auxiliary verbs</li> <li>Understands, uses, and answers tag questions</li> <li>Uses auxiliaries correctly in short answers</li> </ul>	<ul style="list-style-type: none"> <li>Uses inverted word order appropriately after <i>nor, only, never, and not</i></li> <li>Uses inverted word order appropriately with prepositional phrases of location or other adverb phrases</li> <li>Uses complex noun phrase subject without pronoun repetition</li> </ul>

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<small>EXAMPLE</small> <small>Model Exemplars are provided to clarify the type of grammatical structures expected. An oral form and corresponding assessment questions are used to determine the appropriate level and range of oral and written assessment.</small>	
	Uses auxiliaries correctly in short answers (e.g., <i>yes I am</i> vs. <i>yes I do</i> )
<b>Negative Statements and Questions</b>	Creates negative statements  Creates negative questions
<b>Imperatives</b>	Creates negative imperatives (e.g., <i>don't go there</i> )  Creates imperatives with separable transitive verbs (e.g., <i>pick it up</i> )
<b>Direct and Indirect Objects</b>	Uses direct and indirect objects  Uses pronoun/noun phrase order with prepositions in direct and indirect object (e.g., <i>I gave it to him, I gave him the package</i> )
<b>Adjective-Noun and Multiple Adjective Order</b>	Uses common adjectives before nouns  Uses adjectives of frequency before nouns
<b>Adverb Order</b>	Uses common adverbs in the correct order  Uses adverbs of frequency in the correct position
<b>Verb Tenses</b>	<p><b>Forms and uses basic verb tenses in familiar contexts:</b></p> <ul style="list-style-type: none"> <li>• Simple present</li> <li>• Present progressive</li> <li>• Present perfect</li> <li>• Simple past</li> <li>• Future with <i>going to</i></li> <li>• Future with <i>will</i></li> </ul> <p><b>Forms and uses verb tenses appropriately, including in contexts requiring:</b></p> <ul style="list-style-type: none"> <li>• Simple present and present progressive</li> <li>• Simple past and past progressive</li> <li>• Present perfect and present perfect progressive</li> <li>• Past perfect and past perfect progressive (e.g., <i>I had already finished the test when the bell rang.</i>)</li> <li>• Variety of verb tenses to express future (present, present progressive, and the use of <i>be going to, will</i>; e.g., <i>He works</i>)</li> </ul>

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<p>Grammar</p> <p>Notes: Examples are provided to clarify the type of grammatical structures described. It has been assumed that the student has a good understanding of the English language and is able to write in English.</p>	<p>Uses present vs. present progressive in appropriate contexts</p> <p>Uses present vs. past in appropriate contexts</p> <p>Uses present vs. future in appropriate contexts</p> <p>Forms and uses basic irregular verbs correctly (e.g., see/saw, go/went, drive/drove, buy/bought)</p> <p>Uses stative verb when required (e.g., I feel sick. It's not good.)</p>	<ul style="list-style-type: none"> <li>Habitual past with used to</li> </ul> <p>Uses present vs. present progressive appropriately in contrast</p> <p>Uses past vs. present perfect appropriately</p> <p>Uses past vs. past progressive appropriately</p> <p>Uses past vs. past perfect appropriately</p> <p>Uses appropriate sequence of tenses in sentences and in short multi-sentence texts (e.g., I thought her haircut looked good.)</p> <p>Forms and uses common irregular verbs correctly (e.g., choose/chose/chose)</p> <p>Uses simple tenses appropriately with stative verbs (e.g., I own a motorcycle. I hate broccoli)</p> <p>Differentiates between action vs. stative quality of the same verb and uses simple vs. progressive appropriately (e.g., She's having fun. vs. She has a large house.)</p>	<p>tomorrow at 4pm.)</p> <ul style="list-style-type: none"> <li>Future progressive</li> <li>Habitual past with would</li> </ul> <p>Distinguishes between and uses appropriately simple vs. progressive (e.g., They are still discussing the problem. vs. They discuss the problem every day.)</p> <p>Distinguishes between and uses appropriately simple vs. perfect tenses (e.g., In the early 21st century, social media changed the world. vs. In today's world, social media has changed communication styles; When I was a child, I lived with my grandparents. vs. By age fourteen, I had lived with my grandparents for four years.)</p> <p>Uses tenses consistently and sequences tense appropriately in reported speech and in multi-sentence texts (e.g., My friend told me that he was looking for a new job; I felt frustrated because I was working for a computer company and I still knew nothing about technology.)</p> <p>Differentiates between action vs. stative quality of the same verb and uses simple vs. progressive appropriately (e.g., She's difficult. vs. She's being difficult.)</p> <p>Uses a range of present and past modals (e.g., past necessity had to, past probability must have + past participle. When I was young, we had to clean our rooms every day.)</p> <p>Uses modals to express appropriate register (e.g., can, could, may, would you mind if)</p>
<p><b>Modals</b></p>	<p>Uses basic modals in present affirmative and negative forms (e.g., can/can't, should/shouldn't, have to/doesn't or don't have to, may/may not; it might not rain.) with simple form of verb</p>	<p>Uses a range of present modals (e.g., necessity must, possibility may, advisability should, ought to)</p> <p>Uses modals to express the past (e.g., was able to, could, would, should have + past participle)</p>	<p>Uses modals to express appropriate register (e.g., can, could, may, would you mind if)</p>

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<p><b>Subject-Verb Agreement</b></p>	<p>Applies subject-verb agreement when verb directly follows subject (e.g., <i>She goes to school every day.</i>)</p> <p>Applies subject-verb agreement with quantifier + noun subjects (e.g., <i>every, each, no, some</i>)</p> <p>Applies subject-verb agreement with compound subjects with <i>and</i> (e.g., <i>John and Linda go to school.</i>)</p>	<p>Applies subject-verb agreement when verb closely follows subject (e.g., <i>She usually arrives to school on time.</i>)</p> <p>Applies subject-verb agreement when verb is separated from subject by a clause or phrase, or in correlatives (e.g., <i>both...and; either...or</i>)</p>	<p>Applies subject-verb agreement with a variety of subjects including</p> <ul style="list-style-type: none"> <li>multiple subjects</li> <li>gerunds and infinitives (e.g., <i>Swimming is fun. It is important to swim every day.</i>)</li> <li>quantifier + noun (e.g., <i>each, every</i>)</li> <li>relative pronoun when subject is separated by clause/phrase</li> </ul> <p>Applies subject-verb agreement inside relative clauses (e.g., <i>The boys who are sitting in the corner went to the party with me. The boy who is counting pennies went to the party with me.</i>)</p>
<p><b>Passives</b></p>	<p>Forms and uses basic passive constructions in familiar contexts (e.g., <i>I am paid once a month</i>)</p>	<p>Forms and uses passive constructions with correct auxiliary verb and past participle form:</p> <ul style="list-style-type: none"> <li>Determine whether agency requires active or passive construction (e.g., <i>Some employees use email for personal purposes. Students are required to submit their applications in person.</i>)</li> <li>Use passive voice when appropriate (e.g., <i>The door was left open.</i>)</li> </ul> <p>Forms and uses only transitive verbs in the passive voice (e.g., <i>He fell. He was pushed.</i>)</p>	<p>Forms and uses passive constructions appropriately in a variety of contexts:</p> <ul style="list-style-type: none"> <li>Determine whether agency requires active or passive construction (e.g., <i>Security measures were just implemented to prevent hacking. It happened a month ago.</i>)</li> <li>Use passive/active voice when appropriate (e.g., <i>Millions of oranges are shipped from California each month. The man was arrested.</i>)</li> </ul> <p>Forms and uses passive causative structures appropriate y (e.g., <i>She had her house painted red.</i>)</p>
<p><b>Causatives</b></p>	<p>Uses basic causative constructions (e.g., <i>make, have; it made him happy.</i>)</p>	<p>Uses common causative constructions (e.g., <i>let, help; it helped her feel better.</i>)</p>	<p>Uses a range of causative constructions (e.g., <i>force, cause; it caused her to pursue a degree.</i>)</p>
<p><b>Verb Forms and Constructions</b></p>	<p>Uses common phrasal verbs (e.g., <i>find out, pick up, hand in</i>)</p> <p>Uses basic phrasal verbs with object pronouns (e.g., <i>fill out.</i>)</p>	<p>Uses phrasal verbs with the correct particle (e.g., <i>I get along with my brother. He went against the minister's advice.</i>)</p>	<p>Uses phrasal verbs with the correct particle (e.g., <i>He put forward a theory. She summed up the argument.</i>)</p>

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<p><i>pick up, drop off, turn in)</i></p>	<p>Uses separable and inseparable phrasal verbs with object pronouns (e.g., <i>look down on me, pick me up</i>)</p> <p>Uses correct spelling and form of irregular verbs (e.g., <i>does, sank, lose</i>)</p> <p>Uses correct form of intransitive verbs (e.g., <i>The problem occurred at my workplace.</i>)</p>	<p>Uses a variety of verb-complement patterns (e.g., <i>The evidence led me to believe that he was guilty. She recommended that he study.</i>)</p> <p>Uses subjunctive where appropriate (e.g., <i>His boss demanded that he take a lunch break.</i>)</p> <p>Uses transitive and intransitive verbs (e.g., <i>The incident occurred yesterday. He evaluated the evidence.</i>)</p>
<p><b>Gerunds and Infinitives</b></p>	<p>Uses gerunds and infinitives as subjects and objects (e.g., <i>It is easy to apply. Applying is easy. To apply is easy.</i>)</p> <p>Use gerunds and infinitives with appropriate verbs (e.g., <i>I enjoy fishing. I need to go to the store.</i>)</p> <p>Uses infinitives with <i>too</i> and <i>enough</i> (e.g., <i>I had enough to eat. I had too much to eat.</i>)</p>	<p>Uses gerunds and infinitives, including perfect infinitives, in a range of contexts (e.g., as subjects, objects of prepositions, and verb complements. <i>Swimming is excellent exercise. She showed her opposition to the task by taking her time.</i>)</p>
<p><b>Count/Noncount Nouns</b></p>	<p>Uses appropriate singular or plural forms (e.g., <i>child/children</i>)</p> <p>Uses the appropriate quantifiers and comparatives for common count vs. noncount nouns (e.g., <i>some/many children, some/a lot of bread, more than/less than</i>)</p> <p>Uses the appropriate partitives (e.g., <i>a loaf of bread</i>)</p>	<p>Uses appropriate singular or plural forms (e.g., <i>less money than, fewer people than</i>)</p> <p>Uses the appropriate quantifiers and comparatives for abstract and concrete count vs. noncount nouns (e.g., <i>a large amount of money, a great number of people</i>)</p> <p>Uses the appropriate partitives (e.g., <i>20% of all the solutions</i>)</p>
<p><b>Pronouns</b></p>	<p>Uses personal subject/object pronouns (e.g., <i>She gave it to her son.</i>)</p> <p>Uses reflexive pronouns (e.g., <i>He surprised himself when he got an A on the exam.</i>)</p> <p>Uses the appropriate partitives (e.g., <i>a piece of information</i>)</p>	<p>Uses unambiguous pronoun reference with multiple possible antecedents</p> <p>Uses correct pronoun antecedent agreement with singular words that end in <i>-s</i> (e.g., <i>news, status. We were so thrilled to hear the good news, and</i></p>

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<p><b>Pronouns</b></p> <p>Model Examples are provided to clarify the type of grammatical structures that the test items and rubric items measure. These examples should not be used to determine the appropriate word and usage of a student's answer.</p>	<p>Uses reflexive pronouns (e.g., <i>He did it himself.</i>)</p>	<p>Uses indefinite pronouns (e.g., <i>Nobody knows the answer.</i>)</p>	<p>everyone we told was happy to hear about it.)</p> <p>Uses correct pronoun reference with noun separated from the pronoun by a prepositional phrase or relative clause (e.g., <i>The student who left her books in the classroom doesn't know where she left them.</i>)</p> <p>Uses a range of possessive nouns and adjectives correctly (e.g., <i>Mark's opinion, the students' essays, the dress's collar, the children's books</i>)</p>
<p><b>Possessives</b></p>	<p>Uses possessive adjectives with nouns (e.g., <i>her book</i>)</p> <p>Distinguishes possessive adjectives (e.g., <i>my</i>) from possessive nouns (e.g., <i>mine</i>)</p>	<p>Uses apostrophe with nouns to indicate possession</p> <p>Distinguishes <i>he's</i> from <i>his</i> (e.g., <i>he's a student, his books are new</i>) and <i>it's</i> from <i>its</i> (e.g., <i>it's cute when the cat licks its paws.</i>)</p>	<p>Uses appropriate form of a range of adjectives (e.g., uses a singular form of a noun as an adjective; <i>She ran a five-mile race.</i>)</p> <p>Distinguishes advanced-level present vs. past participles as adjectives (e.g., <i>frustrated</i> vs. <i>frustrating</i>)</p> <p>Uses appropriate form and placement of a range of present and past participial phrases. (e.g., <i>thrilled</i> vs. <i>thrilling</i>)</p>
<p><b>Adjectives</b></p>	<p>Uses appropriate form of common single-word adjectives (e.g., <i>helpful friends, blue dress, hot coffee</i>)</p>	<p>Understands appropriate form of a range of adjectives (e.g., <i>a four-year old child, a five-year plan</i>)</p> <p>Distinguishes intermediate-level present vs. past participles as adjectives (e.g., <i>excited</i> vs. <i>exciting; This class is interesting but that one is boring. I was bored by the lecture.</i>)</p> <p>Distinguishes between <i>almost</i> and <i>most</i> (e.g., <i>Most people care about the environment.</i>)</p>	<p>Uses definite and indefinite articles appropriately in a range of contexts, including abstract nouns (e.g., <i>The freedom I enjoyed as a child has not returned. We fight for freedom.</i>) and generic vs. specific nouns (e.g., <i>The computer has/computers have revolutionized the workplace. The computer on my desk is not working.</i>)</p> <p>Uses the definite article appropriately for places (e.g., <i>the Mississippi River, Lake Tahoe</i>)</p>
<p><b>Articles, Determiners, and Quantifiers</b></p>	<p>Uses definite and indefinite articles with count nouns (e.g., <i>a car, an apple, the car</i>)</p> <p>Uses demonstrative determiners (e.g., <i>this/that, these/those</i>)</p> <p>Uses common quantifiers (e.g., <i>many, all</i>)</p> <p>Uses null article appropriately for cities (e.g., <i>San Francisco</i>)</p>	<p>Uses definite and indefinite articles with count nouns (e.g., <i>a university, an electrician, the electrician</i>)</p> <p>Uses demonstrative determiners (e.g., <i>this/that, the/se/those</i>)</p> <p>Uses quantifiers indicating amount appropriately with count and noncount nouns (e.g., <i>too many people, less sugar</i>)</p> <p>Uses <i>a</i> and <i>the</i> for first and second mentions (e.g., <i>I bought a bike. The bike is new.</i>)</p>	<p>Uses definite and indefinite articles appropriately in a range of contexts, including abstract nouns (e.g., <i>The freedom I enjoyed as a child has not returned. We fight for freedom.</i>) and generic vs. specific nouns (e.g., <i>The computer has/computers have revolutionized the workplace. The computer on my desk is not working.</i>)</p> <p>Uses the definite article appropriately for places (e.g., <i>the Mississippi River, Lake Tahoe</i>)</p>

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Grammar	Note: Examples are provided to clarify the type of grammatical structure described. The list format is intended to be used to determine the appropriate level of skill for students and proficiency levels for content.			
<b>Proper Nouns</b>	Uses articles appropriately for countries (e.g., <i>the United States</i> )	Uses appropriate capitalization (e.g., <i>My mother is sick. Mom, are you sick?</i> )	Uses capitalization for proper nouns and titles (e.g., <i>Pine Street, Sam's father, Dr. Smith</i> )	Uses appropriate capitalization (e.g., <i>I am taking a math class. He is in Math 101.</i> )
<b>Prepositional Phrases</b>	Uses prepositions of time and location + noun/noun phrase (e.g., <i>In six weeks, down the street</i> )	Uses common prepositions of time and location + noun/noun phrase (e.g., <i>on the bus, at the table, in July</i> )	Creates basic compound sentences using coordinating conjunctions	Uses a variety of prepositional phrases in a range of constructions (e.g., <i>according to the author, in response to his message</i> )
<b>Sentence Types</b>	Uses conjunctions to make compound sentences with parallel structures (e.g., <i>and, but, so, or, yet</i> )	Creates simple and basic compound sentences using coordinating conjunctions (e.g., <i>and, but, so</i> )	Creates basic compound sentences using coordinating conjunctions Creates simple and basic compound sentences using coordinating conjunctions (e.g., <i>and, but, so</i> )	Creates simple, compound, complex, and compound-complex sentences with correct word order and parallel structures Uses conjunctive adverbs (e.g., <i>consequently, meanwhile, nevertheless, moreover</i> )
<b>Clauses</b>	Creates sentences using correlative conjunctions (e.g., <i>not only ... but also</i> )	Creates adverbial clauses using common subordinating conjunctions of time, condition, and reason (e.g., <i>after, before, when, because</i> )	Creates sentences with adverbial clauses of time and reason (e.g., <i>after, until, because, since</i> ) Creates simple adjective clauses (e.g., using <i>who, whom, whose, that, and which</i> ) Creates noun clauses (e.g., using <i>if/whether, that, and wh-</i> subject/object)	Creates sentences with a range of adjective, adverb, and noun clauses as well as embedded questions correctly Creates reduced adjective clauses (e.g., appositives) Creates reduced adverbial clauses Creates a variety of types of conditional sentences appropriately
	Uses conjunctive adverbs (e.g., <i>however, therefore</i> )	Creates conditionals, including: • Present real	Creates conditionals, including: • Present unreal • Past unreal	Creates conditionals, including: • Present unreal • Past unreal

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<small>Grades 7-12</small> <small>Notes: Examples are provided to clarify the type of grammatical structures that will be assessed. They are not meant to limit the scope of structures that students will be able to use.</small>	
	<ul style="list-style-type: none"> <li>• Future real</li> <li>• Wish/hope</li> </ul>
<b>Comparatives</b>	<p>Creates simple comparative sentences, including use of superlatives (e.g., <i>bigger, the biggest, intelligent, more intelligent, the most intelligent</i>) and intensifiers (e.g., <i>very big</i>)</p> <p>Creates comparative sentences, including use of superlatives (e.g., <i>The more you study the better you will do.</i>), intensifiers (e.g., <i>The book was extremely interesting.</i>), and as ... as constructions (e.g., <i>Your forearm is as long as your foot.</i>)</p> <p>Creates a variety of comparative sentences appropriately (e.g., <i>I am more excited about chemistry than about music. The economic situation in the United States is different from the one in Zimbabwe.</i>)</p>

<small>Listening</small>	
<b>Complexity and Type of Listening Passages</b>	<p>Individual words supported by visuals High-frequency vocabulary Spoken slowly with repetitions</p> <p>Sentences and simple exchanges on familiar topics and settings supported by visuals High-frequency vocabulary Spoken slowly with rephrasing and repetitions</p> <p>Short informational listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency vocabulary Spoken slowly with rephrasing and repetitions</p> <p>Short informational or narrative listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency and common academic vocabulary Spoken at natural pace using simple syntax</p> <p>Short informational or narrative listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency vocabulary Spoken slowly with rephrasing and repetitions</p> <p>Short informational or narrative listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency and common academic vocabulary Spoken at natural pace using simple syntax</p> <p>Short lectures or speeches on academic topics Authentic dialogs on familiar topics and settings Academic vocabulary Spoken at natural pace using authentic syntax</p> <p>Short lectures or speeches on academic and technical topics (e.g., TED talk, podcasts, Radiolab) Authentic dialogs on new and familiar topics Academic and technical vocabulary Spoken at natural pace using authentic syntax</p>
<b>Determine meaning of words and phrases</b>	<p>Identify high-frequency spoken words by selecting a related image.</p> <p>Use context to determine the meaning of words or phrases in a listening passage appropriate for this level.</p> <p>Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.</p> <p>Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.</p> <p>Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.</p> <p>Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.</p> <p>Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.</p>
<b>Respond to instructions or</b>	<p>Respond appropriately to single word</p> <p>Respond appropriately to high frequency, multi-</p> <p>Respond appropriately to multi-word commands</p> <p>Respond appropriately to short instructions</p> <p>Respond appropriately to instructions and simple</p> <p>Respond appropriately to oral announcements</p> <p>Respond appropriately to detailed specific spoken</p> <p>Respond appropriately to detailed specific</p>

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Common Assessment Initiative | Preliminary Assessment Competencies for English as a Second Language

	commands (e.g., stop).	word commands (e.g., be careful) and social expressions (e.g., excuse me).	(e.g., sit down and get out your pencil, pass your papers forward) and social expressions (e.g., what's wrong?).	rules or options presented orally, such as a telephone audio directory.	and instructions that include multiple details.	instructions on an academic topic.	spoken instructions on academic and technical topics.
Determine main idea and details in informational text	Identify the general topic or setting in a listening passage appropriate for this level.	Identify the general topic, sequence of events, characters, or setting in a listening passage appropriate for this level.	Identify the general topic, sequence of events, characters, or setting in a listening passage appropriate for this level.	Identify stated or implied main ideas and supporting details in a listening passage appropriate for this level.	Identify stated or implied main ideas and supporting details in a listening passage appropriate for this level.	Distinguish stated or implied main ideas from supporting details in a listening passage appropriate for this level (e.g., by completing a partial outline or graphic organizer).	Distinguish stated or implied main ideas from supporting details in a listening passage appropriate for this level (e.g., by completing a partial outline or graphic organizer).
Identify purpose, point of view and use of evidence	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., simple conversation with visual cues).	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., simple conversation with visual cues).	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., simple phone conversation).	Identify a speaker's purpose or points of emphasis in a listening passage appropriate for this level (e.g., a recorded message).	Identify a speaker's purpose, point of view, or points of emphasis in a listening passage appropriate for this level (e.g., a contextualized conversation).	Identify a speaker's purpose, point of view, or use of evidence, points of emphasis, or tone in a listening passage appropriate for this level (e.g., a political speech).	Identify a speaker's purpose, point of view, or use of evidence, points of emphasis, or tone in a listening passage appropriate for this level (e.g., a political speech).
Determine meaning based on supra-segmentals	Recognize that a response is expected when asked a question (e.g., Hungry?).	Distinguish between a question or statement of fact in a sentence fragment, based on tone or mood (e.g., Taking a bus. vs. Taking a bus?).	Distinguish between a question and a statement in a simple sentence, based on tone or mood regardless of word order (e.g., She got a new job. vs. She's got a new job?).	Distinguish meaning and intent based on variation in tone or mood (e.g., tag questions such as You don't believe that, do you? He's taking algebra, isn't he?).	Distinguish meaning and points of emphasis in questions or statements, based on stress, tone, or mood regardless of word order (e.g., John asked YOU to go? vs. JOHN asked you to go?).	Distinguish between a question and a statement regardless of word order and identify points of emphasis, tone, or mood (e.g., accusation) based on intonation (e.g., You didn't do your homework! vs. You didn't do your homework?).	Identify points of emphasis, tone, or mood (e.g., skepticism or incredulity) based on stress and intonation (e.g., You're going to ride your bike out in the rain?).
Determine meaning of idiomatic language	Determine meaning of basic phrasal verbs describing physical actions in context (e.g.,	Determine meaning of frequently used classroom idioms and phrasal verbs in context.	Determine meaning of frequently used idioms and phrasal verbs in clear contexts (e.g., How come	Determine meaning of frequently used idioms and phrasal verbs in context (e.g., When are	Determine meaning of idioms and figurative language in clear contexts (e.g., I was so	Determine meaning of complex, low-frequency idioms and figurative language in context	Determine meaning of complex, low-frequency idioms and figurative language in context

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	<p>put on clothes; turn on a light).</p>	<p>(e.g., Please fill out this form. Please hand in your homework. Take out a pencil.).</p>	<p>you're late? When do you pick up your children?).</p>	<p>How about getting together after school? Look it up in the dictionary).</p>	<p>we leaving? I'm sooner the better. Be careful, that car is backing up.).</p>	<p>tongue-tied that I couldn't answer the question. Just tell me and stop beating around the bush.).</p>	<p>know what the teacher was driving at. Come in early so you can learn the ropes.).</p>	<p>(e.g., We need to go back to the drawing board in this project. I've been walking on eggshells for years.).</p>
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The content will be vetted before finalization and does not represent the final product of what will be assessed.



## Executive Committee Agenda Item

SUBJECT: Executive Director Evaluation Team and Tool		Month: April	Year: 2015
		Item No: IV J.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the non-officer Executive Committee member to participate on the Executive Director's evaluation team and review the evaluation tool	Urgent: YES	
		Time Requested: 5 mins.,	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

At the October 2014 meeting, the Executive ComSmittee approved the following Executive Director Evaluation Process:

- Setting goals
  - The president, vice president, and executive director will mutually agree on the annual goals for consideration by the Executive Committee.
- Evaluation
  - The elected officers and one Executive Committee member (elected by the Executive Committee) will serve as the evaluation team.
  - All Executive Committee members will provide input via an evaluation instrument.
  - The Evaluation Team will synthesize the feedback from the Executive Committee and provide the Executive Committee with a summary report and make a recommendation to the Executive Committee – either satisfactory or unsatisfactory.
  - The Executive Committee will decide whether or not to accept the recommendation of the Evaluation Team. If they decide not to accept the recommendation, they will provide a detailed report of their decision.

The Executive Committee Members will elect a non-officer member to join the Executive Committee Evaluation Team and review the Executive Director Evaluation Instrument.

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



## **Academic Senate for California Community Colleges Executive Director Evaluation – DUE May 1st**

Members of the Executive Committee:

As part of the evaluation process of our Executive Director, Julie Adams, I invite you to respond to the following questions. Your response to these questions will provide the Executive Director Evaluation Team with information to prepare an evaluation summary for the Executive Committee. Julie will also be answering these same questions as a process of self-evaluation. Please reflect on these questions and return your responses to the team no later than midnight on, **May 1, 2015**. Thank you for participating in this process.

---

1. Describe how the Executive Director has performed in creating positive relationships with members of the Executive Committee and strengthening the Executive Committee.
2. Describe how the Executive Director has performed in advancing the quality of the work of the Academic Senate and improving the services offered by the organization.
3. Describe how the Executive Director has performed in improving the financial resources of the Academic Senate and accountability for those resources.
4. Given that operations of the Academic Senate office (accounting, workflow, event logistics, staff development, etc.) are under the direction of the Executive Director, how well are office functions supporting the work of the Executive Committee and the Academic Senate?
5. Based on your experience, describe how and in what areas the Executive Director has done an exceptional job.
6. Based on your experience, describe how and in what areas the Executive Director can improve in her performance and execution of her responsibilities. (*Please refer to the Executive Director Job Description -- attached*)
7. Please add other comments that you feel will be helpful in the evaluation process.

## Executive Director Job Description (approved 11/14)

### Executive Director Job Description

The Academic Senate is governed by the Executive Committee officers and members who are elected for limited terms from all 112 campuses and from the entire range of disciplines. The Executive Director is a non-voting *ex-officio* officer of the Academic Senate. The Executive Director carries out a variety of responsibilities in these key areas: chief administrator for the 501 (c) 6 nonprofit organization; policy advisor to the Senate officers, Executive Committee members, committees, and others; and chief of staff. Other duties include facilitating and coordinating the agendas and activities of the Executive Committee and plenary session, advocacy for the roles of the Senate and for resources necessary for it to excel in its shared-governance responsibilities granted to the Senate under Education Code, Title 5, and Board of Governors. The Executive Director works in a highly sensitive and political environment, as well as in an environment in which the faculty leadership and members change regularly.

Function	Duties
Chief Administrator	<ul style="list-style-type: none"> <li>• Provides leadership and continuity to the Senate, in support of the president, by using comprehensive understanding of the governance and structure of California community colleges and institutional memory to effectively navigate and manage multiple, highly sensitive, and politically competing priorities while cognizant of the varied needs of multiple constituencies.</li> <li>• Provides oversight of Senate-wide grants and projects while being cognizant of the perspectives and concerns of the president, committee members, delegates, and members.</li> <li>• Provides advice, background research, and other support to the president and vice president in their roles as representatives to the Board of Governors, Consultation Council, and other groups such as Intersegmental Committee of Academic Senates.</li> <li>• Facilitates problem-solving of issues that fall within the purview of the Senate.</li> <li>• Reviews all official Senate communications, specifically those to the president, and uses independent judgment in determining the appropriate response and/or course of action.</li> <li>• Reviews and edits written material submitted to the president for his/her signature.</li> <li>• Provides executive analysis to the president.</li> <li>• Advises the president on determining agendas for the Executive Committee and the Plenary Sessions, prioritizing agenda items.</li> <li>• Advises committee chairs on determining agendas, and prioritizing of agenda items.</li> <li>• Assist in the development and implementation of short- and long-term goals and strategic plans.</li> <li>• In coordination with the president, undertakes (or supervises) unique and sensitive projects.</li> <li>• In coordination with the Academic Senate Foundation Board of Directors, identifies and prioritizes prospective funding opportunities including grants, philanthropic organizations, and other nonprofit organizations. Assists in</li> </ul>

	<p>designing strategy and goals, and establishing and developing relationships with potential donors and grantors.</p> <ul style="list-style-type: none"> <li>• Develop and oversee the operations of the Senate Foundation.</li> </ul>
Policy Advisor	<ul style="list-style-type: none"> <li>• Provides leadership, consultation, and advice to the Senate committee chairs and staff on significant issues, proposed actions, policies, and procedures.</li> <li>• Identifies, analyzes, formulates, proposes, and drafts new and/or changes to existing policies, procedures, bylaws, regulations and any issues concerning the welfare of the Senate, drawing upon expert knowledge of the organization and the philosophy of the Senate, its bylaws, and its role in the CCC governance system.</li> <li>• Consults with appropriate groups and ensures appropriate consultation with the community college community on major policy issues, procedures, and Senate activities.</li> <li>• Conducts analysis of complex policy and issues.</li> <li>• Clarifying any issues related to the Senate bylaws and regulations, as well as the Senate's mission.</li> </ul>
Chief of Staff	<ul style="list-style-type: none"> <li>• Provides leadership to achieving the Senate mission by directing staff and assisting the president and other faculty in identifying and engaging in activities that promote the development of major academic policies and recommendations.</li> <li>• Motivates those responsible for the development and implementation of policies, programs, services, etc., for the Senate including committees and staff, to ensure that the Senate's work is accomplished; and monitor progress associated with these tasks.</li> <li>• Creates effective management systems and strategic planning activities for the overall administration of the Senate.</li> <li>• Assumes responsibility for all supervision and management of the staff (e.g., hiring, training, supervising, evaluating, corrective action, and dismissal of all staff) as well as establishing priorities, work rules, and office protocols for accomplishing the work of the Senate.</li> <li>• Provides independent oversight, analysis, planning, and management of all the Senate's resources including fiscal, physical, equipment, computing, and web-based resources.</li> <li>• Ensures that information systems appropriately support the needs of the Senate. Identifies ways in which to use technology and information systems and oversees development and refinement of electronic methods for more efficient and cost-effective methods of communications.</li> </ul>
Public Relations/Liaison	<ul style="list-style-type: none"> <li>• Serves as the principal staff liaison between the Senate office and local senates as well as divisions within the Chancellor's Office, the California State University, University of California, the community, and governmental members.</li> <li>• Assures the Senate and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders.</li> </ul>







## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: April	Year: 2015
		Item No: V. A	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated about the Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	
		Information	X

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLORS OFFICE**

1102 Q STREET

SACRAMENTO, CA 95811

(916) 445-8752

<http://www.cccco.edu>



**AGENDA**

**Consultation Council**

**Thursday, March 19, 2015**

**Chancellor's Office, Room 3B and C**

**9:30 a.m. to 2:00 p.m.**

**1102 Q Street, 3<sup>rd</sup> Floor**

**Sacramento, CA 95811**

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

- 1. Student Senate Update**
- 2. Bachelor's Degree Pilot Project**
- 3. 2015-16 Budget Discussions**
- 4. Noncredit Student Success & Support Program (SSSP) Funding Formula**
- 5. Adult Education**
- 6. State and Federal Legislative Update**
- 7. Other**



## Board of Governors Meeting Agenda for March 2015

### Meeting Location

1102 Q Street, Third Floor  
Sacramento, CA 95814  
(916) 445-8752

### March 16, 2015

#### Consent Calendar

- Item 1.1 Approval of the Minutes
- Item 1.2 Approval of Contracts and Grants

#### Action Calendar

- Item 2.1 Bachelors Degree Pilot Colleges Approval (Attachment)
- Item 2.2 Institutional Effectiveness (Attachment)
- Item 2.3 Sequoias Hanford Educational Center
- Item 2.4 Baccalaureate Degree Pilot Program Fees (Attachment)

#### First Reading Calendar

- Item 3.1 Disabled Student Programs and Services Regulations Revisions  
(Attachment 1) (Attachment 2)

#### Information and Reports

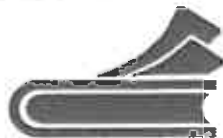
- Item 4.1 El Camino College Compton Center Update
- Item 4.2 City College of San Francisco Update
- Item 4.3 Task Force on Workforce, Job Creation and a Strong Economy Update

### March 17, 2015

#### Information and Reports

- Item 4.4 Recognition of Jan Dehesh and Gary Reed for Years of Service to the Foundation for California Community Colleges
- Item 4.5 2014 Hayward Awards for Excellence in Education
- Item 4.6 Historically Black Colleges and Universities Transfer Admission Guarantee Program
- Item 4.7 Foundation for California Community Colleges: Benefiting, Supporting and Enhancing the California Community College System
- Item 4.8 State and Federal Legislative Update  
(Attachment 1 - State Update) (Attachment 2 - Legislative Matrix) (Attachment 3 - Federal Update)





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Curriculum Committee

MINUTES

January 30, 2015

ASCCC Offices – Sacramento

1 Capitol Mall

PRESENT – Rich Cameron, Terrie Hawthorne, Cheryl Aschenbach, Ginni May, James Todd, Michelle Grimes-Hillman, Sofia Ramirez-Gelpi

Recorder: Ginni May

1. Agenda approval and note-taker assigned – Agenda approved by consensus, Note taker is Ginni.
2. Review and approval of notes from December 12, 2014 – Approved by consensus
3. Important Dates and Information
  - a. Michelle thanked the committee for all of their work with the CTE Curriculum event.
  - b. The Voc Ed Institute is in May 8-9 (La Jolla) and there may be Curriculum Committee participation so members were asked to mark the dates.
  - c. Executive agenda items are due Jan 21, Feb 18, March 25  
Plenary breakouts and resolutions need to be recommended by Feb 18  
By March 5, we need a recommendation for a theme for the Curriculum Institute,

Faculty Leadership Topics due Feb 18

This takes place in June and really intended for upcoming senate presidents  
Curriculum topics could include the Baccalaureate Degrees, ADTs, etc

Curriculum Program due March 25

- Theme
- Specifications for breakouts: Start and times
- General Sessions and breakouts
- Presenters
- Facilitators

4. Survey for resolution S13 9.01  
Review Executive Committee Feedback:
  - Needs intro
  - Review Resolution Fall 2012, 9.04
  - Scheduling Processes influence by neighboring colleges
  - Need to ask about indirect review of neighboring colleges
  - Determine coordinate transfer vs. CTE

James is revising the survey questions at this moment, while we are discussing it, It will be resubmitted to Exec for final approval.

5. Plenary breakout suggestions
  - a. PCAH changes  
51% Rule of major units must articulate as major prep in local degree designated for transfer. This is not written anywhere except the 5<sup>th</sup> ed PCAH, Michelle suggested that members talk to their campus and determine if there are other PCAH areas that may need resolutions

- b. Members discussed resolution “Impact of Changes to Course Repeatability” Fall 2014 Resolution Number: 09.08, which reads”

Resolved, That the Academic Senate for California Community Colleges gather information from local senates about the impact at the program level of the 2012 changes to the repeatability regulations and hold a breakout at the Spring 2015 Plenary; and

Resolved, That the Academic Senate for California Community Colleges research the impact at the program level of the 2012 changes to the repeatability regulations, use the research to inform possible future actions or guidance regarding this issue, and present the research at the Spring 2016 Plenary Session.

- c. Michelle, James, Cheryl will be at Plenary and Michelle will make the following recommendation to Exec for breakouts
- (1) Michelle, Ginni, Cheryl doing Breakout on “Units” at Plenary
  - (2) PCAH revision could be a topic – **Michelle**
  - (3) English and math graduation requirements – **Ginni**, Paul Steenhausen
  - (4) Repeatability impact on programs– **Michelle**
- d. Members will get Title, general description, and possible presenters with facilitator to MGH by **Thursday, 2-5-2015**

6. Regional Planning (March 20 and 21)

Noncredit Regionals (see attachments)

Rich on Saturday

Sofia on Friday

Terrie on Saturday

James on Friday

Ginni not going

Cheryl not going

Michelle on both days

Discussed Draft Program-Michelle will consult with Debbie regarding modifying the program, dump C-ID thing and eliminate Strands so that attendees can go to both

7. Curriculum Institute

Possible Topics: Civic engagement, Accreditation, Bachelor degrees (upper division?), CO training, C-ID future, PCAH, noncredit, CTE

Theme ideas –

Curriculum: Gardening: pruning, organic, sustainable, planting seeds, feeding, pesticides, overgrown, weeds

Curriculum: Happily Ever After

Curriculum: Laugh Cry

**Curriculum: Keeping your Curriculum Healthy-Getting and Staying in Shape**

**Pre-session of Curriculum Institute** post lunch starting at 1:00 or 2:00 no meals, just meeting rooms and weave cost into the cost for all:

“Boot Camp” – this could become a PDC Curriculum Module and be added to the Leadership Module

“CCCCO training for Curriculum Specialists”

Ask ASCCC Foundation to support Dinner/Jazz Band/Dancing

Foundation Fundraiser: Fun Run for (or from) Curriculum, Yoga, or Zumba

Conference App will be discussed again

Timely posting of PPs



**Additional Topics:**

SLOs – James  
Newby Strand

**General Session:**

Senate Update  
Foundation Update  
CTE Taskforce  
PCAH Update  
ADTs

**Possible Breakouts:**

Curriculum 101  
Title 5, PCAH, and You  
SLOs and Curricular Process  
Prerequisite – maybe NC, Equity and Disproportionate Impact during prereq review  
DE Approval  
Units and Hours  
Training CCs  
Meeting Management  
ADTs, Where are we now?  
NC Curric Development  
CTE Topics  
Curriculum Committee and the Academic Senate  
Problem Solving Scenarios  
Curric Update from CCCCCO  
Comm. Service, NC and Credit (Not for Credit)  
Traditional Degrees and Certificates – Local degrees, what good are they  
Advisory Committees and Curricular Design  
GE for STEM  
Discipline Placement  
ISLOs and data management system  
C-ID  
Resources?  
DE Regular and Effective contact  
Innovation in Curriculum  
Acceleration Trends  
Top Codes and MIS Coding – maybe and CIP?  
Credit Course Repetition  
Training curric committee  
AB 86 and Curriculum, CDCP  
Low Unit Certificate and Stand Alone Courses  
Doing what matters, Launchboard,  
Curricular Review tied to Program Review?  
Legal Opinions and Memos  
GE Bloat, Unit Creep  
Tech Initiatives  
Pathways and Regional Efforts, Dual Enrollment  
Facilitating Difficult Discussions  
Content Review  
Collaborative Programs and Regional Course Offerings  
Curriculum Committees and Administration Collaboration/communication  
CCCCO Q & A

Curric Q & A  
Curricular Consideration for Student Access and Success?

Next meeting: February 20, 2015 – CCConfer (Rescheduled to 2/26)

Spring Plenary topics submitted

Common Assessment Initiative-what is it, where are we now, and where are we (hoping) to go

Regular, Substantive, Effective, and Instructor Initiated Contact in DE

FERPA and ADA Compliance in DE

\*Curriculum Handbook-why should I have one, and what should it contain?

Curriculum Reference Document

\*Evaluating your Curriculum Committee-How do we know if we are effective and do we even need to improve?

\*Getting curriculum through the process in the most efficient way: from idea to CCCCCO Approval w/CCCCO?

\*Outcomes or Objectives...what's the difference? College CORs and the C-ID Descriptors

\*C-ID Descriptors for Basic Skills and CTE

\* (GE Bloat, unit bloat) STEM courses that are 5 semester units...do they need to be 4 semester units? If

\*so, what about an optional/additional lab unit for students that need extra help?

\*bachelor's degree

In view of the CTE Academy, perhaps some of that info could be conveyed at Plenary (Doing What Matters, LaunchBoard, sources of data for CTE)

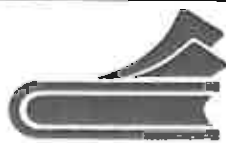
AB86 and its impact on curriculum

\*Viability/Feasibility of programs

PCAH revision

\*English and math graduation requirements- connect with Paul Steenhausen, the Executive Director of the new Student Success Center. Paul is interested in this from the perspective of the Success Center but also from his previous position with the Legislative Analyst's Office. Former ASCCC President Ian Walton is also very big on this topic and would probably help, since he is the one who promised the BOG that we would work on this.





## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### ASCCC Curriculum Committee

#### Notes

February 26, 2015

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PRESENT – Rich Cameron, Terrie Hawthorne, Ginni May, Michelle Grimes-Hillman, Sofia Ramirez-Gelpi

Recorders: Rich Cameron, Sofia Ramirez-Gelpi

1. Agenda approved and note-taker assigned
2. Review and approval of notes from January 30, 2014 – Minutes approved with spelling corrections
3. Important Dates and Information
  - a. Plenary Presenter list due March 6 – Committee is to reviewed names for possible presenters
  - b. Plenary final description due March 16
  - c. Executive agenda items are due March 25  
No curriculum resolutions from the committee but resolutions can still come through the areas  
Expecting angst on PCAH, C-ID approval, approval backlogs from the CCCCC
  - d. Curriculum Program due March 25 –  
The proposed schedule was taken to the Exec Committee.
    - Theme – Theme submitted.
    - Description - Need a description. (Rich will draft it)
    - Specifications for breakouts: Start and times are on the agenda items
    - General Sessions and breakouts suggested
    - Presenters  
Exec may recommend some, but we will need to work on this list at next meeting.
    - Facilitators  
Members will all be given facilitation assignments, probably multiple. Work on pre-planning as much as possible to get presenters to meet our deadlines.
  - e. CIO Curriculum Presentation – April 14 in San Francisco  
Members will not need to present. Event will focus on bringing new CIOs and curriculum specialists up to date. C-ID, PACAH, ADT, Baccalaureate process, inventory training and relationships with curriculum committees are possible topics
  - f. SACC/PCAH update  
SACC continues to meet and the curriculum committee may get questions from time to time. Members should read updates and notes although there very little movement from month to month. PCAH re-writing continuing to take place and trying match up regulations with code.

## 4. Plenary breakout planning

Committee were given four breakouts. Theme is Thriving Under Pressure  
Thursday!

- a) 10:00 a.m. to 11:15 a.m. FIRST BREAKOUT SESSION – Add Kathleen to presenters. Add Ginni to the planning.

10+1 ways to decrease pressure between the Academic Senate and the Curriculum Committees (Grimes-Hillman, Aschenbach)

Note: We can include PCAH issues, unit issues, lecture/lab discussion in this breakout as well.

- b) 2:00 p.m. to 3:15 p.m. SECOND BREAKOUT SESSION – Ginni to do some planning – (Ian cannot be a presenter).

Challenging Convention: Faculty design and implementation of alternative courses to meet English and Math Requirements (Grimes-Hillman, May, Steenhausen and Walton (pending availability))

Friday!

- c) 2:15 p.m. to 3:30 p.m. FOURTH BREAKOUT SESSION – (credit by exam, military credit, prior learning assessment, life experience) – Michelle will handle this – Looking for help/possible presenters

The Pressure of Completion: Alternative Forms of College Credit

- d) 3:45 p.m. to 5:00 p.m. FIFTH BREAKOUT SESSION --

The Pressure and Impact of Change: Course Repetition Yet Again (Grimes-Hillman, May, Aschenbach)

Note: Two resolutions relate to this breakout:

Re-enrollment Information for Admissions and Records Staff

Fall 2014 Resolution Number: 07.06

*Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office to encourage Admissions and Records staff to permit the students' re-enrollment into necessary courses as presented in the California Community Colleges Chancellor's Office document California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals; and Resolved, That the Academic Senate for California Community Colleges research effective practices used by local districts to re-enroll students that meet the criteria under Title 5 §55040 (b)(9) and §55041(b) and present its findings by 2016 Spring Plenary Session.*

Impact of Changes to Course Repeatability

Fall 2014 Resolution Number: 09.08

*Resolved, That the Academic Senate for California Community Colleges gather information from local senates about the impact at the program level of the 2012 changes to the repeatability regulations and hold a breakout at the Spring 2015 Plenary; and*

*Resolved, That the Academic Senate for California Community Colleges research the impact at the program level of the 2012 changes to the repeatability regulations, use the research to inform possible future actions or guidance regarding this issue, and present the research at the Spring 2016 Plenary Session.*

## 5. Regional Planning (March 20 and 21)

Noncredit Regionals (see attached)

Rich and Sophia attending the regionals. Debbie Klein reviewed plans. NorCal at Foothill College on March 20 - SoCal at Cerritos March 21. Rich and Sophia get together online with the presenters (Yadick, David, Sophia and Rich, Candice or Debbie will facilitate a get-together). There will be a two-hour session in the afternoon. Presenters are getting special training for this event. Expecting a spirited session. Rich and Sophia invited to participate in the training session this coming Tuesday 5:00-6:30 pm (phone call training). Rich and Sophia may want to roam among the planning sessions during the workshops to answer curriculum approval questions.

6. Curriculum Institute (CI) Planning (see attached)

Committee discussed the CI permission to do the pre-session workshops and we don't expect there will be an additional charge unless the hotel charges us for the space. CTE Curriculum Academy PowerPoint available for the Boot Camp. (Sophia and Rich may want to complete this presentation.)

Members were asked to see if they need to find a college with an awesome Jazz Band for the institute.

The committee will assign names to the breakouts at the next meeting

Need input from members by March 13. – Members were asked to draft a sentence on what you think the breakout should cover.

There is one breakout time slot that has not been assigned. Members were asked to consider a workshop on global citizenship/civic engagement (service learning/making students better citizens) across the curriculum.





## Futures Committee Notes – Saturday, Feb 14<sup>th</sup>, 2015

Meeting convened at 10:30 AM, David Morse, Julie Bruno, Julie Adams, Lynn Shaw, Toni Parsons, Shawn Carney, Lynell Wiggins, Wheeler North, Arnita Porter (by phone)

### Purpose of the Futures Committee

*The Officers present went over the purpose of the Futures Committee and its recent history.*

### Brief debrief from first TF meeting and other in-meeting

*All in all members felt it was a good start. In looking at the timeline for the Task Force it is clear they did not really think it out. Feedback will be needed on final recommendations which the TF then needs to consider, otherwise there is no point in vetting – David and Lynn to follow-up – any and all revisions need to come back to the TF or they won't be the TF's recommendations.*

### Strategies/communications/information needs

*In meeting communications to TF members through David to avoid a free for all.*

*We need to find positions for all existing themes coming up any gaps. North to develop a Google doc, FC members as assigned to do research in each area.*

### Possible resolutions that the ASCCC needs already

*Adopting curriculum from other colleges*

*Faculty status – create a full time non-tenure faculty to increase flexibility for program discontinuance.*

*Funding – Need to define what performance is – Need better data if student performance is to be a metric.*

*Faculty qualifications – expanding pool of instructors - options*

*Looking at attendance so far we need another blurb out for the CTE faculty regionals tours*

### Future meeting dates for Futures

March 25<sup>th</sup> 7:00PM at CCCAOE



**Noncredit Committee Minutes**

1:00-2:30pm

CCC confer call

**Friday, January 23, 2015**

**PRESENT:** Debbie Klein, Leigh Ann Shaw, David Norton, Wheeler North, Diane Edwards-LiPera, Jason Edington, Jarek Janio, Candace Lynch-Thompson.

**Guests on call:** Madelyn Arballo (Director of ABE at Mt. SAC); Valentina Purtell (North Orange County CCD and ACCE); John Stankos (ASCCC).

**1. Welcome & agenda adjustments**

- Replace item 8 (“Discuss data-driven research ideas for noncredit--Jarek Janio--15 min) with discussion about Noncredit Curriculum Regionals
- Introductions for guests

**2. Comments from the public (5 min each)**

- None.

**3. Approval of minutes from November 21, 2014**

- M: Candace Lynch-Thompson / S: Leigh Ann. Approved with one abstention: Jason Edington.

**4. Important dates**

A. ACCE (Association of Community and Continuing Education) 8<sup>th</sup> Annual Conference: Feb. 25-27

- Jarek 1<sup>st</sup> VP responsible for Conference—special hotel rate.
- ASCCC not enough in budget for Debbie to attend.
- Noncredit Committee attendees will take notes.
- David and Diane might be able to attend.

B. Noncredit/Curriculum Regionals: March 20-21.

- Debbie will send link to this.
- Information is disseminated to all AS Presidents to Curriculum Chairs. Perhaps, we could add the CIO list serve? Also ask Basic Skills Committee.
- Debbie asks that all of us attend one or the other or both. ASCCC will pay for transportation. North location TBD.

C. Spring Plenary: April 9-11—takes place in Irvine.

**5. Noncredit hot topics: Title 5 language for noncredit progress indicators, CDCP funding increase, AB 86, etc. (Dean Valentina Purtell) (40 min)**

**Valentina Purtell** – there is a need for system-wide accountability framework for NC, especially inclusion in the score card. Statewide pilot: NC should have other success indicators other than just enhanced funding. Pilot communicated need to institutionalize indicators (SP= satisfactory progress, e.g., but it didn’t materialize). Revision of verbiage for Title V – requiring NC to submit grades. The verbiage goes next to Legal. Dean Purtell will send a draft to Debbie.

- Accountability Report – (1) Scorecard (2) Reg. Consortia to develop accountability (3) SB 173 mandates joint development of both systems. Institutional Effectiveness Advisory Committee: approval for CO to develop a set of tools to evaluate their effectiveness and to be prepared for Accreditation.
- SB 173 mandate calls for joint accountability measures. Most K-12 and some CCCs use CASAS for WIA, II funding. This part was removed because it seemed too prescriptive. Focus instead is on HS completions, transfer to credit and/or four-year college and workforce.
- Need for Adult Ed students to have a unique identifier—without it, it is difficult to track students.
- Adult Ed advisory group run by Cal DoE—another venue to listen to their discussion esp. implementation of AB 86; next meeting is Feb 5<sup>th</sup>. Debbie will also raise these questions w/ASCCC to see if there's any participation from ASCCC.
- Common theme of three items: inclusion of NC in existing processes. The three items: (1) Scorecard; (2) Student Success Initiatives (Governor's 3SP and Equity Plans = \$200 million). NC fits very well in both. Student Equity Plans (SEP): \$100 million dedicated to it. CO communicated funding formula—has five factors and NC is present in four. Annual FTES includes both credit and noncredit. SCE developed its own NC Equity Plan—local decision: how to participate in the process? Candace will share their NC SEP with this group. Equity indicators were not developed with NC in mind. How is completion defined for NC—course completion (rather than Certificate). Very little grading done. NC rep is included on Statewide Equity Advisory Committee. (3) \$100 million for 3SP. NC has always participated in Matriculation and now is included in 3SP since NC provides the same services as Student Services. CO recently formed the NC 3SP Advisory Committee charged with developing 3SP Matriculation Plan, and money is being allocated based on a combination of head count (40%) and 3SP services (60%)--finalizing but challenge is level of resources: NC statewide is eligible for \$9.3 million (vs. \$100 million credit.)
- There is also a need for technical support and training. IT departments are not used to submitting NC data. Support for faculty is also needed.
- Not going to cover CDCP on this call.
- 3SP already received money based on head count only.

Valentina Purtell leaves conversation.

John Stankas joins meeting.

#### **6. AB 86 workgroup update and Q&A (John Stankas) (20 min)**

- Initially, the AB 86 workgroup having discussions didn't include any faculty reps. from K-12 and CCC faculty.
- The expanded workgroup (now including faculty) spent time with consulting firm to review all plans submitted thus far. This was different from Hanover – looked at submission and had conversation about possible outcomes based on the submissions. The group looked at leveraging regional structures. There were misgivings by consulting group about what could happen.

- Now that faculty reps. are part of the committee membership: Defining PD and role of faculty in both systems. The group sent forward a list of recommendations: 1. more hires; student needs—help students move within systems to achieve goal. Strengthen PD within and between systems. McKenzie Group (business model): 2. bring faculty together to have dialogue about curriculum (both systems). 3. Wraparound services – child care and transportation. 4. Common assessment – most K-12 use CASAS for placement. Legislature already supports common assessment, and concluded that the CASAS system wouldn't work for CCCs (because it needs to be more comprehensive). CB 21 coding and C-ID--now finding a cross walk between CC method and CASAS—there's been so much work on that already. There's a need to establish a framework in which groups of faculty, staff, and administrators from both systems can get together to talk curriculum. They tried to tie all of this back to individual consortium reports – pull out information for the report due to Legislature March 2015. CO and Mackenzie: feeling pressure to put together report in time for March report to Legislature.
  - Curriculum Regionals are devoted to Noncredit.
  - Strand B—Debbie wants it to be a way of leading discussions and helping people plan at their respective colleges. The goal is for our Noncredit Committee to guide it.
7. Discuss noncredit breakout ideas for Spring Plenary (10 min)
    - Did not get to this item.
  8. Original: Discuss data-driven research ideas for noncredit (Jarek Janio) (15 min).  
Amended: tabled for future meeting

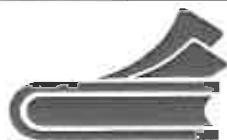
Adjourned 2:48 p.m.

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**Next meeting: February 3, 2015 @ 5-6:30pm**

Minutes submitted by David Norton





## Academic Senate for California Community Colleges

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### ASCCC Noncredit Committee

#### Agenda

**February 3, 2015 @ 5:00-6:30pm**

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 288560

Presenter Passcode: 9035411

1. Welcome & agenda adjustments:
  - a. Attendees Jarek Janio, Candace Lynch-Thompson, Debbie Klein, Leigh Anne Shaw, Diane Edwards-Lipara, Jason Edington.
  - b. Guests: Madelayne Arballo, Jan Young, Michelle Grimes-Hillman
2. Approval of minutes from January 23, 2015. M: Lynch-Thompson; S: Janio; Approved
3. Important dates
  - a. ACCE (Association of Community and Continuing Education) Annual Conference: Feb. 25-27
  - b. Noncredit Curriculum Regionals: March 20-21
  - c. Spring Plenary: April 9-11
4. Welcome back check-in: highlight from your winter break ☺ (20 min)
5. Discuss Noncredit Curriculum Regionals (30 min)
  - Guest: Michelle Grimes-Hillman, ASCCC curriculum committee chair
    - Noncredit will host Spring regionals with Curriculum Committee as support team
    - Now that the money is dedicated, Noncredit creation/expansion will become more urgent
    - CTE Academy Boot Camp partnered with CCCAOE (Occ.Ed educators) broached topics of noncredit as well.
      - Many colleges offer no noncredit in CTE
      - Creating a "noncredit mirror" course for CTE can allow for stackable courses and may solve many problems that occur now with funding, repeatability, etc. (could be called "dual-listed" at some campuses)
      - Noncredit can be the sponsor to help get conversations going on campus
      - Other models may exist
  - Agenda for regionals
    - One hour "nuts and bolts" on noncredit
    - John Stankas update on CTE and AB 86
    - Breakouts (see below)
6. Discuss noncredit breakout ideas for Spring Plenary (10 min)
  - AB 86 Rocks On: Effective Models of K-12 and Community College Adult Education Collaboration
    - Clarification of terms K-12, K-14, Continuing ed, etc.
    - Important to monitor conversations to make sure there is balance between faculty and administrators, esp. since administrators often attend these conferences on behalf of their faculty.

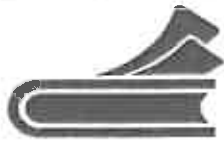
- Suggestion: discuss noncredit in the context of SSSP/Equity, esp as there may be language in SSSP that may inform/guide noncredit (esp. in areas of student services)
  - College Decision-Making About Noncredit Instruction: Effective Models
    - Discussion of grouping colleges with no noncredit with college that have noncredit to talk about building curriculum
      - Some colleges may not be at that point yet and may benefit more from a discussion on how to get the conversation started at their campuses, before curriculum gets created
      - Perhaps divide groups into different scenarios applicable to what they need
    - Suggestion to reach out to ACCE (Association of Continuing and Community Education) for assistance
    - Give ways/encouragement to send noncredit faculty to the regionals; seek stipends if possible
    - Limit on capacity? There will be more interest in the south.
    - End with sharing out plans generated in groups
7. Discuss Dean Valentina Purtell's presentation from 1/23 meeting (representing noncredit in Equity and SSSP Plans, amended noncredit grading policies, etc.) (20 min)
- a. Comments that the information is so dense and complex that it shows how important it is that more people understand the nuances of noncredit, especially its funding and the need for progress indicators
  - b. There is traction being created in Sacramento via FACCC – legislation being proposed that involves noncredit
  - c. Still need to know more about what is needed to get progress indicators moved forward (we already have a resolution/position on it). Jarek will talk to Valentina Purtell.
8. Noncredit updates from noncredit faculty: Candace, Jarek, and David (10 min)
- a. Classrooms: teachers focusing on aligning with CCCs where appropriate, and meet other goals as well.
  - b. ASCCC needs more representation from noncredit practitioners, but also need non-practitioners to do the work of educating and assisting the growth of noncredit.
  - c. Alignment with Common Core is taking precedent for adult ed right now.
  - d. RP Group had no one presenting on noncredit (Jarek will now present). This is surprising considering the role of AB 86 in ed now
  - e. Suggestion to encourage a balance of the number of faculty, admin to attend Noncredit Regionals (will work on wording in advertisement).
9. Meeting adjourned at 6:29pm.

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**Next meeting: February 17, 2015 @ 5-6:30pm**

Minutes submitted by Leigh Anne Shaw





## Academic Senate for California Community Colleges

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### ASCCC Noncredit Committee

#### MINUTES

February 17, 2015 @ 5:00-6:30pm

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 288560

Presenter Passcode: 9035411

Members Present: Debbie Klein, Candace Lynch-Thompson, Diane Edwards-Lipera, Jarek Janio, Leigh Anne Shaw, Jason Edington, David Norton.

Guests: Jan Young.

#### 1. Welcome & agenda adjustments

Move item # 6 below [System-wide data needs for noncredit: Jarek Janio (20 min)] to be discussed after approval of the minutes because Jarek cannot participate for the entire meeting.

Unanimous approval.

#### 2. Approval of minutes from February 3, 2015

Motion: Lynch-Thompson; Second: Janio. One abstention (Norton was absent); all others approve.

System-wide data needs for noncredit: Presentation by Jarek Janio (20 min)

Jarek offered findings from his program at Santa Ana College, indicating that the noncredit data provides rather broad, preliminary findings. However, there are some things we need to pay attention to. Jarek directed us to the Santa Ana College (SAC) website for data on noncredit. There are two live links on the SAC website (Go to 1. SAC faculty and staff: on the navigation bar, 2. institutional research, 3. transitions. Of the two live links, the second is HS graduation to college data. (What happens when they leave us?)

SAC looks only at their ESL Intermediate 2 and 3 transitions. What Jarek has observed is that with 2 and 3 students—Beg. 1 2 3 and Int. 1 2 3—they either move to ABE or (MISSED THIS). One observation: in 2012-13, most ended-up in ABE while enrollment in the high school program has been decreasing. One possible reason may be that they're older. Another observation: SAC students on average have at least seven years of education now whereas entering students previously had only six years.

When looking at the progress indicators' link – 1<sup>st</sup> one is overall population which includes grades like it does in credit: NP, P, or SP. SP is the middle of the road grade at SAC noncredit. SAC also indicates if students have taken a test and scored at 75% or better. This does not correspond to a certificate; it is just an exit test they take when they leave ESL. All Intermediate 2 and 3 Students take this exit exam. SAC also has progress indicators that are broken down by ethnicity. Although progress indicators are not used by all noncredit programs, SAC and North Orange continue to use progress indicators.

Jarek pointed out that when looking at the progress indicator spread sheet, comparing grades and attendance hours, it is clear that students with "P" grades have the largest number of hours; students with "SP" have the next largest; and the students with the least number of hours have a grade of "NP." These findings point to noncredit efficiency. ☺ However, another perspective is that perhaps those students receiving an "NP" grade attended enough hours to get the English that they needed. The focus: what is the student's goal?

One last spreadsheet looked at the AB 86 demographics. What can be seen is a correlation among three variables: poverty rate, unemployment rate, and no diploma. Do agencies need to address all three? (Perhaps we will add this to our discussion in March.)

Jarek will be presenting at an OC Research and Planning group. Jarek also pointed us to a blog he created: [Noncreditdata.com](http://Noncreditdata.com).  
Jarek leaves the meeting.

### 3. Important dates

- a. ACCE (Association of Community and Continuing Education) Annual Conference: Feb. 25-27
- b. Resolutions due: February 18
- c. Breakout descriptions due: March 6 (but get these to Debbie by March 5<sup>th</sup>— okay to create a sexy title).
- d. Noncredit Curriculum Regionals: March 20-21 (please register)  
--If flying, ASCCC will reimburse. (Jarek and David will be flying to the meeting in the North.)
- e. Spring Plenary: April 9-11 (Registration is ready.)

### 4. Noncredit breakouts for Spring Plenary (10 min)

- AB 86 Final Legislative Report and Future Planning: John Stankas, Leigh Ann Shaw, David Norton
- Noncredit Curriculum in the Age of Equalization: Debbie Klein, Candace Lynch-Thompson, and Jarek Janio

### 5. Discuss Noncredit Curriculum Regionals (30 min)

- Group facilitation training on March 3
- Ideas and concerns we want to discuss during our facilitation training
- PPT draft by ?: Noncredit Nuts and Bolts: the students, the curriculum, and the funding (Candace, Jarek, David, Rich Cameron, and Sophia Ramirez-Gelpi)

Debbie is planning a training for the next meeting.

Ideas and concerns – what to bring up to those helping us do the training – especially since it will be two-hour conversations we will be heading. For example, think about the ESL groups throughout the state who will have panic and anxiety issues about the noncredit situation right now.

Tailor training to conversations such as: systems analysis understanding—that is, focus on the problem you're trying to solve rather than focus on solution; actually try to isolate and focus on the problem.

One issue was raised concerning the Adult School ESL educators. Adult schools have a lot of concern about funding already, so it doesn't help that control of funding is being given to an allocation committee where there's only one representative from Adult Ed. and one from a CCC as well as one from prison and others. Some districts have a lot of concern over territory because of a CC potentially creating a NC program that is in competition with the K-12 Adult Ed. school. Forcing programs to talk is creating tension, and many are fearful about who makes these decision. Another related concern: what is basic skills and is ESL considered a basic skill? Some schools, for example, align ESL with foreign language programs. What, then, is ESL?

What can noncredit do better to get credit a better student? However, when looking at the numbers and finding that the number of students moving into ABE is higher than credit ESL, that necessarily means competition for AB 86 dollars. Many go into CTE programs to get a job, but there aren't a lot of models out there with an integrated ESL and CTE program. In addition, there are five basic aid districts—i.e., not dependent on the state for those basic

categories of funding within California. The question that these districts will ask: so can noncredit benefit us? These districts are completely supported locally except for categorical and matriculation funding but no apportionment.

Questions we might use: perhaps a big framing question such as what are student needs that noncredit can answer but credit cannot answer? Perhaps ask folks attending to bring their own data on students. What data might they need from us? What is already working well? What are the needs and possible solutions that additional noncredit courses or programs could provide?

6. System-wide data needs for noncredit: Jarek Janio (20 min): covered above.

7. Noncredit updates from noncredit faculty: Candace, Jarek, David, Diane (10 min)

Diane: New NC courses for AB 86 are being created—they're looking at what is eligible for the enhanced funding; their district is allowing them to grow programs but within strict parameters; these are hopefully stepping stones but they might also create stand-alone courses for certain industry sectors that are not being addressed on the credit side. No CASAS any more. Some new courses: creating a series of career or CTE sampler courses. In a 36- or 48-hour course, you're introduced to a range of industries – these are skills-based and hopefully will get students into the apprenticeship programs in the county, not just their specific geographical area. The goal for students: seamless transitions.

Candace: A lot of curriculum is coming through because of partnerships. They also just opened a HS lab.

8. AB 86 updates from faculty involved in AB 86 consortia: Leigh Anne, David, Diane (10 min)

AB86 poses a concern about an extreme number of new course outlines of record being sent to the Chancellor's Office. With so much new curriculum, who at the CO will look at all this? (Bottle neck at the CO?)

Another issue pointed-out by Leigh-Anne: Data systems that don't talk to each other.

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**Next meeting: March 3, 2015 @ 5-6:30pm  
(Noncredit Curriculum Regionals Facilitator Training)**

Minutes submitted by David Norton





## Academic Senate for California Community Colleges

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### ASCCC Noncredit Committee

#### Agenda

**March 3, 2015 @ 5:00-6:30pm**

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 288560

Presenter Passcode: 9035411

1. Welcome & agenda adjustments
  - a. Attendees: Debbie Klein, David Norton, Jarek Janio, Jeanne Costello, Ann Foster, Jason Edington, Jan Young, Rich Camron, Leigh Anne Shaw, Madelyn Arballo
2. "Training the trainers" workshop for facilitators of "College Decision-Making About Noncredit" conversations: Ann Foster (ann@3csn.org) and Jeanne Costello (jeanne@3csn.org) (as long as we need)
  - a. Statewide coordinators for 3csn and support the BSI grant
  - b. 1<sup>st</sup> suggested format for breakout
    - i. Awareness of purpose; connection to information from the morning sessions
    - ii. Distribute "experts" so that they are able to resources at each table
    - iii. Discuss scenarios at each table; share out; "who/what" maps as tools
    - iv. Discuss anxieties/concerns
    - v. Discuss areas where noncredit may serve particular populations; how to connect to people and resources
  - c. 2<sup>nd</sup> Suggested format for breakout
    - i. Define the problem and the benefits to various entities
      1. What are the unmet needs
      2. Based on the morning session, how to serve populations (credit/noncredit)
    - ii. Discuss possible reasons/solutions in terms of categories or themes
    - iii. Move beyond basic skills in discussion; bring up CTE
    - iv. Focus away from solutions
  - d. Additional format elements to be considered
    - i. Set objectives
    - ii. Set norms – acknowledge elephants in the room
    - iii. Exploring the "why" – allows individuals to bring up why they are there, and as common concerns/issues come up, offer an option to "put them in the parking lot" as a way to prevent them from dominating the discussion.
    - iv. Planning for 6 rooms, stocked with paper/markers for group work
    - v. Create case studies to examine as tools for commentary/discussion
      1. Either 6 scenarios to focus in 6 groups, or
      2. 3 scenarios, doubled up for 2 perspectives on each scenario (CTE, ESL, and Basic Skills)
3. Approval of minutes from February 17, 2015 – tabled for next meeting.

**4. Important dates**

- a. Breakout descriptions due: March 16
- b. Noncredit Curriculum Regionals: March 20-21 (please register)
- c. Spring Plenary: April 9-11 (please register)

**5. Noncredit breakouts for Spring Plenary**

- AB 86 Final Legislative Report and Future Planning: John Stankas, Leigh Anne Shaw, David Norton
- Noncredit Curriculum in the Age of Equalization: Debbie Klein, Candace Lynch-Thompson, and Jarek Janio

**6. Noncredit Curriculum Regionals**

- PPT draft by ?: Noncredit Nuts and Bolts: the students, the curriculum, and the funding (Candace, Jarek, David, Rich, and Sophia) – this is progressing well.

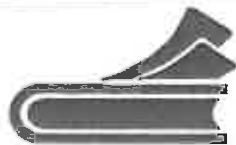
**Addendum: UPDATE ON AASE Conference**

Discussion over allocation boards for local AB 86 consortia, concerns over appropriate representation. Discussed Common Assessment, charging of fees for classes, other unexpected items that came out of trailer bill verbage. Case studies of transition programs based in AB 86. Next year looking at Monterey.

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**Next meeting: March 17, 2015 @ 5-6:30pm**

Minutes submitted by Leigh Anne Shaw



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## PROFESSIONAL DEVELOPMENT COMMITTEE

Thursday, 26 February 2015

1:00 – 5:00 PM

Los Angeles City College, President's Board Room

2<sup>nd</sup> Floor, Cesar Chavez Building (Administration)

Participant Passcode: 576860

\*Toll free number available: 1-888-450-4821

Minutes

### I. Call to Order at 1:15pm

- a. Members present: Dolores Davison, Daphne Figueroa, Alex Immerblum, Arnita Porter
- b. Guest: Michelle Pilati (on phone, 4-4:30pm)

### II. Agenda was approved

### III. Action items

#### a. Old Business

#### i. Review resolutions

1. **12.02 (S14):** Resolved, That the Academic Senate for California Community Colleges take the position that faculty need ongoing professional development opportunities in andragogy that are driven by the unique and changing needs of students; and

Resolved, That the Academic Senate for California Community Colleges research professional development programs for college faculty linked to teaching and learning preparation for adult students that have shown to increase student learning and success, and report its findings back to the body by Spring 2015. **Breakout session at Spring 2015 is partially on this topic. Committee discussed having this be a potential topic for the Academic Academy next year, or creating something along the lines of the great teachers seminars.**

2. **19.05 (S13):** Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in creating professional development programs and sabbatical opportunities for faculty that provide coordinated pathways using a variety of methods to enhance the skills of faculty as master teachers and support full engagement in all academic and professional matters. **This is the focus of the new Student Success Center, headed up by Paul Steenhausen; David Morse and Stephanie Dumont are the ASCCC liaisons. Because these conversations are occurring at this level, the committee deemed this completed.**
3. **19.03 (S13):** Resolved, That the Academic Senate for California Community Colleges work with statewide bargaining organizations and other relevant constituencies to develop training materials and/or other guidance to help local colleges and districts establish effective training processes for faculty engaged in peer evaluation. **The committee discussed the best way to handle this; given that the ASCCC President, David Morse, will be conducting conversations with the CB units regarding the Senate-Union relations paper, it was decided that the best action would be for him to talk to the CB units about this and**

**then move forward from there. The Senate-Union paper is under Ed Pol, so this resolution probably makes more sense under that committee's leadership.**

4. **19.07 (F11):** Resolved, That the Academic Senate for California Community Colleges develop a definition of faculty professional development and clarify the types of activities that would satisfy faculty professional development and bring this definition back for approval at Fall Plenary 2012;

Resolved, That the Academic Senate for California Community Colleges support the use of faculty professional development as a means of improving instruction, particularly with respect to meeting the needs of basic skills students, and assert the primacy of faculty in determining what faculty professional development activities are most appropriate; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to colleges on the appropriate use of flexible calendar days and the development of the required district flexible calendar plans. **Flex plans and professional development effective practices will be included in the PD paper. Once paper is accepted by the body, we can deem this completed. (Fall 2015)**

5. **1.08 (S10):** Resolved, That Academic Senate for California Community Colleges provide training for faculty potentially interested in participating in various statewide committees through various means such as training programs or sessions and produce a white paper on best practices for the recruitment and training of faculty to serve on Academic Senate committees and in leadership roles. **All of this is included in the updated Handbook for Local Senates; completed when handbook is approved at spring 2015 plenary.**

6. **12.01 (F14):** Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates. **This has been a continuing theme during David Morse's presidency and is being emphasized at the chancellor's office and in meetings around the state; is ongoing.**

7. **12.02 (F14):** Resolved, That the Academic Senate for California Community Colleges urge local senates to extend and promote professional development opportunities to part-time faculty to ensure their inclusion in professional development. **Rostrum Articles published in fall 2014 and winter 2015; further articles from part-time paper draft coming forward; possible PDC module on PT faculty. Committee has deemed this completed.**
8. **12.03 (F14)** Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and Resolved, That the Academic Senate for California Community Colleges provide



opportunities and information to local senate leaders regarding faculty professional development and its role at their colleges. **Rostrum article in upcoming Rostrum as well as focus of breakout session, Spring 2015; the committee was clear that this is an ongoing issue and should be continual.**

b. New Business

i. Plenary breakout session: The Shifting Path of Professional Development. Friday 10 April, 5<sup>th</sup> breakout session, 3:45pm-5pm.

- Earthquake theme; seismic shift, Professional Development: It's Your Fault,
- The shifting path is back to the colleges and ASCCC, and the shifting focus to be more inclusive (part-time faculty, CTE, etc); How do we replicate these types of programs at our colleges? Look at Mt. SAC, West LA, Miramar
- Creating a culture of professional learning/development within the college (has ties to accreditation as well as the 10+1)
- Provide background of Williams' bill, acknowledge that there is no money, then discuss the types of programs that could be scalable and practical at the colleges; include piece that we need more funding
- Dolores will write up breakout description and send it to the committee, along with a starting place power point.

IV. Discussion/Information

- a. Update on clearinghouse summits – Committee was updated on PD summits and ongoing work of Blaine Morrow in setting up a website
- b. Professional Development Committee involvement in south Online Education Regionals (21 March, Mt SAC).
- c. OEI Professional Development meeting (Pilati—4pm (time specific): Pilati provided the committee with the modified rubrics for the OEI project; committee discussed rubrics and pointed out some areas that could be modified or expanded upon.
- d. Update on Professional Development Paper and committee participation – Initial drafts are due in a few weeks but may be delayed; paper will be sent to entire committee for vetting.
- e. Rostrum article ideas – Continue to work on Rostrum articles about part time faculty
- f. Update on Professional Development College – New modules coming forward on part-time faculty and curriculum
- g. Other?

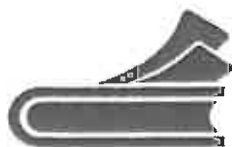
V. Upcoming events

- a. Online Education Regionals, 20 March (College of San Mateo) and 21 March (Mt. SAC)
- b. Non Credit Regionals, 20 March (Foothill) and 21 March ( )
- c. Plenary session, 9-11 April, SFO Westin

VI. Announcements

VII. Adjournment at 5:00pm





## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### Standards and Practices Committee

Friday February 13<sup>th</sup>, 2015

9:00AM – 11:00 AM

**Members Present:** A. Juarez, C. Rutan, P. Setziol, J. Bruno, J. Adams, A. Foster

**Members Absent:** P. Crawford

Meeting called to order at 9:03 AM.

1. Order of the Agenda: The agenda was approved as presented.
2. Approval of the Minutes from 1/17/15: Minutes from the meeting on 1/17/15 were approved as presented.
3. Update on ASCCC Open Meetings Policy: C. Rutan reported that a draft of the Open Meetings Policy that was originally going to be reviewed at the 2/13/15 meeting of S&P was brought forward to the Executive Committee for discussion and adoption on February 6, 2015.
4. Procedures and Criteria for Norbert Bischof Faculty Freedom Fighter (NBFFF) Award: S & P reviewed the proposed criteria for nominations and selection of winners of the NBFFF. The procedures will be presented for adoption at the April Executive Committee meeting at Berkeley City College.
5. Policy for Removal of a Member of the Board of Directors: C. Rutan presented a draft of the policy specified in the bylaws revisions. The policy was developed using the document created by P. Crawford using Robert's Rules of Order and the Senate's ethics policy. P. Setziol suggested that the policy should be revised to clearly indicate when the policy applied. J. Bruno will send C. Rutan the suggested revisions and this will be submitted for adoption at the March Executive Committee meeting.
6. Executive Committee Survey for Periodic Evaluation of ASCCC: The Periodic Review of ASCCC requires the Executive Committee to create an internal evaluation that will be provided to the review team. J. Adams has compiled a draft evaluation survey based on similar surveys used by other nonprofit boards. P. Setziol will review the wording on the survey and adjust it to align with the language typically used by the Senate. The survey will be reviewed by the Executive Committee at the March meeting and will be finalized at the March 24<sup>th</sup> S&P meeting.
7. Survey for Update of Equivalency Paper: P. Setziol and J. Bruno presented a draft survey to update the equivalency paper. A. Foster voiced concern that the survey does not currently deal with multi-college districts where equivalency may be a district level function. A. Foster and P. Setziol will review and revise the survey to incorporate multi-college districts and district-wide coordination on equivalency. The survey will be reviewed and finalized at the March 24<sup>th</sup> S&P meeting.

8. Resolution for Local Senate Awards Monitor: Following the lack of applications for the Hayward Award, A. Juarez and P. Setziol drafted a resolution encouraging local senates to designate a senator or committee to monitor statewide faculty awards to ensure that the magnificent work being done by faculty is recognized. J. Bruno and C. Rutan will perfect the language in the resolution and C. Rutan will forward the resolution to the Resolutions Chair for inclusion with the Executive Committee Resolutions.
  
9. S&P Breakout Assignments for Plenary
  - a. Bylaws/Rules/Periodic Evaluation of the Academic Senate: C. Rutan and J. Adams will present this breakout. C. Rutan encouraged other members of S&P to attend the session. The session will summarize the revisions to the Bylaws, Rules, and the upcoming Periodic Review of ASCCC.
  
  - b. Minimum Qualifications and Equivalency: A. Foster and P. Setziol will work on this presentation with C. Rutan. The presentation will include a discussion of eminence and the use of eminence in determining equivalency.
  
10. Update on Collegial Consultation in the CCC: The statement on Collegial Consultation has been incorporated into the revised Local Senates Handbook that will be presented for adoption at the spring plenary session.

Meeting adjourned at 10:33 AM.

Respectfully submitted,

Craig Rutan

Approved on March 24<sup>th</sup>, 2015

## Executive Committee Agenda Item

SUBJECT: Program and Course Approval Handbook (PCAH)		Month: April	Year: 2015
		Item No. VI. B	
DESIRED OUTCOME: The Executive Committee will be updated on the PCAH revision.		Attachment: Yes	
		Urgent: No	
CATEGORY: Discussion		Time Requested: 10 minutes	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY: Grimes-Hillman		Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> : Julie Adams		Action	
		Information	X

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

### BACKGROUND:

The System Advisory Committee on Curriculum (SACC) recommended the establishment of PCAH writing team is comprised of three representatives appointed by the ASCCC and three representatives appointed by the CCCCOs with technical support from the CCCCO and oversight from the PCAH Executive Committee.

#### Faculty:

Deanna Abma, Articulation Officer, City College of San Francisco  
 Marie Boyd, Library Science Faculty, Chaffey College  
 Erik Shearer, Art Faculty, Napa Valley

#### CIOs:

Gregory Anderson, Vice President, Instruction, Cañada College  
 Shelly L. Hess, Interim Vice Chancellor, Instructional Services & Planning, San Diego CCD,  
 Katrina VanderWoude, Vice President, Academic Affairs, Grossmont College,

#### Technical support for the committee provided by the following CCCCO representatives:

Jackie Escajeda, Specialist, Local Program and Credit Course Support  
 Erin Larson, Specialist, Technology Support  
 Stephanie Ricks-Albert, Specialist, Transfer Program Support  
 Chantee Warner, PAII, Noncredit, Basic Skills, and Stand Alone Course Support,

#### Representatives from the PCAH Executive Committee and System Advisory Committee for Curriculum (SACCC) include:

Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair, Michelle Grimes-Hillman  
 Cris McCullough, Dean Academic Affairs, CCCCO  
 Kathleen Rose, Vice President, Instruction, Gavilan College

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



**Program and Course Approval Handbook Project**  
 Potential Structure for New Guidelines to Replace PCAH

**Part 1: Introduction**

- I. **Overview of Curriculum Regulations**
  - a. Authority and Roles
  - b. §55000, etc. (Table from front of 5th ed.)
  - c. Minimum Conditions: Interaction between Curriculum and Budget and Finance Regulations
  - d. Open Courses
  
- II. **General Definitions**
  - a. (Use this section to define common, general terms related to credit curriculum, e.g. degree-applicable, non-degree applicable, stand alone, program applicable, experimental, non-credit, community services, program, course, etc. Include terms not defined in §55000. )
  
- III. **Development Criteria for Curriculum**
  - a. Philosophy from SACC
  - b. Appropriateness to Mission
  - c. Need
  - d. Curriculum Standards
  - e. Adequate Resources
  - f. Compliance

**Part 2: Curriculum Standards and Development Guidelines**

- I. **Credit Course Standards and Criteria**
  - a. Overview of Regulations: §55002-etc.
  - b. The Course Outline of Record
  - c. Course Classification:
    1. In an Approved Program
    2. Stand Alone (incl. Experimental / Special Topics)
    3. Degree-applicable
    4. Non-degree applicable
  - d. Standards for Approval: Degree Applicable Credit Courses
  - e. Standards for Approval: Non-degree Applicable Credit Courses
  - f. Credit Hour and Unit Calculations
  - g. Pre-requisites
  - h. Credit Course Repetition
  - i. Open Entry / Open Exit
  - j. Other Course Types
    1. Cooperative Work Experience Courses
    2. Independent Study Courses
    3. Special Classes
    4. Apprenticeships
  
- II. **Credit Programs Standards and Criteria**
  - a. Overview of Regulations: §55060-55064
  - b. Definitions of Program and Award Types, Degree Titles / Classifications
  - c. AA and AS Degrees (Non-CTE)
    1. Standards

2. Minimum Units
  3. Major or Area of Emphasis
  4. General Education
  5. Electives and Local Graduation Requirements
  6. Criteria for Approval (Narrative, documentation, etc.)
- d. ADTs
1. Standards
  2. Minimum / Maximum Units
  3. Major or Area of Emphasis
  4. General Education
  5. Electives
  6. Prohibited Practices
  7. Criteria for Approval (Narrative, documentation, etc.)
- e. CTE Degrees and Certificates
1. Standards
  2. Minimum / Maximum Units
  3. Major or Area of Emphasis
  4. General Education
  5. Electives and Graduation Requirements
  6. Criteria for Approval (Narrative, Documentation, etc.)
    - A. Narrative elements
    - B. LMI
    - C. Advisory Committee Review
    - D. Consortia Review
- f. Certificates of Achievement
1. Standards and Criteria
  2. Unit Thresholds and Requirements
  3. Sequence of Courses
  4. Certificates in CSU-GE-Breadth and IGETC
  5. Criteria for Approval (Narrative, Documentation, etc.)

### **III. Non-credit Courses and Program Standards and Criteria**

- a. Regulations
- b. Philosophy
- c. Non-credit Categories
- d. Non-credit Courses
  1. Standards and Criteria
  2. Etc.
- e. Non-credit Programs
  1. Standards and Criteria
  2. Etc.

### **IV. Other Standards and Topics in Credit Curriculum**

- a. Transfer and Articulation
- b. TBA Hours
- c. Program Review
- d. Contract Education

## **Part 3: Submission, Approval, and Implementation Guidelines**

### **I. Credit Course Submission Process and Approval Criteria**

- a. Authority: Local and CO (Refer to T5 Sections)
- b. Approval by Local Governing Boards



- c. Flowchart
- d. Required Documentation
- e. MIS Data Elements
- f. Submission Process to CO for Information or Approval

**II. Credit Program Submission Process and Approval Criteria, Non-CTE**

- a. Authority: Local and CO (Refer to T5 Sections)
- b. Flowchart
- c. Approval by Local Governing Boards
- d. Submission Categories and Criteria: Substantial Revision, non-substantial, amend, delete.
- e. Required Documentation
  - 1. AA / AS
  - 2. ADT
  - 3. Certificates
- f. CO Submission Process and Timeline Overview

**III. Credit Program Submission Process and Approval Criteria: CTE**

- a. Authority: Local and CO (Refer to T5 Sections)
- b. Flowchart
- c. Approval by Local Governing Boards
- d. Regional Consortia Approval
- e. Labor Market Information
- f. Submission Categories and Criteria: Substantial Revision, non-substantial, amend, delete.
- g. Required Documentation
  - 1. Degrees
  - 2. ADTs
  - 3. Certificates
- h. CO Submission Process and Timeline Overview

**IV. Non-credit Curriculum Submission and Approval Process**

- a. Authority: Local and CO (Refer to T5 Sections)
- b. Flowchart
- c. Approval by Local Governing Boards
- d. Substantial Revisions and Submission Categories
- e. Required Documentation
- f. Submission Process to CO for Information / Approval

**Part 4: Not-for-credit**



## Education Planning Initiative Steering Committee Meeting

Wednesday February 25, 2015

Zoom Online Meeting

**Attendees:** Alyssa Nguyen, Angela Baucom, Caryn Albrecht, Chelley Maple, Cynthia Rico, David Shippen, Gary Bird, George Bradshaw, Grace Hanson, Karen Micalizio, Kris Shear, Matt Coombs, Norberto Quiroz, Rick Snodgrass, Robyn Tornay, Susan Carey, and Victor DeVore.

### **Review of RFP Vendor Selection Process for EPT/DAS:**

David called the meeting to order at 2:00 pm. The purpose of the brief meeting today is to consult with the EPI Steering Committee on the vendor selection process and receive input into any risks or issues prior to the release of the Intent to Award on Friday.

The vendor selection process was an intensive process of discussion and input and the final results of that process will be shared with this committee today and then released to the public on Friday. Where there were specific concerns and requests those have been made to the vendor, or will be addressed during the contracting process. One item requested was a start to finish demonstration using the IGETC pattern for exercising the DAS. That was done and recorded and the video has been shared with the project team. They are in the process of getting that information back out to members. How training will be done will be addressed during contracting.

After the completion of the vendor demonstrations last week, Robyn and Angela have been checking references for the recommended vendor.

The ultimate goal for the process is to create a solution that helps students. The RFP was written together as a team; it was built very organically from work group requirements. Those were then condensed down from the user stories into what became the RFP. The RFP was released per the guidelines, including public notice in the local paper, which actually goes out through a network of public notices. Additionally, invitations were sent to 60 known vendors in an effort to contact and invite as many as possible to get representation that was as broad as possible. The responses were scored using the RFP 365 tool and a series of online meetings.

The vendors which were determined to have complete responses were invited to demonstrations and interviews. Those presentations showcased several very diverse vendors. They were very different in personality, approach, and solution. There was strong college representation both in person and online at those demonstrations and interviews; only one pilot college was not represented. The committee deliberations were multi-formed and inclusive. Cynthia felt that the discussion was very holistic with healthy discourse. Counselors asked critical questions to address areas that would serve their needs as users of the system. Admissions and records staff helped with getting synergy around speaking the right ways and asking the right questions as well. Chelley was impressed with how respectful the process was, with an exchange of opinions and no sermons or judgments. She appreciated the input from the technical people which also helped her to reach her decision. It was an exhausting process, but very thorough. David noted that the group tried very hard to reach consensus and ultimately used one vote per college to reach a decision to recommend Hobsons as the first choice vendor.

Robyn reported that the project team has spoken to 4 different college references and received back very favorable information. Those colleges like the product and they like what Hobsons provides. They enjoyed the implementation with the company. The colleges report that the product is intuitive and easy to use and the company is easy to work with as well. Of course it will still be necessary to make sure that the contractual pieces are in place on the technology side. Angela reported that they were also able to obtain some suggestions from the colleges regarding things that they would do differently if they were doing the implementation over again. One suggestion was to make sure that the person organizing implementation elements on the campus side is someone who is not going to retire soon! Another college noted that they disregarded

recommendations made by Hobsons for some processes, and they later wished they had followed them instead. There were different implementation methodologies; most colleges had some historical data that they brought over, but one did not. The team will be doing an onsite visit next week with a college, and there is another college that they are scheduled to talk to. So far there is a pretty strong consensus that the colleges have had positive experiences with Hobsons. Most of the colleges found the implementation timeframe to be a little longer than they had anticipated, with the exception of one school with no historical data. (That one started in June and had everything up and running by late December or early January.) The team has not yet spoken with a college in a multi-college district, but they did talk to one that is a CSU and part of a state initiative. They will be visiting the CSU next week, and they are trying to get in contact with the University of Hawaii Community College system to find out about their experience with the Starfish systems throughout Hawaii. Next week they will also talk to a counselor in Kentucky

Robyn and Angela spoke to counselors (or the equivalent in other systems), a dean of enrollment, a dean of counseling, directors of IT, and a provost vice president. All of the people they spoke to were involved in the implementation itself. Many mentioned how important it was to have a person at the school with a significant chunk of time (50% or more) dedicated to the implementation, rather than someone with "other duties as assigned." If they had it to do over again, they would assign time for someone to come out of Admissions and Records to work on putting some of the degree programs in with Hobsons to provide additional leverage to understand more on the degree audit piece.

David explained that the next steps involve publishing the Intent to Award per the RFP by the end of the week which will then open the door for contract negotiation to begin. The project team will involve the committee chairs in those discussions. There are several elements that were identified during the demonstrations and from best practices from previous procurements that will be taken into consideration during that contracting process. There will also be careful consideration given to reviewing the requirements that have been developed to make sure that those can be addressed. The Butte College Board of Trustees will be looking to grant permission to award the contract by March 31<sup>st</sup>. The contract will not be complete, but the permission will then be in place so that when contract is finalized, everything can begin as soon as possible.

Very initial meetings with the colleges to engage them in discussions to define the most logical sequence and approach for the pilot process are beginning now, so that will be in place when contracting is complete. Some colleges have recently upgraded and might therefore be interested in waiting until later in the piloting process, for example, while others are eager to get started.

Committee members should wait until the Notice of Intent is published before discussing the results with anyone. In later discussions of the process, members are asked to be mindful of the fact that a process **was** set out and that was the process that was followed. If anyone should be contacted by a vendor with complaints or who wants to contest the procurement, they should be referred to David Shippen.

The SISs that were represented in the reference colleges spoken to so far are PeopleSoft, some homegrown systems, and one with Jenzabar. Matt expressed concern about the ability to integrate with Banner and Colleague systems since they represent about 80 of the schools in the community college system. The contracting process should make sure to address the need for Hobsons (not Starfish) to integrate at a level that is acceptable. They must be able to integrate with those systems in order for the contract to be finalized and awarded. There must be proof that they can scale and integrate with the major ERP systems in the community college system, primarily Ellucian. Other members agreed that is critical.

David assured the committee that concerns about the ability to **scale** and integrate would be addressed in the contracting process. The Intent to Award is not the actual award, instead it allows the team to get into the fine details and conduct due **diligence** before going forward with

the award. Once that contracting process is complete with all due diligence, then and only then, will the contract be final. That due diligence will also look at the acquisition of Starfish and how that merger will affect the project; there are still things that we need to know before proceeding.

Alyssa suggested sending out a memo to all of the committee members so that the message communicated is consistent. David noted that the Intent to Award message can be used for that purpose and beyond that, if members are excited about the award, he encouraged them to share that without sharing particulars of the selection process or comparisons with other vendors. The focus should be on the elements that we like about the selected vendor and why we like those elements.

Gary explained that everything that happened in the selection meeting is confidential and that the focus should be on the final decision that was made. He is excited about the decision and moving forward. It will also be exciting to see how cohesively everything will come together with OEI and CAI.

Members agreed that the project team should move forward with the Notice of Intent to Award. David will send that document out to everyone when it is published both through the Listserv, the website, and TechEdge.

The same RFP process will be followed with the Orientation to College and the Career and College Explorer RFPs in the near future.

**Adjournment:**

The meeting was adjourned at 2:41 pm.



## Executive Committee Agenda Item

SUBJECT: Institutional Effectiveness Partnership Initiative (IEPI)		Month: April	Year: 2015
		Item No. VI C 2.	
		Attachment: YES	
DESIRED OUTCOME:	Update the Executive Committee on the activities of the IEPI	Urgent: NO	
		Time Requested:	
CATEGORY:	Information and Committee Reports	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Jennifer Blankenship	Action	
		Information	X

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

**BACKGROUND:** The Institutional Effectiveness Partnership Initiative continues to accomplish tasks on an aggressive timeline. The IEPI Executive Committee oversees the initiative and draws on the work completed by the IEPI Advisory Workgroups including the Indicators Workgroup, the Technical Assistance Workgroup, the Professional Development Workgroup and the Policy Workgroup. For information, the following documents are included with this agenda item: the IEPI workshops flyer and PowerPoint presentation, the March 12 FAQ document, the RFA for technical assistance, the IEPI timeline, and the agenda for the Partnership Resource Teams training on Friday, April 3.

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





# Institutional Effectiveness Partnership Initiative (IEPI) Workshop

## What is IEPI and the Indicator Framework?



**INSTITUTIONAL EFFECTIVENESS**  
Partnership Initiative

### About the Institutional Effectiveness Partnership Initiative

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges. Most importantly, IEPI will enhance the system's ability to effectively serve students. It is jointly administered by the California Community Colleges Chancellor's Office and College of the Canyons. Major components of the initiative include development of the statewide indicators per SB 852 and SB 860, making Technical Assistance Teams (now called Partnership Resource Teams) and implementation grants available to colleges interested in receiving assistance, and providing professional development opportunities.

This workshop will present an overview of IEPI, including additional resources available through resource teams and regional trainings, and spend time going into greater depth on what the indicators are and how colleges can go about the process of establishing goals for the indicators. The indicators rely heavily on existing publically available data to help ensure consistency across systems and minimize the impact on colleges, especially for the first iteration in the first year.

To help colleges understand what IEPI is, what the indicators are, and how colleges can go about setting goals for the indicators, the Institutional Effectiveness Partnership Initiative is hosting a series of regional workshops. All workshops will take place from 10 a.m. to 2 p.m. Registration is required through EventBrite, although there is no registration fee for attending.

- Tuesday, March 17 at American River College  
Registration for Sacramento Area –  
<https://iepiworkshopsacramentomarch2015.eventbrite.com>
- Thursday, March 19 at Fullerton College  
Registration for Los Angeles Area–  
<https://iepiworkshoplamarch2015.eventbrite.com>
- Friday, March 20 at San Diego Mesa College  
Registration for San Diego Area–  
<http://iepiworkshopsandiegomarch2015.eventbrite.com>
- Tuesday, March 24 at Bakersfield College  
Registration for Bakersfield –  
<http://iepiworkshopbakersfieldmarch2015.eventbrite.com>
- Friday, March 27 at Chabot-Las Positas Community College District Office  
Registration for Bay Area –  
<https://iepiworkshopbaymarch2015.eventbrite.com>
- Friday, March 27 at College of the Canyons  
Registration for College of the Canyons –  
<http://iepiworkshopcanyonsmarch2015.eventbrite.com/>



### Who Should Attend?

Each district/college is encouraged to bring a team that could include the following: CEO, CIO, CSSO, CBO, faculty representatives, classified staff representative, and chief institutional researcher.

### What's on the Agenda?

Each workshop will address critical questions, including:

- What is the purpose of the Institutional Effectiveness Partnership Initiative and how can it help you and your district/college?
- What is the framework of indicators?
- How should colleges go about setting goals for these indicators?

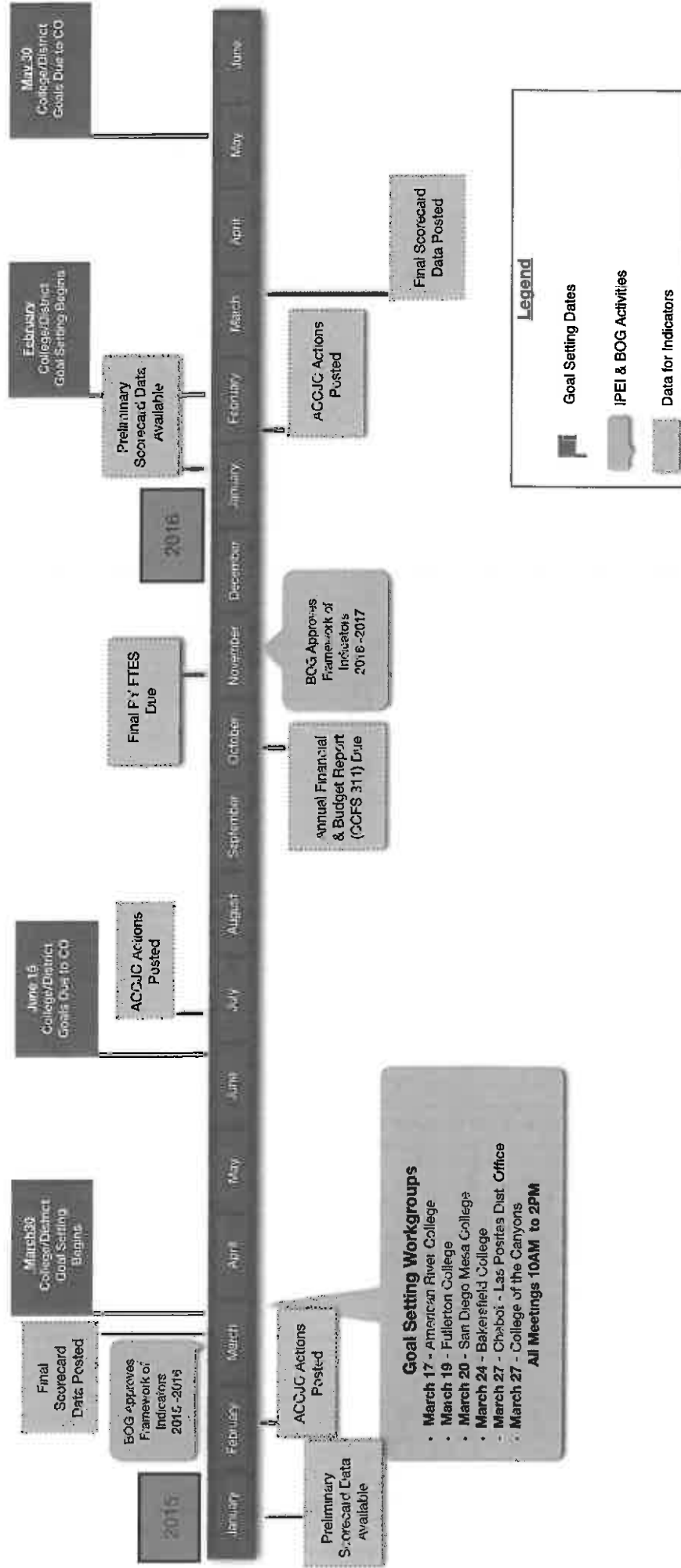
Time will be included for teams to discuss initial goals for the indicators and develop an action plan to establish and adopt institutional goals.

### Workshop Details

Lunch will be provided. There is no cost to attend the workshop, though participants are responsible for any travel costs.



# Institutional Effectiveness Goal Setting Timeline 2015 - 2016







## Institutional Effectiveness Partnership Initiative

March 12, 2015

- ***What is the goal of the Institutional Effectiveness Partnership Initiative (IEPI)?***
  - The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.
  
- ***What are the major components of the Institutional Effectiveness Partnership Initiative?***
  - **There are three major components of the initiative:**
    - **Develop a framework of indicators and college/district goals.**
      - The framework will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
      - The framework draws heavily on existing indicators and publically available data.
      - The framework and goals System, at least v1.0, is statutorily required to be implemented by June 30, 2015 and updated annually.
    - **Make **Technical Assistance Teams** (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.**
      - A short letter of interest will be submitted by the college CEO.
      - The teams will visit colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
      - Team members will be drawn from a pool of experts who were nominated or appointed by statewide professional organizations and others. Team composition for each college will be approved by college CEO and CCCCCO.
      - Team members will receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
      - Grants of up to \$150,000 in seed money will be available to colleges with team visits to accelerate implementation of

improvement plans. Grants will be available while funds are available.

- Selection of colleges will consider institutional need.
- Enhance **professional development opportunities** for colleges related to institutional effectiveness.
  - An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:
    - The online clearinghouse will be closely integrated with the Success Center for California Community Colleges' efforts.
    - Existing resources addressing the topics, such as those found on the ASCCC, ACCJC, RP Group, and CCCCCO websites, will be linked to this clearinghouse.
    - Additional online resources will be developed as needed.
  - The online clearinghouse will be augmented with regional workshops offered in the north and south. These workshops will be captured and made available online through the clearinghouse as well.
    - Workshops will begin in Spring 2015.
    - The IEPI Advisory Committee will help identify topics that are timely and of broad interest.
    - The Initiative will seek to partner with other organizations in offering these workshops.
  - Professional development opportunities will be available to all districts regardless of participation with Partnership Resource Teams.

- ***Who Are the Initiative Partners?***

- **Chancellor's Office:** Chancellor's Office Oversight: Erik Skinner, Theresa Tena, Jeff Spano, and Ronnie Slimp.
- **Success Center for California Community Colleges:** Paul Steenhausen
- **College of the Canyons:** Overall Coordination: Chancellor Dianne Van Hook, Barry Gribbons, Jerry Buckley, Sharlene Coleal, and Daylene Meuschke.
- **Foothill College:** Logistical Coordination of Activities in the North, especially Professional Development Activities.
- **Academic Senate for CCC:** Julie Bruno
- **M. C. Lee Consulting:** Grant Program coordinator.
- **RP Group:** Evaluation and Professional Development working with 3CSN, Career Ladders, and others.

- ***How can you get involved?***

- Volunteer for the Advisory Committee as openings occur.
  - The Advisory Committee includes 50 leaders statewide.
    - Members are nominated by CEOs, CCCT, CIOs, ACBO, CSSOs, RP Group, and others.
    - Faculty are appointed by ASCCC.
  - The Advisory Committee meets every other month, with workgroup meetings in between.
    - The existing workgroups include:
      - Indicators
      - Technical Assistance Process
      - Professional Development
      - Policy
    - Travel costs will be reimbursed.
  - Express interest in Partnership Resource Team assistance.
    - Letters of interest from college CEOs have been invited and we expect to begin reviewing them March 12<sup>th</sup>.
    - Visits will begin in Spring 2015.
  - Send us feedback.
    - If you have any ideas for issues on which professional development should focus (such as integrated planning, SLO assessment, Enrollment Management, Board Governance, etc.), please send them to us.
    - Send us any ideas for integration with other efforts or any other services you would like to see us provide. You can reach Barry Gribbons at [barry.gribbons@canyons.edu](mailto:barry.gribbons@canyons.edu) or (661) 362-5500, Matthew Lee at [matthew@mcleeconsulting.com](mailto:matthew@mcleeconsulting.com) or (626) 797-3372, and Theresa Tena at [ttena@cccoco.edu](mailto:ttena@cccoco.edu) or (916) 327-5887.

## **Additional Questions**

### **How can I express interest in receiving Technical Assistance?**

College CEOs can send a short Letter of Interest for a Partnership Resource Team (PRT) to provide technical assistance. The format is on the IEPI website: [www.canyons.edu/IEPI](http://www.canyons.edu/IEPI). If you are interested in receiving technical assistance through a PRT, let your CEO know and indicate the area(s) in which you are interested.

### **What is the process for selecting and scheduling Partnership Resource Team visits?**

We expect to be able to make Partnership Resource Teams available to all 112 California Community Colleges at some point in the next five years.

- We will schedule the visits based on college need and readiness.
- The evaluation of need and readiness will draw on indicators, as well as information provided by the colleges in their Letters of Interest and the timing of accreditation visits.

- A member of the Executive Committee also might call the college for additional clarification to ensure that we're not missing any important issues.

After this initial review, colleges will be asked to provide a short, one- or two-page status report on the issues identified to help determine scheduling and prepare for the initial visit. If this includes issues that fall within the purview of the 10+1 Faculty Academic and Professional Matters, the local academic senate will work with the CEO in producing the short status update and sign off on the update before submission to the IEPI Executive Committee. The IEPI Executive Committee will develop a recommendation for the scheduling of Partnership Resource Teams for final approval by the Chancellor's Office.

**What role will the college receiving the visit have in selecting team members?**

The IEPI Executive Committee will put together teams based on the expertise of individuals and the needs of the college. The initial team composition will be reviewed with the college CEO to ensure that there are no unintended conflicts with team assignments. The CEO should check with faculty and administrative leaders to help ensure that conflicts of interest are avoided.

**What professional development workshops will be scheduled in spring 2015?**

We expect to offer a minimum of two regional workshops in the north and two in the south in spring 2015. Foothill College will be coordinating the workshops in the north. College of the Canyons will coordinate the workshops in the south. We will work with the IEPI Advisory Committee to identify topics for the workshops that are timely and have broad interest. We are also interested in coordinating with other statewide organizations that have an interest in various topics and possibly co-presenting workshops. The first workshops will be offered in March and include information about the Initiative, indicators, and target or goal setting.

**What areas are included in the statutory requirements for the indicators?**

SB 852 and SB 860 statutes of 2014 require a framework of indicators focused on: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines. The IEPI Advisory Committee has made recommendations for specific measures for each of these areas. Colleges also are required to adopt goals for indicators in each of the areas listed above. The framework of indicators and college goals must be completed and posted by the Chancellor's Office by June 30, 2015. Given timing constraints and the need to use a collegial consultation process, additional details on the requirements are being developed with consultation from the Advisory Committee. The details will be available through the regional workshops that will be held in March in several parts of the state.

**What is the purpose of the new framework of indicators structure?**

While we hope that the indicators will be useful in helping to determine the scheduling of Partnership Resource Team technical assistance visits, even more importantly, we hope that the college finds the information useful in gauging their progress for internal planning purposes. We expect that the evaluation of the indicators will increase their utility for both purposes.



**Will the new indicator system just add another layer on top of several existing indicator systems?**

The indicators will rely heavily on existing indicators to help ensure consistency across systems and minimize the impact on colleges, especially for the first iteration in the first year. The IEPI Executive Committee also will ask the Advisory Committee Workgroup to continue to refine the existing indicators and develop new indicators, especially leading indicators that can help advance colleges' efforts to improve institutional effectiveness in coordination with other efforts such as the Scorecard.

**How will IEPI help colleges respond to the new indicator system?**

As noted above, the indicators will rely on existing data and the Chancellor's Office will distribute the baseline data for each college, rather than having all 112 colleges recreate the wheel. IEPI will offer regional workshops in March 2015 to share with colleges the indicators and answer any questions people might have. These regional workshops also will be available online.

**How will IEPI ensure that leading indicators are used?**

The IEPI will draw on current indicators that are responsive to change in a relatively short amount of time for the initial indicator system, in addition to indicators that reflect longer-term outcomes. For future years, the IEPI Advisory Committee also will work with other groups to develop additional leading indicators for the indicator system.

**What is the timeline for developing the indicators and goals?**

Per statute, each college is required to adopt a framework of indicators and colleges will set goals for indicators from the four areas of the indicators: student outcomes, accreditation status, fiscal viability, and state and federal programmatic compliance. College goals must be posted on the Chancellor's Office web site by June 30, 2015. In response to these requirements, the Advisory Committee developed a set of indicators in February, which were reviewed by Consultation Council in February. The framework of indicators will be presented to the Board of Governors for action on March 16<sup>th</sup>. The Chancellor's Office will send out baseline data after the BOG takes action on the framework of indicators. Details on the requirements for colleges are being developed and will be presented at the regional workshops in March.

**Do goals for the indicators have to be "aspirational" or can a college set a minimum baseline?**

Generally, goals should be aspirational, or higher than baseline data. Statute specifically states that goals be "challenging" and "quantifiable." However, there could be instances in which the college already exceeds a desired standard, such as exceeding a desired fund reserve level. In this instance, it would be reasonable to set targets that are not higher than current levels. In addition to the goals being challenging or aspirational, they also should be realistic, measureable and attainable.

**What happens if a college does not achieve their goal? Will sanctions be imposed?**

Sanctions will not be imposed if the college does not achieve their goal, provided that the college has tried to implement changes and measured the effectiveness. We want to encourage colleges to try new things and recognize that not every effort will have the desired results. In fact, the most important changes arguably are the ones with the greatest risk and will require the colleges to stretch the most.

**What process do colleges have to use to set their goals? Do they have to be board-approved or submitted as information items? Does the college have to involve constituent groups, such as the local academic senate?**

The goals must be adopted by the college. The process the college uses to adopt the goals should be locally determined. This includes whether or not the goals are approved by the college district's board of trustees. However, each college should ensure that constituent groups (e.g., local academic senates, classified staff, and students) are engaged in the process consistent with the local collegial consultation processes. The timeline for this is being developed and will be shared at the regional workshops in March.

**What can I do now, prior to the adoption of the indicators by the Board of Governors, to prepare?**

Follow the development of the indicators through IEPI. Information will be posted online at [www.canyons.edu/iepi](http://www.canyons.edu/iepi). Also, consider setting aside time on key planning group agendas in April and May for discussion of indicators and goals.

**How does the indicator system interact with the system goals?**

SB 860 and SB 876 statute of 2014 requires system and college set goals aligned to the state higher education goals passed in 2013. The framework of indicators used for college goals will be determined as described above. While they are required to include at least some different measures than those set by the Board of Governors in July 2014, there are important overlaps in the indicators, such as completion rates. The entire system could be viewed as a pyramid, with college programs and operational activities as the foundation, the framework of indicators at the next level, and the Board of Governors System Goals – measured via the Scorecard – at the top of the pyramid. For the college indicators and goals to inform and even drive the system goals, there will need to be further development of system goals to increase the alignment at the various levels.

**How will IEPI work with other initiatives in providing professional development?**

Several initiatives are providing professional development. Specifically, the Success Center is developing an online clearinghouse of resources. Rather than duplicating efforts, IEPI will work closely with the Success Center and contribute to its online clearinghouse. Also, IEPI will actively reach out to other statewide organizations to develop partnerships in providing workshops, and ideally co-present workshops with other organizations, supporting their efforts rather than competing with them.

**If my college is having compliance issues, why would/should we contact the IEPI for assistance?**

The IEPI will assist colleges in advancing their institutional effectiveness, which could include accreditation or audit issues. Given the goals of the initiative, IEPI will treat information collected through the initiative with sensitivity and not share the information with other entities to impose sanctions. Rather, this will be an opportunity to identify the most efficient and effective path for coming into sustainable compliance, and implement model practices before sanctions might otherwise be imposed. However, a college can also do it on their own.

**How will IEPI work with other organizations (ASCCC, RP Group, CCLC) that have mechanisms in place to provide colleges with technical assistance to ensure consistency of information and responses to issues?**

IEPI will include technical assistance from statewide organizations and work to complement the technical assistance already available to colleges. IEPI brings additional resources to fund technical assistance visits as well as seed grants to fund improvement efforts at the colleges.

**How is the Partnership Resource Team assistance different from what is provided by consultants?**

First and foremost, the Initiative is funded to bring resources to Colleges. Colleges identified as needing assistance will not have to pay for the technical assistance provided by IEPI. In addition to cost differences, IEPI will draw heavily on community college personnel with the required expertise and familiarity with the system to assist colleges. Using this broad array of knowledge and skills, IEPI will provide technical assistance on an enormous variety of issues, since Institutional Effectiveness is broad and covers just about any topic one could imagine.

**What can colleges expect from the Partnership Resource Teams (PRT) providing technical assistance?**

Colleges can expect teams to work to understand the issues, develop solutions, and provide any help needed in the implementation of solutions in a professional manner focused on continuous improvement. The teams will not simply meet with each college once, deliver a report on what the college should do, and walk away. Rather, the teams will be responsible for working with the colleges and providing support to the colleges as they develop their capacity and improve.



**Chancellor's Office  
California Community Colleges  
Technology, Research and Information Systems Divisions**

## **Request for Applications**

# **California Community College Institutional Effectiveness and Technical Assistance Program**



**RFA Specification No. 14-0047**  
2014-15 Fiscal Funding Year  
2014-15 Program Year

**Instructions, Terms and Conditions**  
**Application Deadline: Applications must be  
received at the Chancellor's Office by 5:00 p.m. on  
October 24, 2014**

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### SECTION III

#### APPENDIX A

##### ARTICLE I

##### ARTICLE II

#### APPENDIX B - RFA FORMS FOR APPLICATION

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**Document Change Log**

This section will track all changes made to the document for the Education Planning Initiative RFA 14-0047 after the document has been distributed to districts/colleges participating in the second phase of the RFA process. Distribution date: September 9, 2014.

Chg #	Version	Date	Item and Change

***Structure and Readability of this Document***

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This document follows the Chancellor's Office standard for Requests for Applications (RFA). The sections and a brief explanation of each are listed below

I. Background and Need

The *Need* section provides the applicant with:

- The historical origins of the RFA.
- The current environment (process and/or technical) in which the RFA initiative will operate.
- Understanding of how the RFA could address the gaps/issues within the system.

II. Purpose and Use of Funds

The *Purpose and Use of Funds* section provides the applicant with:

- High level scope and responsibilities of the RFA initiative.
- Funding period and annual requirements

III. Application and Work Plan

The *Application and Work Plan* section provides the applicant with:

- The **Objectives** of the RFA initiative.
  - Objectives are the main milestones to be achieved in order for the project to be successful. They are not the specific activities that need to take place.
  - The readers will look for a baseline of the essential objectives in each applicant's response. The applicant may provide additional objectives to enhance its response.
- The **Procedures and Activities** related to the objectives of the RFA initiative.
  - Procedures and activities are the specific, measurable and/or quantifiable actions that lead to the achievement of one or more objectives.
  - The readers will look for a baseline of the specific activities to be performed by the applicant in order to achieve stated objectives. The applicant may provide additional procedures and activities to enhance their response.

- IV. **Program Evaluation and Performance Outcomes**  
The *Program Evaluation and Performance Outcomes* section informs the applicant that program evaluation and tracking/reporting of performance outcomes are an essential part of the applicant's response and an ongoing program requirement.
- V. **Legal Terms and Conditions**  
The Legal Terms and Conditions section informs the applicant that the terms and conditions governing the RFA are included in the package under Section III and are referred to as Articles I and II.
- VI. **Information**  
The Information section provides the applicant with contact information for the project monitor at the Chancellor's Office associated with the RFA. The applicant may contact this individual with questions related to the RFA and/or process.
- VII. **Section II: Application Instructions and Evaluation Criteria**  
Section II contains general instructions, procedures, formats, and timelines for submitting project applications to the California Community Colleges Chancellor's Office (CCCCO)
- VIII. **Section III: Grant Agreements Article I and II**  
Provides the applicant with the program-specific legal terms and conditions.



## California Community Colleges Institutional Effectiveness and Technical Assistance Program

The grant awarded through this Request for Applications (RFA) Specification is for the seven remaining months of fiscal year 2014-15 with possible annual renewals through June 30, 2019. The grantee shall provide evidence of progress before seeking additional funding in 2015-16 and succeeding years. Continued funding is contingent upon the completion, review and approval of the prior reporting period objectives, the submittal of a new work plan and budget and available funding.

Applicants are asked to develop and submit a work plan and budget for the seven remaining months of 2014-15 and for purposes of scoring, include a work plan and budget for the entire fiscal year of 2015-16 .

<b>RFA Specification Number:</b>	14-0047
<b>Program Division:</b>	Institutional Effectiveness and Technical Assistance Division
<b>Funding Source:</b>	Student Success and Support Program (formerly known as Matriculation)
<b>RFA Title:</b>	California Community Colleges Institutional Effectiveness and Technical Assistance Program
<b>Funding Category:</b>	Student Services and Technology Systemwide Project (TSP)
<b>Funding Period:</b>	December 1, 2014 – June 30, 2015 (Possible renewals up to four years)
<b>Maximum Funds Available:</b>	\$2.5 Million annually.
<b>Match Requirement:</b>	10%
<b>Number of Awards:</b>	One (1)

### PURPOSE OF REQUEST FOR APPLICATION (RFA)

This RFA is to develop an Institutional Effectiveness and Technical Assistance Program for the benefit of all California Community Colleges and students. The award recipient will be responsible solely for handling the creation, fiscal and logistical needs, and the evaluation and expansion of the program, which is currently not operational. The grantee will also be required to ensure program continuity with minimal overhead.

The goal of the proposed program is to develop and manage a comprehensive technical assistance program to enhance institutional effectiveness and further student success.

The RFA will be awarded to a college/district to:

- Act as the fiscal agent for the initiative.
- Work closely with the Chancellor's Office, designated advisory committee(s) to guide the initiative toward the successful completion of objectives.
- Support the Chancellor's Office in its work to:
  - Develop policies and procedures for expanded technical assistance
  - Support BOG in providing appropriate leadership and oversight
  - Monitor college/district performance (e.g., Scorecards, ACCJC reports, independent audits, site reviews)
  - Identify struggling colleges, assign review teams, arrange technical assistance
  - Intervene in struggling colleges in accordance with BOG policies
  - Broadly integrate expanded technical assistance process into CCCCCO functions

## NEED

### Background

The Student Success Task Force launched a new era for the California community colleges in which a much greater focus is being placed on student success and completion, institutional effectiveness, and measuring results. Over the past two years, the Board of Governors (BOG) and the California Community Colleges Chancellor's Office (CCCCO) have implemented numerous state-level policies to support improved student success. Key accomplishments include: 1) requiring students to declare a program of study; 2) establishing system-wide enrollment priorities; 3) refocusing student support services under the Student Success and Support Program; and 4) implementing the Student Success Scorecard. With the support of the Governor and Legislature, additional resources have been invested, allowing colleges to improve and expand orientation, counseling, educational planning, and other activities shown to help students succeed in greater numbers and close achievement gaps. State investments are also supporting the creation and implementation of improved assessment instruments as well as technological tools to facilitate education planning. These significant steps, all part of the Student Success Task Force agenda, represent a transformation of the California community colleges to better focus on helping our students identify and achieve their educational goals.

### Expanded Technical Assistance to Support Student Success

- As the California Community College System moves forward with full implementation of the Student Success Initiative, there is a tremendous need to support the dissemination and implementation of effective practices across the system. Our colleges face a broad variety of local circumstances, challenges, and opportunities. In addition, across the state, the colleges reflect a broad range of institutional capacity: Some are well along their way to implementation of effective practices, and some are struggling to progress. Building a robust technical assistance infrastructure to disseminate effective practices, promote college-level student success reforms, and assist struggling colleges will spur further improvement in student outcomes, including graduation and transfer rates.
- Technical assistance will be designed to meet the specific needs of districts or colleges, but will include activities such as: analysis of student learning outcomes and other performance indicators; site visits by experienced practitioners resulting in findings and recommendations intended to improve local practice; consultation and planning assistance; and professional development. As part of the technical assistance process, districts and colleges will be required to complete and submit self-studies and/or improvement plans.
- Assistance will be available to all colleges, but colleges demonstrating poor performance will be targeted for more intensive assistance. Technical assistance will always be coordinated through the district, even if the eventual focus of the assistance is at a college campus. Districts and colleges with a history of underperformance will be subject to more intensive assistance and intervention. The BOG will establish policies and guidelines for such intervention.

## California Community Colleges Institutional Effectiveness and Technical Assistance Program

In fiscal year 2013-14, SB860 was amended in response to the spirit of the Student Success work and authorized the California Community Colleges Chancellor's Office to establish an Institutional Effectiveness and Technical Assistance Program and adopt a framework of indicators designed to measure the ongoing condition of a community college's operational environment in the following areas:

- (1) Accreditation status.
- (2) Fiscal viability.
- (3) Student performance and outcomes.
- (4) Programmatic compliance with state and federal guidelines.

### Environment

California Community Colleges provide instruction to approximately 2.6 million students, representing nearly 25 percent of the nation's community college student population. Across the state, our 112 community colleges and 71 off-campus centers enroll students of all ages, backgrounds, and levels of academic preparation.

The value of a college education cannot be argued. Californians holding an associate or bachelor's degree are likely to earn \$1 million more in their lifetime than a person who holds only a high school diploma. While this is an encouraging statistic, only about 53 percent of the degree-seeking students ever achieve a certificate or transfer preparation, and they face a variety of challenges. Student support services are essential factors contributing to student success, demonstrating a need for the system to commit to finding ways to more effectively serve students.

Satisfying accreditation standards can be challenging. From 2003-2012, 62 of the 112 colleges were placed on some form of sanction and 40 of them more than once. According to an article posted on the California Federation of Teachers website, roughly a quarter of the 112 colleges are operating under one of the three levels of sanction – warning, probation, or show cause. Institutions would benefit from assistance in addressing the issues associated with sanctions and more importantly, students would benefit from fiscally and operationally sound institutions.

With a substantial state and federal investment in education (over \$175 billion available in federal Title IV funding for student aid in 2011), the process for determining aid eligibility has, to date, included institutional or program accreditation as its assurance of the quality of the education endeavors to which federal funds might be directed. Compliance with academic regulations, standards, and expectations is crucial. Colleges and districts would greatly benefit from increased training, support and assistance from dedicated resources to help them maintain institutional health and good accreditation status.

One of the key challenges in maintaining institutional health is the collection and analysis of data. Data is essential as a tool in quality assurance and as a basis on which decisions are made. Therefore it will be critical to provide technical assistance in determining and evaluating the data needed to formulate framework goals and aid in institutional assessment and improvement.

## **PURPOSE AND USE OF FUNDS**

The goal of the Institutional Effectiveness and Technical Assistance Program is to work closely with the Board of Governors and the Chancellor's Office to develop, monitor, measure and implement a framework of data analysis, policies and procedures designed not only to bolster student success but also to assess the effectiveness of a community college's operational environment. The program will also provide ongoing technical assistance to help meet the specific needs of districts and colleges to promote, improve and sustain institutional health.

This grant, which will be for a maximum period of up to four years and 7 months, or 55 months, will be awarded to satisfy the program requirements of the Institutional Effectiveness and Technical Assistance Program. The performance period will be 7 months beginning December 01, 2014 with possible annual renewals through June 30, 2019. The award recipient will be responsible solely for handling the creation, fiscal and logistical needs, and expansion of the program, which is currently not operational. The grantee will also be required to ensure program continuity with minimal overhead.

### **Objective**

The objectives of the Institutional Effectiveness and Technical Assistance Program are:

1. To ensure our community colleges and districts acquire and maintain institutional health in the following areas:
  - a) Accreditation status
  - b) Fiscal viability
  - c) Student performance and outcomes
  - d) Programmatic compliance with state and federal guidelines
2. Reduce the number of colleges receiving any of the following categories of sanctions: warning, probation, or show cause
3. Support and improve student success and student success efforts
4. Improve access to data, information, effective practices, support structures and professional development
5. Establish a network of content experts to support the CCCCO and the BOG in their efforts to expand technical assistance and appropriate oversight.

## **Procedures and Activities**

The applicant is asked to include procedures and activities in the work plan, to provide a narrative for each of the activities and procedures describing how the activity and procedure will be employed to achieve each of the proposed project objectives, and to describe the rationale for choosing the selected procedures and activities. The applicant is also asked to ensure the procedures and activities represent feasible solutions or strategies to the problem/need. Please clearly number the procedures and activities and follow a consecutive numbering pattern for tracking and scoring purposes. Multiple procedures and activities are allowed for each objective.

To accomplish the objectives outlined above, the Institutional Effectiveness and Technical Assistance project encompasses the following activities:

### **1. Support the Chancellor's Office in its work to:**

- Develop policies and procedures for expanded technical assistance
- Support BOG in providing appropriate leadership and oversight
- Monitor college/district performance (e.g., Scorecards, ACCJC reports, independent audits, site reviews)
- Identify struggling colleges, assign review teams, arrange technical assistance
- Intervene in struggling colleges in accordance with BOG policies
- Broadly integrate expanded technical assistance process into CCCCCO functions

### **2. Technical Assistance Infrastructure**

- Build a robust technical assistance infrastructure to disseminate effective practices, promote college-level student success reforms, and assist struggling colleges.
- Enable all colleges to locate and access information related to institutional effectiveness opportunities and technical assistance.
- Develop and maintain a support structure to address questions related to engagement, findings, recommendations and other topics in a timely manner.
- Establish and maintain effective marketing and outreach practices.

### **3. Content Experts**

- Identify experts in the areas of:
  - College/Institutional fiscal viability
  - Accreditation
  - Student performance and outcomes
  - Compliance with state and federal regulations and guidelines
- Develop and maintain personnel descriptions/required skill sets and experience, statements of work, contracts and other personnel related documents for content experts.
- Content experts will be recruited and hired as contractors for the project based upon need.

### **4. Site Visits and Local Assistance Classification**

- When colleges are identified as needing technical assistance by the Chancellor's Office, the grantee will conduct the following activities:

- Assemble a site visit team consisting of experts in the areas of fiscal viability, accreditation, student performance and compliance with state and federal regulations and guidelines.
- Manage all logistical and fiscal details related to the site visit, such as travel, and scheduling meetings with appropriate district/college personnel.
- Facilitate and oversee interviews and discovery sessions with the district/college.
- Oversee the completion of the reports and recommendations created by the site visit teams.

#### **5. Professional Development and Training Services**

- The grantee will work with the Chancellor's Office to identify and provide training and professional development for college personnel to address existing and/or future professional development needs. The goal is to help colleges maintain and/or improve institutional health and effectiveness.
- Existing professional development opportunities and organizations will be leveraged where possible.

#### **6. Program Evaluation**

- The grantee will ensure the Technical Assistance Program is effective by developing a process for program evaluation, tracking and improvement.

#### **Evaluation/Performance Outcomes**

The funded applicant will be required to submit a mid-year progress and expenditure report and a final annual report. The annual report must describe the project status, performance outcomes and identify level of institutionalization.

Ongoing contact with the Project Monitor will be required. The funded project may also be subject to a formal site visit(s) during the period of performance. The grantee shall provide evidence of progress before seeking additional funding in succeeding years. Continued funding is contingent upon the approved completion of the prior year's objectives and the submittal of an application renewal.

#### **Legal Terms and Conditions**

The legal terms and conditions contained in Articles I and II, which are included in this manual, are the ones that will be used for the grant awarded under this RFA. Rather than list the provisions again, they are incorporated into the grant agreement document, by reference, on the face sheet. Applicants must, therefore, retain this manual for future reference.

#### **Information**

If you have any questions or need more information regarding this RFA, please contact RFA Administrator, Gary Bird by telephone (916) 327-5904, e-mail at [gbird@cccco.edu](mailto:gbird@cccco.edu) or by U.S. mail at 1102 Q Street, Suite 4554, Sacramento, CA 95811-6539.

## **Section II**

### **Application Instructions and Evaluation Criteria**

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## **SECTION II**

### **Application Instructions and Evaluation Criteria**

#### **A. INTENT**

Section II contains general instructions, procedures, formats, and timelines for submitting project applications to the California Community Colleges, Chancellor's Office (CCCCO). It has been developed with the intent of establishing, to the extent possible, consistent practices and procedures for the submission, evaluation, and allocation of a variety of State and federally funded projects administered through this office.

Applications should be submitted utilizing the format and sequence described in these Application Instructions and fully address the RFA Specification.

#### **B. RFA FUNDING CATEGORY**

**Fund disbursements are allocated in one funding category:**

- Student Success and Support Program (formerly known as Matriculation)

#### **C. ELIGIBILITY**

Community College districts are eligible to apply. If a Solicitation of Interest preceded this RFA, only districts that have successfully completed the Solicitation of Interest process may apply. Individual RFA Specifications may expand the applicant eligibility pool beyond those of Community College districts. (See the RFA Specification for this information.) All applications recommended for approval shall have or obtain approval of the Board of Trustees of the districts.



**Important Note:** All potential applicants for funding under this RFA should carefully note that new provisions were recently added to the "Division/Program-Specific Legal Terms and Conditions," Article I; the "Standard Legal Terms and Conditions," Article II; and the "Division/Program-Specific and Standard Legal Terms and Conditions," Article III. These provisions relate to the use of subcontractors, the implementation of the settlement agreement in *Camarena v. San Bernardino Community College District*, et al; and the eligibility of certain classes of non-citizens to receive public benefits under the Personal Responsibility and Work Opportunity Act of 1996. Additionally, the provision relating to the Americans with Disabilities Act of 1990 has been expanded to require that materials produced with these grant funds be provided in an alternative medium upon request. All equipment, software, and/or instructional materials purchased under these grant awards must either be designed to permit use of persons with disabilities or come equipped with adaptive equipment to make it possible; see Article II, provision 18 for more details. If you have questions about the meaning of any of these provisions, you may contact the Legal Affairs Division of the Chancellor's Office at (916) 445-4826.

#### **D. RESOURCE/REFERENCE MATERIALS**

The RFA Specification will provide the necessary list of resource or reference material for completion of a grant, if applicable.

#### **E. RFA CLARIFICATION**

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Vice Chancellor of the Technology, Research and Information Systems Division (TRIS), of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. Insofar as practical, the Chancellor's Office will give such notice to other interested parties, but the Chancellor's Office shall not be responsible for failure to do so.

#### **F. REJECTION OF APPLICATION**

***The Chancellor's Office Reserves the Right to Reject Any and All Applications Received.***

An application shall be rejected prior to scoring if:

1. It is received at any time other than the exact time and date set for receipt of applications.
2. The application fails to meet the requirements of the RFA Specification; or
3. The application contains false or misleading statements or references, which do not support an attribute or condition, contended by the applicant. The application shall be rejected if, in the opinion of the State, such information was intended to erroneously and fallaciously mislead the State in its evaluation of the application and the attribute, condition, or capability of a requirement of this RFA.

## **G. APPLICATION REVIEW PROCESS**

This section is intended to help the applicants and readers understand the processes, criteria, and scoring systems that will be applied in determining which applications are recommended for funding.

To ensure a fair and impartial grant award process, the Chancellor's Office will perform the following procedures:

1. Conduct a preliminary review of the applications to determine if they are in compliance with the RFA Specification; application format; required signatures; and the number of copies.
2. If the total amount of funds requested by applicants pursuant to any individual RFA Specification could be funded by the amount of funds available, hereunder assemble three readers who may be from within the Chancellor's Office only to score and rank the applications in order of eligibility. Readers shall be from more than one agency division and use the same evaluation criteria that the readers recruited from outside the Chancellor's Office use. All applicants achieving at least 75 points on their application evaluations are eligible for funding.
3. If the total amount of funds requested by applicants pursuant to any individual RFA Specification cannot be funded by the amount of funds available hereunder, assemble three readers from within and outside the Chancellor's Office to score and rank the applications in order of eligibility. All applicants achieving at least 75 points on their application evaluations are eligible for funding. An eligible score of 75 points does not guarantee a grant award. Application scores are ranked in descending order and funds are disbursed in the same manner until all funds are allocated.
4. Prepare and post notice of intent to award grants under each respective RFA Specification. This notice will include the scoring and ranking results of all applications received.

This notice will be posted on the Web site at:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Telecom.aspx>

4. If there are any funds remaining under any RFA Specification in which grants have been awarded to all of the eligible applicants, the Chancellor's Office may elect to award the remaining funds under other RFA Specification, as long as the awards are made in accordance with the RFA and RFP lists already established hereunder and their purpose is consistent with the funding source. Staff also reserves the right to issue an addendum to the original RFA that will extend the deadline for the receipt of applications pursuant to any RFA Specification with funds still available.

## H. SELECTION OF GRANT READERS

The respective Vice Chancellor will select groups of readers and alternates from members of the Chancellor’s staff, community college consultation groups (CEO, CBO, CIO, CSSO, CISO and Academic Senate), and other appropriate entities that are Representative of not only a wide range of expertise in education but also of ethnic and geographic diversity and gender balance. The selected readers and alternates will then use the criteria and scoring processes set out below to score and rank applications.

## I. SCORING CRITERIA

All applications will be evaluated and ranked on the basis of the following criteria:

Need (Statement of the Problem)	10
Objectives	15
Procedures/Activities	15
Performance Outcomes/Evaluation Design	15
Project Management/Institutional Commitment	20
Budget	10
Overall Feasibility of the Project	10
Dissemination	5
<b>TOTAL</b>	<b>100</b>

Each criterion value is assigned a weight factor that indicates the level of importance to the project. The point values are displayed below.

Criterion Value	5 PT	10 PT	15 PT	20 PT
Poor	0-1	0-2	0-3	0-4
Below	2	3-4	4-6	5-8
Average	3	5-6	7-9	9-12
Above Average	4	7-8	10-12	13-16
Exceptional	5	9-10	13-15	17-20

The criterion values are described below:

### **Poor**

Points are awarded to responses that are not minimally acceptable. For example:

- The applicant does not state a requirement and offers no explanation of how or what will be accomplished.

### **Below Average**

Points are awarded to responses considered to be minimally acceptable. For example:

- The application states a requirement, but offers no explanation of how or what will be accomplished.

- The response contains a technical deficiency, an inaccurate statement or reference concerning the how or what is to be accomplished.

***Average***

Points are awarded if the application satisfies the requirement and describes specifically how and/or what will be accomplished.

***Above Average***

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished in a clear, concise, and direct manner, including sample products and illustrative materials (i.e., diagrams, charts, graphs, etc.) if appropriate.

***Exceptional***

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished in a superior manner, both quantitatively and qualitatively.

Projects designed to support ongoing initiatives require a significant commitment from the applicant as well as the Chancellor's Office. These projects have very prescriptive criteria, a highly delineated scope-of-work to be accomplished, and may require a site visit as part of the review process to verify the: (1) financial support for the proposed project; (2) projects' responsiveness to established program criteria; (3) availability of matching funds for the project; (4) budget justification; (5) college ability to implement and manage the projects locally.

## **J. NOTIFICATION OF INTENT TO AWARD GRANTS**

Notifications of intent to award grants will be sent to the respective district superintendents/presidents indicating whether or not the application was approved. Chancellor's Office staff will negotiate the specific scope of work, budget, and timeline for each awarded project. A public notification listing the tentative grant awards will be posted in the Chancellor's Office and Chancellor's Office Web site

**Note:** All questions regarding this notice for tentative grant awards should be addressed to Gary Bird (916) 327-5904 or [gbird@cccco.edu](mailto:gbird@cccco.edu) in the Telecommunications and Technology Unit.

## **K. GRANT PROTEST PROCEDURES**

Applicants may file a letter of protest against the award of a grant. The protest must be filed with the Executive Vice Chancellor of the Technology, Research and Information Systems Division identified in the RFA Specification. Protest letters must be mailed to Patrick Perry, Executive Vice Chancellor, Chancellor's Office, California Community Colleges, 1102 Q Street Suite 4554, Sacramento, CA 95811-6539, **within ten (10) business days after the intent to award is posted**. The protest must include a full and complete written statement specifying the grounds of protest and must be based on the process and/or procedures used in the review and recommendation of applications for awards. The Executive Vice Chancellor shall review all the information submitted with regard to the protest and render a decision regarding the protest within thirty (30) calendar days. The decision of the Executive Vice Chancellor shall be final.

## **L. APPLICATION FORMAT, INSTRUCTIONS AND SCORING**

The following instructions prescribe the mandatory format and approach for the development and presentation of the application. The application instructions listed must be adhered to and all questions must be answered and all requested data must be supplied. Use the forms (or provide a computer facsimile of the forms), narrative format and the project specifications to prepare project applications.

### **1. Complete the Appropriate Grant Agreement Face Sheet**

**Due to the legal nature of these documents, these forms may be duplicated by photo copying but NOT replicated electronically. The applicant must use the forms provided in Appendix B.**

- a. This RFA packet contains one Grant Agreement Face Sheet.
- b. Enter the District and College Name in the upper right-hand corner. *The RFA Specification number has already been entered for you.*
- c. Complete the Grantee section of the Grant Agreement Face Sheet. **Obtain the signature of the district chief executive officer (or authorized designee). Please use red or blue ink only.**

### **2. Contact Page**

### **3. Application Consortium Data Sheet**

Complete and include this form with the application **only** if applicable.

### **4. Application Abstract (Use a Narrative Format, Form provided in Appendix B.)**

The Application Abstract should concisely summarize the entire application in less than 250 words and must not exceed one page. Included must be statements on the objectives, procedures, expected contribution or impact on the funding priorities of the RFA Specification and deliverables (products/services/outcomes).

**5. Table of Contents**

- a. The Table of Contents shall be on a separate page, with each component of the application's narrative listed and page numbers indicated.
- b. The narrative pages shall be numbered in sequence with the page number centered at the bottom of each page.

**6. Need Maximum Points—10**  
*(Use a Narrative Format, Form not provided in Appendix B)*

Concisely describe the problem being addressed and/or the need for the project and how it addresses the funding priorities listed in the related RFA Specification.

In addition, and in accordance with the RFA Specification, applicants will describe the following:

- Scope of problem being addressed: local, regional and/or statewide;
- Target group(s) - populations to be served.

**7. Application Annual Work Plan *(Form provided in Appendix B)***

The applicant may also provide a narrative (no form provided) for the work plan components. The narrative work plan components must be clearly labeled and easily linked back to the Application Annual Work Plan form in Appendix B.

**a. Objectives Maximum Points—15**

1. The RFA Specification has identified minimum objectives. The applicant's statement of objectives should be itemized, numbered, and stated in measurable terms. The statement of objectives should be performance driven measurable.

**Example:** Eighty percent (80%) of the 35 faculty completing the Academic Excellence on the Internet staff development workshop will incorporate best practices learned into their classroom as evidenced by revised curriculum outlines and teaching strategies.

**Example:** Sixty percent (60%) of the 75 students enrolled in Civic Education Through ESL Internet course will increase their reading level by two grades and master eight core competencies in civic education.

2. All applicants must indicate how the statement of objectives will address the funding priorities and specifications of the RFA. Special attention should be given for improvements in serving underrepresented students.

3. The objectives provide the foundation for developing methodology to be used in addressing the need/problem and are the basis for measuring performance outcomes. The objectives should also be reflected in the annual work plan and be linked with procedures/activities and performance outcomes of the annual work plan.
4. Objectives for professional and curriculum development must address the funding priorities within the RFA Specification and demonstrate a reasonable probability that the project will result in improved teaching techniques, student services or curriculum materials to be used in a substantial number of classrooms or other learning situations.

**b. Procedures/Activities** **Maximum Points—15**

1. The RFA Specification identifies the focus of the applications. Under this section of the application describe the proposed solutions to be employed to address the described need and/or problem. The applicant should further describe the following:

- Feasibility of solutions/strategies; and
- Short and long-term benefits to target population; and
- Program improvements to RFA funding priorities.

The applicant should expand on the procedures and/or activities being used in resolving the problem. The applicant must also demonstrate how the procedures/activities are related to achieving each of the project objectives and the performance outcomes.

2. Describe the sequence of activities utilizing a timeline with narration. Timelines with monthly objectives are preferable to specific dates. A form is provided in Appendix B to document work plan procedures and activities. *(A computer facsimile of the form is acceptable.)*

**c. Performance Outcomes/Evaluation Design** **Maximum Points—15**

1. Address the Performance Outcomes/Evaluation Design as listed within the RFA Specification.

2. All performance outcomes must be linked with objectives and procedures/activities.

3. Explain how the outcomes will benefit one or more of the following: (1) college; (2) district; (3) regions; and/or (4) state.

4. Each applicant is required to provide an outline of the project evaluation design including, if appropriate, a statement of qualification of a third party evaluator. At a minimum, the evaluation design should include:

- Identification of objectives/outcomes to be measured (these objectives/outcomes should be the same as listed within the Narrative);

- How each objective/outcome must be measured and reported (Methodology); and
- Anticipated findings (Project Outcomes).

**8. Project Management/Institutional Commitment** **Maximum Points—20**

***Project Management***

- Provide a management plan for operating the project.
  - Provide a transition plan for operating the project, if necessary.
  - Provide an organizational chart for the project.
- a. Show evidence of the commitment of project staff, describing their role and responsibilities and the amount of time they will be devoting to project activities. Provide a description of their prior experience as related to the subject area of this project. (Those who will implement the project should be involved in the planning, if key personnel are to be chosen later, include a complete job description and the duties of such personnel).
- b. Indicate if the project will be done through a consortium or a collaborative partnership. Provide evidence of support (a signed letter or memorandum of understanding) of each partner's commitment to the project. **NOTE:** The letter or memorandum of understanding should specify in detail the scope, nature, and characteristics of the commitment by each partner. **Do not send general letters of support.**

***Institutional Commitment and Expertise***

- a. The applicant should provide evidence of the district's commitment to the success of the project, including, but not limited to the following:
- b. Describe how the proposal is related to the district's vision and strategic planning efforts.
- c. Describe how the project will be institutionalized.
- d. Applicant should provide evidence of applicable expertise which would benefit the initiative in the following areas
1. Accreditation
  2. Fiscal viability
  3. Student performance and outcomes
  4. Programmatic compliance with state and federal guidelines
- e. Applicant should provide the following:
1. Declaration of accreditation status
  2. Fiscal management and status
  3. Student performance history for the last 3 to 5 years



- f. Applicant should provide evidence of performing any technical assistance leadership activities locally, regionally or statewide.

## 9. Application Budget Summary

Maximum Points—10

- a. Complete the **Application Budget Summary** (See Crossover Chart, Appendix B, to determine expenditure classifications.) When entering dollar amounts, round off to the nearest dollar. **Do Not Type in the Cents.**

**NOTE:** *The purpose of the budget is to indicate whether the project is well planned and reasonable in scope. Technical errors in the budget will not necessarily result in a lower score, if minor assistance from the Chancellor's Office can correct the error.*

**Source of Funds** (Vary in purpose and must be reported in separate columns)

To substantiate the Application Budget Summary, submit a **Application Budget Detail Sheet**. (See example of Budget Detail Sheet format and Crossover Chart in Appendix B.) The Budget Detail Sheet lists the cost breakdown of each budget classification amount requested. Indicate specific rates and amounts attributed to project funds, general fund district matching, or other sources of funding. **You must complete a separate Budget Detail Sheet for each funding source and record the associated expenditures by object code attributed to it.**

- b. Employee Benefits

The grant may not be used to support the cost of employee benefits for permanent employees of districts. Employee benefits for employees hired temporarily for the purpose of working on the project may be supported by the grant.

- c. Expenditures

Funds awarded for grants may not be used for purposes of construction or remodeling of facilities, nor for student financial aid programs or for programs and activities not eligible for state apportionment. Expenditures related to the purchase of equipment are governed by Article II Section 16d and Article II Section 19a, in Appendix A of this document. Overhead or indirect costs may be included but cannot exceed four (4) percent.

- d. Match Requirement

There is a match requirement of 10% dollar-for-dollar match of the total cost of the project. The match requirement may be met through real, in-kind or a combination of real and in-kind.

- e. See RFA Specification to determine allowable supervision-administration costs.

- **Failure to provide complete budget information in the specified format may result in applications not being reviewed for funding consideration.**
- **The district chief business officer's signature is required on the Application Budget Summary (use blue or red ink).**
- For travel (Object 5000), district travel and reimbursement policies apply. Only travel necessary to the project is allowed. Provide travel purpose and estimated cost.

**10. Overall Feasibility of the Project**

**Maximum Points—10**

Prepare a statement as to how the project is realistically capable of attaining the required and proposed outcomes.

**11. Dissemination Plan**

**Maximum Points—5**

- a. Prepare a statement of how the institution will disseminate their findings and work products through State and regional conferences including, but not limited to, meetings of the Community College League of California, the Academic Senate, the California Community Colleges Association of Chief Information Officers, Annual Distance Education Leadership Conference, the Chancellor's Office Annual Conference or other annual meetings. Since project directors are not ultimately responsible for the agenda at those conferences, a rating score is not designated for the dissemination plan.
- b. Documents, reports, materials or grant products produced as a result of the grant are public documents. Describe how you will distribute grant materials or products to other community colleges, resource libraries, or other organizations. Indicate if you will be using electronic forms of dissemination. The Chancellor's Office Project Monitor must review and approve final products, materials, or documents before dissemination.

**12. Application Procedure**

- a. **Hardcopy Form Submission Requirements:**  
Submit five (5) copies of the application, three (4) of which must contain original signatures (**red or blue ink**) on the Grant Face Sheet and the Application Budget Summary.

Mail hardcopy applications to:

Chancellor's Office, California Community Colleges  
Technology, Research and Information Systems Division  
Telecommunications and Technology Unit  
1102 Q Street 4<sup>th</sup> Floor, Suite 4554  
Sacramento, CA 95811-6539  
Attn: Gary Bird

**The hardcopy applications must be received in the Chancellor's Office by 5:00 p.m. on October 24, 2014.**

***NOTE: The Chancellor's Office also requires that for multi-campus districts a copy of the application be sent to the respective college Superintendent/President and Academic Senate President and for single-college districts, a copy be sent to the Academic Senate President***

- b. **Electronic Form Submission Requirements:**  
Submit (1) electronic version of the full and completed application via electronic mail (email).

Email electronic forms to:  
Gary Bird – [gbird@cccco.edu](mailto:gbird@cccco.edu)

**The electronic applications must be received at the address, [gbird@cccco.edu](mailto:gbird@cccco.edu) by 5:00pm on October 24, 2014.**

- c. Staple the application in the upper left-hand corner. Use 8-1/2"x11" white bond paper only. **Please do not use binders or other covers and do not include appendices or other supplemental information unless specifically requested in the RFA Specification.**
- d. The Grant Agreement Face Sheet must be signed by the **district chief executive officer** (or authorized designee) to bind the grant recipient to its provisions. **Please use blue or red ink.**
- e. The Application Budget Summary page must be signed by the **chief business officer** (or authorized designee). **Please use blue or red ink.**

**NOTE: The State Is Not Liable For Any Cost Incurred By Applicants Prior To The Issuance Of A Grant And Receipt Of All Necessary Approvals.**

## M. CALENDAR OF KEY DATES

The Request for Application process adheres to important deadlines. These deadlines include the Chancellor's Office receipt of applications, reading of applications, intent to award notifications and protest deadlines. The list of key dates follows:

September 9, 2014	RFA Released
September 25, 2014	RFA Question & Answer Virtual Meeting 10:00am – 11:30am CCCConfer: 1-888-450-4821 CCCConfer passcode: 701230
<b>October 24, 2014, by 5pm</b>	<b>Application Due Date</b>
October 27-30, 2014	Reading and Rating of Applications
October 30, 2014	Intent to Award and Notification, Website post
November 13, 2014	Last Day to File a Protest
December 1, 2014	Grant Commencement Date
July 1, 2015	Work plan and budget due for fiscal year 2015-16 (July 1, 2015-June 30, 2016)
August 31, 2015	Final Report Due for initial 7months (December 1, 2013-June 30, 2014)
January 31, 2016	Progress / Year to date Report and Expenditure Report (July 1, 2015 – December 31, 2015)
August 31, 2016	Final Report and Expenditure Report due for fiscal year 2015-16.

# **Section III**

## **Appendices**

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## ***Appendix A***

### **Grant Agreement**

Article I: Program Specific Provisions

Article II: Standard Legal Terms and Conditions

Chancellor's Office, California Community Colleges

**GRANT AGREEMENT**

**ARTICLE I**

**(For VTEA, FII and other grants commencing July 1st)**

**Student Success and Support Program (formerly Matriculation)  
Program-Specific Legal Terms and Conditions**

**1. Cost and Payments**

In consideration of satisfactory performance of the services described in the Grantee's application, the California Community Colleges, Chancellor's Office (hereinafter Chancellor's Office) agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on the fully executed Grant Agreement face sheet, which shall be used as set forth in the Application Budget. Payment shall be made as follows:

- An advance payment of 40% of the total amount of this Grant Agreement will be paid as soon as feasible after the Grant Agreement is fully executed.
- Grantee may submit request for progress payments at the time that progress reports are submitted pursuant to section 3 of this Article. Payment will be made after review and approval of the progress reports by the Chancellor's Office.
- A final payment will be calculated based on the Final Performance and Expenditure Reports due by August 31. If the total expenditure of funds by that date is less than the advance payment, the Chancellor's Office may invoice the Grantee for the excess amount.

**2. Budget Changes**

- Grantee may make changes to any budget category amounts without the approval of the Project Monitor so long as budget categories are not added or deleted, the total dollar amount of the Grant Agreement is not affected, and the outcomes of the Grant Agreement will not be materially affected.
- Grantee may add or delete budget categories subject to the prior approval of the Project Monitor.
- Grant amendments are required for budget changes when there are changes in the total dollar amount of the Grant Agreement and/or the outcome of the Grant Agreement is materially affected. The request for such changes should include a letter of justification; three copies of a revised "Application Budget Summary," all of which have been signed



*Appendix A—Article I-Program-Specific Legal Terms and Conditions*

by the Chief Business Officer or his/her designee, in an ink color other than black, and a revised "Application Budget Detail Sheet."

- The Budget Amendment request should be mailed to the Project Monitor for approval. Grantee will be notified if the request is approved or if additional information is required. In any event, the Grantee shall implement changes only upon written notification by the Project Monitor. Additionally, the next Progress Report must show the new budget changes.

Budget changes or amendments involving an extension of time are subject to applicable program limitations. For grants funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the year in which the funds were awarded. For other programs, no budget change or amendment may permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any budget change or amendment permitting funds to be spent beyond the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

**3. Reporting**

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Project Monitor.

One original and one copy of a Progress/Year to date Expenditure Report	January 31
One original and one copy of a Progress/Year to Date Expenditure Report	April 30
One original and two copies of a Final Report and Final Expenditure Report	August 31

In addition, grants funded by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, or the Economic Development Program require one original and one copy of Progress/Year to Date Expenditure Reports to be filed by October 31st and July 31st.

## **ARTICLE II**

### **Standard Legal Terms and Conditions**

(Effective May 2014)

#### **1. Work to be Performed**

The Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and category referenced in the Grant Agreement face sheet.

Grantee may request modifications to the work to be performed. All such requests must be submitted in writing to the Project Monitor prior to the modification being made. The Project Monitor may require that a Grant Amendment be processed, if the monitor determines that the change would materially affect the project outcomes or the term of this Grant Agreement.

Modifications or amendments to the Work to be Performed provisions of this Agreement involving an extension of time are subject to applicable program limitations. For grants funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the year in which the funds were awarded. For other programs, no modification or amendment may permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any modification or amendment permitting funds to be spent beyond the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

#### **2. Amendments**

An amendment of this Grant Agreement is required when the Grantee wishes to extend the completion date or materially change the work to be performed or the budget (see Article I section 2 and Article II section 1). The request must be made on the appropriate form provided by the Chancellor's Office and must be submitted to the Project Monitor prior to making the desired alteration in the performance or expenditures under the Grant Agreement. Requests for amendments should be received 60 days before the end of the performance period.

Amendments involving an extension of time are subject to applicable program limitations. For grants funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the year in which the funds were awarded. For other programs, no amendment may permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any amendment permitting funds to be spent beyond the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

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**3. Unenforceable Provision**

In the event that any provision of this Grant Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Grant Agreement remain in full force and effect and shall not be affected thereby.

**4. Dispute**

In the event of a dispute, Grantee agrees to file a "Notice of Dispute" with the Chancellor's Office, within ten (10) days of discovery of the problem. Within ten (10) days, the Chancellor or his or her designee shall meet with the Grantee, the Vice Chancellor for the division awarding the Grant Agreement, and the Project Monitor for purposes of resolving the dispute. The decision of the Chancellor shall be final.

In the event of a dispute, the language contained within this Grant Agreement shall prevail over any other language including that of the grant proposal.

Grantee shall continue with the responsibilities under this Grant Agreement during any dispute.

**5. Notice**

Either party may give notice to the other party by sending certified mail properly addressed, postage fully prepaid to the other party's business address. Notices to be sent to the Chancellor's Office shall be addressed to the Project Monitor at California Community Colleges, Chancellor's Office, 1102 Q Street, Suite 4554, Sacramento, CA 95811-6539. Notices to be sent to the Grantee shall be addressed to the Project Director at the Grantee's address as specified on the face sheet of this Grant Agreement. Such notice shall be effective when received, as indicated by post office records, or if deemed undeliverable by the post office, such notice shall be postponed 24 hours for each such intervening day.

**6. Interpretation**

In the interpretation of this Grant Agreement, any inconsistencies between the terms hereof and the Exhibits shall be resolved in favor of the terms hereof.

**7. Project Director and Key Personnel**

The Project Director is designated by the Grantee on the face sheet of the Grant Agreement, and the key personnel are identified in the application or proposal. The Grantee may change the Project Director or other key personnel, but the Grantee shall immediately notify the Project Monitor in writing of any such changes.

**8. Project Monitor**

The Project Monitor is designated by the Chancellor's Office on the face sheet of the Grant Agreement. The Project Monitor is responsible for overseeing the project and any questions or problems relating to the project should be directed to the Project Monitor. If necessary, the Chancellor's Office may change the Project Monitor by written notice sent to the Grantee.

**9. Budget Concerns**

- a. It is mutually understood between the parties that this Grant Agreement may have been written before ascertaining the availability of state or federal funds, for the mutual benefit of both parties in order to avoid program and fiscal delays which would occur if this Grant Agreement were executed after the determination was made.
- b. It is mutually agreed that if the state or federal budget for the current year and/or any subsequent years covered under this Grant Agreement does not appropriate sufficient funds for the program, this Grant Agreement shall have no force and effect. In this event, the Chancellor's Office shall have no liability to pay any funds whatsoever to Grantee or to furnish any consideration under this Grant Agreement and Grantee shall not be obligated to perform any provisions of this Grant Agreement.
- c. Grantee shall inform any subcontractors and subgrantees that any work performed prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.
- d. In no event may Grantee use Grant funds to pay any individual or organization for the work associated with preparing the Grant application. For breach or violation of this prohibition, the Chancellor's Office shall, in addition to other remedies provided by law, have the right to annul this Grant Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
- e. In addition, this Grant Agreement is subject to any additional restrictions, funding reductions, limitations or conditions enacted in the state or federal budget, any amendments thereto, or in the laws and Executive Orders that may affect the provisions, term, or funding of this Grant Agreement in any manner. The parties hereby agree that the Chancellor's Office will notify Grantee of any such changes affecting the terms of this Grant Agreement, but need not execute an amendment to modify the Grant Agreement.

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**10. Assignment**

Grantee may not transfer by assignment or novation the performance of this Grant Agreement or any part thereof except with the prior written approval of the Project Monitor. Nor may Grantee, without the prior written consent of the Project Monitor, assign any other right that Grantee may have under this Grant Agreement. Each assignment that is approved by the Project Monitor shall contain a provision prohibiting further assignments to any third or subsequent tier assignee without additional written approval by the Project Monitor. The Project Monitor's consent to one or more such assignments or novations shall not constitute a waiver or diminution of the absolute power to approve each and every subsequent assignment or novation.

**11. Subcontracts or Subgrants**

- a. Grantee agrees to obtain the written approval of the Project Monitor prior to the selection of subcontractors or subgrantees to perform services under this Grant Agreement, based upon a written request indicating compliance with the provisions set forth below. Except where prohibited by the Standards of Conduct provisions set forth in section 15 of this Article, subcontractors or subgrantees specifically identified in this Grant Agreement or the Exhibits attached hereto and which are secured in accordance with applicable legal requirements and the provisions set forth below are deemed approved upon execution of this Grant Agreement.
- b. In any event, if the Grantee wishes to enter into a subcontract or subgrant agreement for performance of any part of the activities under this Grant Agreement, Grantee shall disclose the intended purpose and amount of the subcontracting, identify the proposed subcontractor or subgrantee, and certify that the subcontractor or subgrantee was selected according to locally applicable competitive bidding processes which are reasonably calculated to ensure that cost shall be given substantial weight in the selection process, and that the selected subcontractor or subgrantee is the best qualified party available to provide the required services. Upon request, Grantee shall furnish evidence of compliance with this provision to the Project Monitor. Grantee shall immediately notify the Project Monitor in the event that any subcontract or subgrant is terminated.
- c. All subcontracts or subgrants shall contain a provision prohibiting any third or subsequent tier subcontracts or subgrants without additional written approval by the Project Monitor.
- d. The Project Monitor's consent to one or more subcontracts or subgrants shall not constitute a waiver or diminution of the absolute power to approve each and every subsequent subcontract or subgrant.

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- e. Upon request, Grantee shall furnish any additional evidence the Project Monitor may deem appropriate concerning the competitive bidding procedures used or any other matter related to compliance with paragraphs (a) or (b).
- f. Grantee shall not enter into any subgrant or subcontract of the types described below and any such agreement which may be executed is null and void and of no force or effect.
1. A former state employee (including a Chancellor's Office employee, or a district employee who worked for the Chancellor's Office on an Interjurisdictional Exchange (IJE)) cannot enter into a subcontract or subgrant under this Grant Agreement with the Grantee if that employee was engaged in the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to this Grant Agreement while employed by the state. (Gov. Code, §§ 1090, et seq., 87100, and 87400 et seq.; Cal.Code Regs. tit. 5, §§ 18741.1 and 18747.)
  2. A current state employee (including a current Chancellor's Office employee or district employee working for the Chancellor's Office on an Interjurisdictional Exchange (IJE)) cannot enter into a subcontract or subgrant with the Grantee, with the exception of rank-and-file employees of the California State University and the University of California. (Pub. Contr. Code, § 10410.)
  3. The spouse or a member of the immediate family of a current Chancellor's Office employee (including a current Chancellor's Office employee or district employee working for the Chancellor's Office on an Interjurisdictional Exchange (IJE)) may not enter into a subcontract or subgrant with the Grantee if the Chancellor's Office employee or person on an IJE was engaged in the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to this Grant Agreement, or the subcontract or subgrant, or had any influence whatsoever in the making of this Grant Agreement, or the subcontract or subgrant. (Gov. Code, §§ 1090, et seq.; and 87100.)
- f. Nothing contained in this Grant Agreement or otherwise, shall create any contractual relationship between the Chancellor's Office and any subcontractors or subgrantees, and no subcontract or subgrant shall relieve Grantee of its responsibilities and obligations hereunder. Grantee agrees to be as fully responsible to the Chancellor's Office for the acts and omissions of its subcontractors, subgrantees, and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by Grantee. Grantee's obligation to pay its subcontractors and subgrantees is independent from the obligation of the Chancellor's Office to make payments to Grantee. As a result, the Chancellor's Office shall have no obligation to pay or enforce the payment of any moneys to any subcontractor.

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**12. Audit**

Grantee agrees that the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract or subgrant related to performance of this Grant Agreement.

**13. Products and Deliverables**

- a. Each deliverable to be provided under this Grant Agreement shall be submitted to and approved by the Project Monitor. All products, documents and published materials, including multimedia presentations, shall be approved by the Project Monitor prior to distribution.
- b. Any document or written report prepared, in whole or in part by Grantee, or its subcontractors or subgrantees, shall contain the Grant number and dollar amount of the Grant and subcontracts or subgrants relating to the preparation of such document or written report. The Grant and subcontract or subgrant numbers and dollar amounts shall be contained in a separate section of such document or written report. (Gov. Code, § 7550(a).)
- c. When multiple documents or written reports are the subject or product of the Grant Agreement, the disclosure section must also contain a statement indicating that the total Grant amount represents compensation for multiple documents or written reports. (Gov. Code, § 7550(b).)
- d. All products resulting from this Grant Agreement or its subcontracts in whole or in part shall reference the California Community Colleges, Chancellor's Office and the specific funding source.
- e. All references to the project shall include the phrase, "funded in part by the California Community Colleges, Chancellor's Office."

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#### **14. Travel**

For travel necessary to the performance of this Grant Agreement, Grantee travel and other expense reimbursement claims shall be governed by the travel policy and procedures adopted by the Grantee's governing board. Travel and other expenses shall be limited to those necessary for the performance of this Grant Agreement. For grants involving federal funds, any out-of-state travel must be approved in advance by the Project Monitor.

Grant funds may be used to pay for travel for Chancellor's Office staff provided that the travel is related to the purposes of the Grant Agreement, the travel is necessary to allow Chancellor's Office staff to provide services or technical assistance beyond the scope of normal Grant monitoring, the request is made by the Grantee without duress from Chancellor's Office staff, Grantee does not seek or receive any favorable treatment in exchange for paying for travel, travel is arranged and paid for through ordinary Chancellor's Office processes, and the Grant funds are used to reimburse those costs using Accounting Form RT-01 Request for Services/Agreement to Pay Travel Expenses.

#### **15. Standards of Conduct**

Grantee hereby assures that, in administering this Grant Agreement, it will comply with the standards of conduct hereinafter set out, as well as the applicable state laws concerning conflicts of interests, in order to maintain the integrity of this Grant Agreement and to avoid any potential conflict of interests in its administration.

- a. Every reasonable course of action will be taken by the Grantee in order to maintain the integrity of this expenditure of public funds and to avoid any favoritism or questionable or improper conduct. The Grant Agreement will be administered in an impartial manner, free from personal, financial, or political gain. The Grantee, and its officers and employees, in administering the Grant Agreement, will avoid situations which give rise to a suggestion that any decision was influenced by prejudice, bias, special interest, or personal gain.
- b. **Conducting Business with Relatives.** No relative by blood, adoption, or marriage of any officer or employee of the Grantee, or of any member of its governing board, will receive favorable treatment in the award of subcontracts or subgrants or in educational or employment opportunities funded by this Grant Agreement.
- c. **Conducting Business Involving Close Personal Friends and Associates.** In administering the Grant Agreement, officers and employees of the Grantee will exercise due diligence to avoid situations which may give rise to an assertion that favorable treatment is being granted to friends and associates.
- d. **Avoidance of Conflicts of Economic Interests.**
  1. Grantee shall take all reasonable steps to ensure that its officers and employees, and members of its governing board, will avoid any actual or



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potential conflicts of interests, and that no officer, employee, or board member who exercises any functions or responsibilities in connection with this Grant Agreement shall have any personal financial interest or benefit which either directly or indirectly arises from this Grant Agreement. The term "financial interest" shall include the financial interest of the officer, employee, or board member's spouse or dependent child.

2. Grantee shall establish safeguards to prohibit officers, employees or board members from using their positions for a purpose which could result in private gain, or give the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
  3. An officer or employee of Grantee, an elected official in the area, or a member of the governing board, may not solicit or accept money or any other consideration from a third person for the performance of any act reimbursed, in whole or in part, by Grantee or the Chancellor's Office. Supplies, materials, equipment, or services purchased with Grant funds will be used solely for purposes allowed under this Grant Agreement.
  4. The governing board may not authorize the award of any subcontract or subgrant funded by this Grant Agreement, if that contract, subcontract or subgrant is for the provision of services or goods by any board member, or by any person or entity which is a source of income to a board member.
- e. In the interest of avoiding conflicts of interests involving friends or associates of Chancellor's Office employees, in administering this Grant Agreement, officers and employees of the Grantee will exercise due diligence to avoid situations which may give rise to an assertion that favorable treatment is being granted to friends and associates of Chancellor's Office employees.

#### **16. Statewide or Regional Projects**

If this Grant involves provision of coordination, technical assistance, or other services for the California Community College system or for a particular region or group of colleges, the following requirements shall apply:

- a. Grantee agrees to consult regularly with the Project Monitor and representatives of the colleges to be served and to give every reasonable consideration to their views in the conduct of the project.
- b. Grantee shall require all employees, consultants, subcontractors and subgrantees to disclose any employment or contractual relationships they may have with other colleges being served under a statewide or regional grant. Such relationships are prohibited and shall be promptly terminated unless, after being fully informed of the circumstances, the Project Monitor determines that the services being

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provided to the other college by the employee, consultant, or contractor are above and beyond or unrelated to those provided under this Grant.

- c. If the primary role of the Grantee under this agreement is to serve as a fiscal agent for distribution of funds, the Grantee agrees that it will not make any payment to subcontractors engaged to provide consulting services under this grant without the written approval of the Project Monitor and the Executive Vice Chancellor or the person he/she has designated to approve grants pursuant to subdivision (c) of section 3600 of the Chancellor's Office Contracts and Grants Manual. Grantee may, however, disburse funds as provided in the grant budget for other activities (including paying for expenses related to meetings of advisory bodies or travel expenses for site reviews) without prior approval.
- d. If this Grant exceeds \$750,000 and funds a full-time position to perform grant activities, Grantee hereby agrees to engage in full and open recruitment for that position in accord with subsection (a) of section 53021 of title 5 of the California Code of Regulations, with the understanding that such position may be filled on a temporary basis to the extent authorized by law. Grantee shall, in a timely manner, submit to the Personnel Office of the Chancellor's Office a copy of all such job announcements. In the event that an employee of the Chancellor's Office applies for and is selected to fill the position, the Chancellor's Office may consider executing an Interjurisdictional Exchange Agreement to permit the employee in question to work for the Grantee.
- e. Consistent with the requirements of section 19 of this Article ("Real Property and Equipment"), the disposition of real property or equipment with an initial purchase price in excess of \$5,000 shall be subject to the approval of the Chancellor's Office.

**17. Time Is of the Essence**

Time is of the essence in this Grant Agreement.

**18. Intellectual Property**

- a. Grantee agrees that any and all services rendered and documents or other materials, inventions, processes, machines, manufactures, or compositions of matter, and/or trademarks or servicemarks first created, developed or produced pursuant to the Grant Agreement, whether by Grantee or its subcontractors or subgrantees, shall be and are Work for Hire. All subcontracts or subgrants shall include a Work for Hire provision by which all materials, procedures, processes, machines, and trademarks or servicemarks produced as a result of the Grant Agreement shall be Work for Hire. All rights, title, and interest in and to the Work first developed under the Grant Agreement or under any subcontract or subgrant shall be assigned and transferred to the Chancellor's Office. This Work for Hire agreement shall survive the expiration or early termination of this Grant Agreement.

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- b. The copyright for all materials first produced as a result of this Work for Hire agreement shall belong to the Chancellor's Office. Grantee, and all subcontractors, subgrantees, and others that produce copyright materials pursuant to the Grant Agreement, assigns all rights, title and interest, including the copyright to any and all works created pursuant to this Work for Hire agreement, to the Chancellor's Office. The Chancellor's Office shall acknowledge Grantee or its subcontractors and subgrantees, if any, as the author of works produced pursuant to this Work for Hire agreement on all publications of such work. The Chancellor's Office will license such copyrighted work with a Creative Commons CC BY license. The license will allow Grantee or its subcontractors and subgrantees, if any, to reproduce and disseminate copies of such work, provided the licensee agrees not to permit infringement of the copyright by any person, to compensate Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with the licensing agreement. Said license shall include the right to create and use works derived from those created under this Grant Agreement, even if such derivative works compete with those created under this Grant Agreement.

All materials first developed in draft and in final form pursuant to this Grant Agreement shall, in a prominent place, bear the © (the letter "c" in a circle) or the word "Copyright," or the abbreviation "Copr.," followed by the year created; and the words "California Community Colleges, Chancellor's Office." In addition, all such materials shall bear the Creative Commons CC BY symbol below. Acknowledgment may be given to Grantee or the actual author(s) of the work in an appropriate manner elsewhere in the copyright material. If it is deemed necessary by either the Chancellor's Office or the Grantee that the copyright be registered with the U.S. Copyright Office, Grantee will be responsible for applying for, paying the filing fees for, and securing said copyright.



- c. All technical communications and records originated or first prepared by the Grantee or its subcontractors and subgrantees, if any, pursuant to this Work for Hire agreement, including papers, reports, charts, computer programs, and technical schematics and diagrams, and other documentation, but not including Grantee's administrative communications and records relating to this Grant Agreement, shall be delivered to and shall become the exclusive property of the Chancellor's Office and may be copyrighted by the Chancellor's Office.
- d. If it is deemed necessary by either the Chancellor's Office or the Grantee that a patent be obtained from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or composition of matter, Grantee will be responsible for applying for, paying the filing fees for, and securing said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter developed pursuant to this Grant Agreement shall be issued to the "California Community Colleges, Chancellor's Office." All products and references to patents shall be marked and designated as such as required by law.

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Acknowledgment may be given to Grantee or the actual inventor(s) in an appropriate manner. The Chancellor's Office agrees to grant a nonexclusive license for such intellectual property to the Grantee. Said license shall include the right to use the patent for inventions, processes, machines, manufactures, or compositions of matter derived from those created under this Grant Agreement.

- e. All trademarks and servicemarks first created, developed or acquired pursuant to this Grant Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the Chancellor's Office or the Grantee that a trademark or servicemark be registered with state or federal agencies, Grantee will be responsible for applying for, paying the filing fees for, and securing said protection. All trademarks and servicemarks obtained pursuant to this Grant Agreement shall be issued to the "Chancellor's Office California Community Colleges" and carry the designations permitted or required by law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or servicemarks created, developed or obtained under this Grant Agreement to the Grantee.
- f. In connection with any license granted pursuant to the preceding paragraphs, Grantee agrees not to permit infringement by any person, to compensate Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with such license. Grantee may, with the permission of the Chancellor's Office, enter into a written sublicensing agreement subject to these same conditions.
- g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or compositions of matter, and trademarks or servicemarks created, developed or produced pursuant to this Grant Agreement by subcontractors or subgrantees that create works for this Grant for Grantee are for and are the property of the Chancellor's Office. Grantee shall obtain an acknowledgement of the work for hire performed by these subcontractors or subgrantees that produce intellectual property pursuant to this Grant Agreement, and all rights, title, and interests in such property shall be assigned to the Chancellor's Office from all subcontractors or subgrantees. Grantee shall incorporate the above applicable paragraphs, modified appropriately, into its agreements with subcontractors or subgrantees that create works for this Grant. No unpaid volunteer or other person shall produce copyright materials under this Grant Agreement without entering into a subcontract or subgrant between such person(s) and Grantee giving the Chancellor's Office the foregoing rights in exchange for the payment of the sum of at least one dollar (\$1).
- h. As a condition of receiving funding from the California Community College Chancellor's Office, educational materials created using those funds should be made available by the grantee under the Creative Commons Attribution License (CC BY) with the following symbol included.



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**19. Real Property and Equipment**

Where allowed by the funding source, real property and equipment (as defined in the California Community Colleges Budget and Accounting Manual, page 4.64) procured with Grant funds will be used for the purpose of the Grant in accordance with the following:

- a. Equipment with an initial purchase price in excess of \$5,000 must be appropriately tagged as purchased with funds from the particular funding source and the Grantee shall maintain an inventory of equipment purchased, including a description of the equipment, a serial or other identification number, the acquisition date, the cost of the equipment, the location of the equipment, and any ultimate disposition data. The Grantee will also adhere to all other property management procedures and property accountability requirements as published by the Chancellor's Office.
- b. If the real property or equipment is not needed full time for the purposes of the Grant, it may also be used for other purposes so long as this does not interfere with its use in carrying out the purposes of the Grant throughout the term of this Grant Agreement.
- c. Upon completion or termination of the Grant, or when real property or equipment is no longer useful or necessary for purposes of the Grant, it may be disposed of as follows:
  1. Equipment with an initial purchase price less than \$5,000 may be disposed of as the Grantee deems appropriate.
  2. If the Grant-funded project involves systemwide or regional coordination or technical assistance activities, the disposition of real property or equipment with an initial purchase price in excess of \$5,000 shall be subject to the approval of the Chancellor's Office.
  3. In all other cases, real property or equipment with an initial purchase price in excess of \$5,000 may be sold or used in another program funded by the Chancellor's Office. If the real property or equipment is sold, the proceeds of the sale shall be returned to the program funded by this Grant Agreement, or if that program has been discontinued, to another program funded by the Chancellor's Office; provided however, that the Grantee may retain \$100 or ten percent of the sale price (whichever is greater) to cover the costs of sale.
- d. Equipment purchased with federal funds shall also comply with any additional or more stringent equipment management requirements applicable to the particular federal funding source.

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**20. Surveys**

If this Grant Agreement involves a survey of community college faculty, staff, students, or administrators, Grantee shall ensure that the survey is developed, administered, tabulated, and summarized by a survey evaluator/specialist. Surveys shall conform to project goals, shall minimize the burden on the group being surveyed, and shall not collect data already available to the Grantee from the Chancellor's Office or another source.

**21. Work by Chancellor's Office Personnel**

- a. Chancellor's Office staff will be permitted to work side by side with Grantee's staff to the extent and under conditions that may be directed by the Project Monitor. In this connection, Chancellor's Office staff will be given access to all data, working papers, subcontracts, etc., which Grantee may seek to utilize.
- b. Grantee will not be permitted to utilize Chancellor's Office personnel for the performance of services which are the responsibility of Grantee unless such utilization is previously agreed to in writing by the Project Monitor, and any appropriate adjustment in price is made. No charge will be made to Grantee for the services of Chancellor's Office employees while performing, coordinating or monitoring functions, except where an Interjurisdictional Exchange agreement has been properly executed.

**22. Termination**

- a. **Termination Option.** Either party may at its option terminate this Grant Agreement at any time upon giving thirty (30) days' advance notice in writing to the other party in the manner herein specified. In such event, both parties agree to use all reasonable efforts to mitigate their expenses and obligations hereunder. In such event, the Chancellor's Office shall pay Grantee for all satisfactory services rendered and expenses incurred prior to such termination which could not by reasonable efforts of Grantee have been avoided, but not in excess of the maximum payable under the Grant Agreement as specified on the Grant Agreement Face Sheet. In such event, Grantee agrees to relinquish possession of equipment purchased for this project to the Chancellor's Office or Grantee may, with approval of the Chancellor's Office, purchase or dispose of said equipment as provided in section 19 of this Article ("Real Property and Equipment").
- b. **Event of Breach.** In the event of any breach of this Grant Agreement, the Chancellor's Office may, without any prejudice to any of its other legal remedies, terminate this Grant Agreement upon five (5) days' written notice to the Grantee. In the event of such termination the Chancellor's Office may select a new grantee to proceed with the work in any manner deemed proper by the Chancellor's Office. The cost to the Chancellor's Office of having the project completed by another grantee shall be deducted from any sum due Grantee under this Grant Agreement, and the balance, if any, shall be paid to Grantee upon demand.

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Whether or not the Chancellor's Office elects to proceed with the project, the Chancellor's Office shall pay Grantee only the reasonable value of the services theretofore rendered by Grantee as may be agreed upon by the parties or determined by a court of law.

- c. **Gratuities.** The Chancellor's Office may, by written notice to Grantee, terminate the right of Grantee to proceed under this Grant Agreement if it is found, after notice and hearing by the Chancellor or his or her duly authorized representative, that gratuities were offered or given by Grantee or any agent or representative of Grantee to any officer or employee of the Chancellor's Office with a view toward securing a grant or securing favorable treatment with respect to awarding or amending or making a determination with respect to the performance of such grant.

In the event this Grant Agreement is terminated as provided herein, the Chancellor's Office shall be entitled to (1) pursue the same remedies against Grantee as it could pursue in the event of the breach of the Grant Agreement by the Grantee, and (2) exemplary damages in an amount which shall be not less than three nor more than ten times the cost incurred by Grantee in providing any such gratuities to any such officer or employee, as a penalty in addition to any other damages to which it may be entitled by law.

The rights and remedies provided in this clause shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Grant Agreement.

**23. Waiver**

No waiver of any breach of this Grant Agreement shall be held to be a waiver of any other or subsequent breach. All remedies afforded in this Grant Agreement shall be taken and construed as cumulative; that is, in addition to every other remedy provided therein or by law. The failure of the Chancellor's Office to enforce at any time any of the provisions of this Grant Agreement, or to require at any time performance by Grantee of any of the provisions thereof, shall in no way be construed to be a waiver of such provisions nor in any way affect the validity of this Grant Agreement or any part thereof or the right of Chancellor's Office to thereafter enforce each and every such provision.

**24. Workers' Compensation Insurance**

Grantee hereby warrants that it carries Workers' Compensation Insurance for all of its employees who will be engaged in the performance of this Grant Agreement, or is self-insured in accordance with the provisions of Labor Code section 3700, and agrees to furnish to the Chancellor's Office satisfactory evidence thereof at any time the Project Monitor may request.

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**25. Law Governing**

It is understood and agreed that this Grant Agreement shall be governed by the laws of the State of California both as to interpretation and performance; venue of any action brought with regard to this Grant Agreement shall be in Sacramento County, Sacramento, California.

**26. Participation in Grant-Funded Activities**

- a. During the performance of this Grant Agreement, Grantee and its subcontractors or subgrantees shall ensure that no person is excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to participation in, any program or activity funded under this Grant Agreement on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.
- b. Programs funded by this Grant Agreement should not be designed, administered, or advertised in a manner that discourages participation on any of the bases set forth above. Any informational, advertising, or promotional materials regarding such programs may not include any statements to the effect that a program is for, or designed for students of a particular race, color, national origin, ethnicity or gender. In the event that mentoring or counseling services are provided with funding provided by this Grant Agreement, students may not be paired with mentors or counselors based solely upon the race, color, national origin, ethnicity or gender of the students, mentors, or counselors. The Chancellor's Office may, by written approval of the Chancellor, grant an exception to the requirements of this paragraph where Grantee provides documentation clearly demonstrating that designing a program for a particular group of students is justified under applicable legal standards as a remedy for past discrimination.

**27. Curriculum Development**

If this Grant Agreement involves the development of new college curriculum, the following shall apply:

- a. All courses initiated or substantially modified as a result of activities supported by this Grant Agreement must comply with all applicable provisions of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations (commencing with section 55000), including but not limited to, section 55002, which defines standards for degree-applicable credit, non-degree-applicable credit, and noncredit courses. All such courses must be reviewed through the appropriate processes as described in the Program and Course Approval Handbook published by the Chancellor's Office.



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- b. All programs (certificates or degrees) initiated or substantially modified as a result of activities supported by this Grant Agreement must be approved at the appropriate level and through the appropriate process as described in subchapter 1 (commencing with section 55000) and subchapter 2 (commencing with section 55100) of chapter 6 of division 6 of title 5 of the California Code of Regulations and the Program and Course Approval Handbook published by the Chancellor's Office.
  - c. The fact that the Chancellor's Office has awarded funding through this Grant Agreement to support the development of new curriculum shall not be construed to constitute endorsement or approval of the resulting curriculum or to guarantee or affect the outcome of the curriculum review and approval process.

**28. Eligibility for Noncitizens**

Funds provided under this Grant Agreement shall only be used to employ, contract with, or provide services to citizens of the United States or noncitizens who are eligible to receive public benefits pursuant to section 401 (with respect to federally funded activities) or section 411 (with respect to state funded activities) of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193, codified at 42 U.S.C. §§ 601 and 611, respectively). Grantee certifies that all of its employees and/or subcontractors or subgrantees are qualified pursuant to these provisions.

**29. Nondiscrimination Clause**

- a. During the performance of this Grant Agreement, Grantee and its subcontractors or subgrantees shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of ethnic group identification, national origin, religion, creed, age (over 40), sex, race, color, ancestry, sexual orientation, physical disability (including HIV and AIDS), mental disability, medical condition (cancer and genetic characteristics), or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, marital status, denial of family care leave, political affiliation, or position in a labor dispute. Grantee and subcontractors or subgrantees shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.
- b. Grantee and its subcontractors or subgrantees shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the California Code of Regulations are incorporated into this Grant Agreement by reference and made a part hereof as if set forth in full.

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- c. Grantee and its subcontractors or subgrantees shall also comply with the provisions of Government Code sections 11135-11139.8, and the regulations promulgated thereunder by the Board of Governors of the California Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.); provided, however, that if Grantee or any subgrantee or subcontractor is not a community college district the references in the regulations of the Board of Governors to "the district" shall be deemed to refer to the Grantee, subgrantee or subcontractor and references to the "district governing board" shall be deemed to refer to the management or governing body of the Grantee, subgrantee or subcontractor.
  - d. Grantee and its subcontractors or subgrantees shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.
  - e. Grantee shall include the nondiscrimination and compliance provisions of this clause in all subcontract or subgrant agreements to perform work under this Grant Agreement.

**30. Accessibility for Persons with Disabilities**

- a. By signing this Grant Agreement, Grantee assures the Chancellor's Office that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.
- b. Grantee shall, upon request by any person, make any materials produced with Grant funds available in braille, large print, electronic text, or other appropriate alternate format. Grantee shall establish policies and procedures to respond to such requests in a timely manner.
- c. All data processing, telecommunications, and/or electronic and information technology (including software, equipment, or other resources) developed, procured, or maintained by Grantee, whether purchased, leased or provided under some other arrangement for use in connection with this Grant Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
- d. Design of computer or web-based materials, including instructional materials, shall conform to guidelines of the Web Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by the Chancellor's Office.
- e. Grantee shall respond, and shall require its subcontractors and subgrantees to respond to and resolve any complaints regarding accessibility of its products and services as required by this section. If such complaints are not informally resolved, they shall be treated and processed as complaints of discrimination based on disability pursuant to California Code of Regulations, title 5, sections

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59300 et seq.; provided, however, that if Grantee or any subgrantee or subcontractor is not a community college district the references in the regulations of the Board of Governors to "the district" shall be deemed to refer to the Grantee, subgrantee or subcontractor and references to the "district governing board" shall be deemed to refer to the management or governing body of the Grantee, subgrantee or subcontractor.

- f. Grantee and its subcontractors and subgrantees shall indemnify, defend, and hold harmless the Chancellor's Office, its officers, agents, and employees, from any and all claims by any person resulting from the failure to comply with the requirements of this section.
- g. Grantee shall incorporate the requirements of this section into all subcontract or subgrant agreements to perform work under this Grant Agreement.

### **31. Drug-Free Workplace Certification**

By signing this Grant Agreement, the Grantee hereby certifies under penalty of perjury under the laws of the State of California that the Grantee will comply with the requirements of the Drug-Free Workplace Act of 1990 (Gov. Code. §§ 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
  - 1. The dangers of drug abuse in the workplace;
  - 2. The organization's policy of maintaining a drug-free workplace;
  - 3. Any available counseling, rehabilitation, and employee assistance programs; and,
  - 4. Penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works under the Grant will:
  - 1. Receive a copy of the Grantee's drug-free policy statement; and,
  - 2. Agree to abide by the terms of the Grantee's policy statement as a condition of employment under the Grant.

Failure to comply with these requirements may result in suspension of payments under the Grant Agreement or termination of the Grant Agreement or both and Grantee may be

ineligible for award of any future state grants if the Chancellor's Office determines that any of the following has occurred: (1) Grantee has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above.

### **32. Captions**

The clause headings appearing in this Grant Agreement have been inserted for the purpose of convenience and ready reference. They do not purport to and shall not be deemed to define, limit, or extend the scope or intent of the clauses to which they appertain.

### **33. Indemnification**

Grantee agrees to indemnify, defend and save harmless the State, the Board of Governors of the California Community Colleges, the Chancellor's Office, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all employees, subcontractors, subgrantees, suppliers, laborers and any other person, firm or corporation furnishing or supplying work, services, materials or supplies in connection with performance of this Grant Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by the Grantee in the performance of this Grant Agreement. Such defense and payment will be conditional upon the following:

- a. The Chancellor's Office will notify Grantee of any such claim in writing and tender the defense thereof within a reasonable time; and
- b. Grantee will have sole control of the defense of any action on such claim and all negotiations for its settlement or compromise; provided that:
  1. When substantial principles of government or public law are involved, when litigation might create precedent affecting future Chancellor's Office operations or liability, or when involvement of the Chancellor's Office is otherwise mandated by law, the Chancellor's Office may participate in such action at its own expense with respect to attorneys' fees and costs (but not liability);
  2. The Chancellor's Office will have the right to approve or disapprove any settlement or compromise, which approval will not unreasonably be withheld or delayed; and
  3. The Chancellor's Office will reasonably cooperate in the defense and in any related settlement negotiations.

**34. Independent Status of Grantee**

The Grantee, and the agents and employees of Grantee, in the performance of this Grant Agreement, shall act in an independent capacity and not as officers or employees or agents of the State of California or the Chancellor's Office.

**35. Grant Agreement is Complete**

No amendment, alteration or variation of the terms of this Grant Agreement shall be valid unless made in writing, signed by the parties, and approved as required. No oral understanding or agreement not incorporated in this Grant Agreement is binding on any of the parties.

**36. Union Organizing**

Grantee, by signing this Grant Agreement, hereby acknowledges the applicability of Government Code section 16645.2 to this Grant Agreement, and hereby certifies that none of the Grant funds will be used to assist, promote or deter union organizing.

If Grantee incurs costs, or makes expenditures to assist, promote or deter union organizing, Grantee will maintain records sufficient to show that no reimbursement from state funds has been sought for these costs, and Grantee shall provide those records to the Attorney General upon request.

**37. Debarment, Suspension, and Other Responsibility Matters**

If this Grant Agreement is funded in whole or in part with federal funds, Executive Order 12549, Debarment and Suspension, and the implementing regulations set forth at 34 Code of Federal Regulations part 85, require that prospective participants in covered transactions, as defined at 34 Code of Federal Regulations part 85, sections 85.105 and 85.110, provide the certification set forth in paragraph a. or the explanation required by paragraph b. below.

a. By signing this Grant Agreement, Grantee hereby certifies under penalty of perjury under the laws of the State of California that Grantee and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
2. Have not within a three-year period preceding this Grant Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery,

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bribery, falsification or destruction of records, making false statements, or receiving stolen property;

3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph 8(a)(2) of this certification; and
  4. Have not within a three-year period preceding this Grant Agreement had one or more public transactions (federal, state, or local) terminated for cause or default.
- b. Where Grantee is unable to certify to any of the above statements, Grantee shall attach an explanation to the face sheet for this Agreement.



## **Appendix B**

### **Application Forms**

Grant Agreement Face Sheet Sample Form (actual form included in RFA Package as a separate Excel document)

Contact Page

Application Consortium Data Sheet

Application Abstract

Application Annual Work Plan and Performance Indicators w/Instructions

Application Budget Summary

Application Budget Detail Sheet — Format Example Only

Application Budget Detail Sheet — Blank

Crossover Chart



An Excel version of this form is included as separate file in the RFA package.

<b>THIS FORM MAY NOT BE REPLICATED AND UNDER NO CIRCUMSTANCES CAN THE LANGUAGE BE ALTERED</b>					
BOG, California Community Colleges Chancellor's Office - 6870	<b>DISTRICT USE ONLY</b>				
	District (Grantee) _____ College: _____				
<b>Grant Agreement</b>	<b>BOG CCCCCO USE ONLY</b>				
<b>Student Success and Support (formerly Matriculation)</b>  <b>Institutional Effectiveness and Technical Assistance Program</b>  <b>RFA # 14 - 047</b>	<b>Grant Agreement No.: 14 - 047 - 001</b>  <b>Funding Fiscal Year</b> <u>2014-15</u> <b>Total Amount Encumbered : \$ 2,500,000</b>				
<p>This grant is made and entered into, by and between, the BOG, California Community Colleges Chancellor's Office and the aforementioned district, hereafter referred to as the Grantee. The grant shall consist of this Grant Agreement face sheet and the Grantee's application, with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions (Articles I, Rev. 10/10 and II, Rev. 11/12), as set forth in the RFA Instructions are incorporated into this grant by reference.</p> <p>The total amount payable for this grant shall not exceed the amount specified above as "Amount Encumbered".</p> <p>The term of this grant shall be from <u>December 1, 2014 to June 30, 2015</u>. The Final Report must be submitted within <u>60 days</u> of the grant end date.</p> <p>Funding under this grant is contingent upon the availability of funds, and is subject to any additional restrictions, limitations or conditions enacted in the state budget and/or Executive Orders that may affect the provisions, term, or funding of this agreement in any manner.</p>					
<b>GRANTEE</b>					
Project Director:	Total Grant Funds Requested: \$ <u>2,500,000</u>				
Signature, Chief Executive Officer (or authorized Designee)					
Date:					
Print Name/Title of Person Signing:	District Address:				
<b>STATE OF CALIFORNIA</b>					
Project Monitor:	Agency Address: 1102 Q Street, Suite 4554 Sacramento, CA 95811-6539				
<b>Item:</b>	<b>Object of Expenditure</b>	<b>Chapter</b>	<b>Statute</b>	<b>Fiscal Year</b>	<b>Amount</b>
6870 - 101 - 0001 (10)	5218 - 751 - 21711	25	2014	2014-15	\$ 2,500,000
<b>Total Amount Encumbered : \$ 2,500,000</b>					
Signature, Accounting Manager (or Authorized Designee) Budgeted funds are available for the period and purpose of the expenditures stated above.					
Date:					
Signature, Deputy Chancellor (or authorized Designee)					
Date:					
Print Name/Title of Person Signing <b>Erik Skinner, Deputy Chancellor</b>					

Chancellor's Office  
California Community Colleges

District: \_\_\_\_\_  
College: \_\_\_\_\_  
RFA Number: 14-0047

# CONTACT PAGE

## TO BE COMPLETED BY CCCC

Grant Agreement No.: \_\_\_\_\_  
Proposal ID No.: \_\_\_\_\_  
Funding Status: \_\_\_\_\_  
Fiscal Year: \_\_\_\_\_

Funding Source(s): \_\_\_\_\_  
Project Title: \_\_\_\_\_  
Institution: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip+4: \_\_\_\_\_

### College President (or authorized Designee)

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

### Responsible Administrator (Appropriate Program Area)

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

### Project Director

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

### Business Officer

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

### Application/Grant Writer

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Chancellor's Office  
California Community Colleges

District: \_\_\_\_\_  
College: \_\_\_\_\_  
RFA Number: \_\_\_\_\_ 14-0047

## **APPLICATION CONSORTIUM DATA SHEET**

- Please check here if this proposal is a consortium project  
Complete the following information for each college of the consortium. Use additional sheets if required. Attach this form directly behind the Contact Page.

District/College or Organization: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_ State: \_ Zip+4: \_  
Project Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
Amount of dollars contributed to project by the district/college: \$ \_\_\_\_\_  
Role of district/college in the consortium design: \_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

District/College or Organization: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_ State: \_ Zip+4: \_  
Project Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
Amount of dollars contributed to project by the district/college: \$ \_\_\_\_\_  
Role of district/college in the consortium design: \_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

District/College or Organization: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_ State: \_ Zip+4: \_  
Project Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
Amount of dollars contributed to project by the district/college: \$ \_\_\_\_\_  
Role of district/college in the consortium design: \_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Application Consortium Data Sheet (Continued) RFA Number: 14-0047**

<p><b>District/College or Organization:</b> _____ <b>Address:</b> _____ <b>City:</b>__ <b>State:</b>_ <b>Zip+4:</b>_ <b>Project Contact:</b>_____ <b>Phone:</b>_____</p> <p>Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____ _____</p>
<p><b>District/College or Organization:</b> _____ <b>Address:</b> _____ <b>City:</b>__ <b>State:</b>_ <b>Zip+4:</b>_ <b>Project Contact:</b>_____ <b>Phone:</b>_____</p> <p>Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____ _____</p>
<p><b>District/College or Organization:</b> _____ <b>Address:</b> _____ <b>City:</b>__ <b>State:</b>_ <b>Zip+4:</b>_ <b>Project Contact:</b>_____ <b>Phone:</b>_____</p> <p>Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____ _____</p>
<p><b>District/College or Organization:</b> _____ <b>Address:</b> _____ <b>City:</b>__ <b>State:</b>_ <b>Zip+4:</b>_ <b>Project Contact:</b>_____ <b>Phone:</b>_____</p> <p>Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____ _____</p>

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**Application Abstract (narrative form)**

Chancellor's Office  
California Community Colleges

District: \_\_\_\_\_  
College: \_\_\_\_\_  
RFA Number: 14-0047

## APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)

## **Instructions for Completing the Application Annual Work Plan and Performance Indicators**

The Application Annual Work Plan and Performance Indicators is a layout form designed to graphically display five critical areas of a project work plan. The five components of this form are:

- Objectives (use one Work Plan form per objective)
- Procedures/Activities
- Performance Outcomes
- Timelines
- Responsible Person(s)

### **Objectives**

Write each objective in this column. These program objectives identify the major milestones of the project and what has to be done in order to make the project a success. State objectives in performance terms in a clear and concise manner.

### **Procedures/Activities**

List each major procedure/activity associated with an objective and what has to be done to accomplish the objective. Ideally this column should contain between four to seven (4-7) activities. Write activities in a decimal format. The whole number should refer to the number of the objective, the number behind the decimal point should refer to the number of the activity (i.e., Activity 2.3 refers to the third activity in objective number two). Identify and write activities in chronological sequence.

### **Performance/Outcomes**

Based on your evaluation design, list each expected outcome anticipated to be the end result of your stated activities. Also note how these outcomes will be used to determine the success or failure of your objectives and stated activities.

### **Timelines**

Identify the start date and the ending date for each activity listed. *Example: 12/15/03 to 3/7/04.*

### **Responsible Person(s)**

Identify by position, the personnel responsible for the completion of each activity listed.

# APPLICATION BUDGET SUMMARY

Note: When entering dollar amounts, round off to nearest dollar.

Submit Budget Detail Sheet for each funding source reflected here in cash or in-kind. Also explain expenditures by budget category.

Object of Expenditure	Classification	Project Funds Requested (1)	District Match Funds (2)	Other Source (3a)	Other Source (3b)	Other Source (3c)	Grand Total All Funding Sources
1000	Instructional Salaries						
2000	Non-instructional Salaries						
3000	Employee Benefits						
4000	Supplies and materials						
5000	Other Operating Expenses and Services						
6000	Capital Outlay						
7000	Other Outgo						
<b>Total Direct Costs</b>							
<b>Total Indirect Costs (4%)</b>							
<b>Total Program Costs</b>							

- Requested Project Funds (note limitations in the total award amount permitted by the RFA specification).
- General Fund District Match (see RFA specifications for match percentage requirement). Line item match not required.
- Other Sources of Funds or in-kind contributions. (Provide an Application Budget Detail Sheet for each funding source.)

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and federal regulations.

Project Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Chief Business Officer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(or Authorized Designee)





**FORMAT EXAMPLE ONLY**

Chancellor's Office  
California Community Colleges

District: \_\_\_\_\_  
College: \_\_\_\_\_  
RFA Number: 14-0047

**APPLICATION BUDGET  
DETAIL SHEET**

Program Year: 2014-2015  
Source of Funds: Student Success and Support Program

Object of Expenditure <sup>1</sup>	Classification	Requested Funds	Gen. Fund Dist. Match	Other Sources
1100	<b>Instructional Salaries</b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$	Fill In ↓	Fill In ↓	Fill In ↓
1210	<b>Supervisors' Salaries<sup>2</sup></b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
1230	<b>Counselors' Salaries</b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
1420	<b>Project Director<sup>3</sup></b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2140	<b>Classified Salaries, Non-instructional (Regular Full-time)</b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2200	<b>Instructional Aides' Salaries (Regular, Full-time)</b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2340	<b>Classified Salaries, Non-instructional (Non-Regular Full-time)</b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2400	<b>Instructional Aides' Salaries (Non-Regular, Full-time)</b> Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
3000	<b>Employee Benefits</b> Name and rate change			
4000	<b>Supplies and Materials</b> List type and costs			
5000	<b>Other Operating Expenses and Services</b> List type and costs, including travel and per diem <b>Subcontractors</b> Name (daily/hourly rate) Identify specific service to be rendered			
6000	<b>Capital Outlay</b> List type and costs <b>Equipment</b>			
7000	<b>Other Outgo</b> List type and costs <b>Student financial aid</b> <b>Other payments to/for students</b>			
	<b>Total Direct Cost</b>			
	<b>Total Indirect Cost(4%)</b>			
	<b>Total Program Cost</b>			

<sup>1</sup>The following represent frequently-used account codes. Refer to Crossover chart for further options.

<sup>2</sup>Not to exceed 5% for Supervision/Administration (not directly involved in the day-to-day ongoing activities.)

<sup>3</sup>This is the person who is directly involved in the day-to-day ongoing activities.



# Crossover Chart

*Expenditure by Object Titles (EOT)\**

Use This (CCCCO Reports EOT Number)	For This (Budget and Accounting Manual EOT Number)
1100 Instructional Salaries	1100 Academic Salaries, Instructional, Regular Salary Schedule 1300 Academic Salaries, Instructional, Non-Regular Salary Schedule
1210 Supervisor <sup>1</sup>	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Administrators and Supervisors: (Superintendents, Assistant Superintendents, Presidents, Vice Presidents, Deans)</i>
1220 Project Director <sup>2</sup>	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Project Director</i>
1230 Counselor	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Vocational Counselors</i>
1240 Other	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Other: (Salaries other than Administrators/Supervisors, Project Directors, and Vocational Counselors)</i>
1400 Noninstructional Salaries <i>(Use same subcategory detail as object 1200)</i> Supervisor  Project Director	1400 Academic Salaries, Non-Instructional, Non-Regular Salary Schedule

- Please refer to the *California Community Colleges Budget and Accounting Manual*  
[http://www.cccco.edu/divisions/cffp/fiscal/standards/budget\\_and\\_accounting\\_page.htm](http://www.cccco.edu/divisions/cffp/fiscal/standards/budget_and_accounting_page.htm)
- All questions regarding the *Budget and Accounting Manual* should be referred to the Chancellor's Office College Finance and Fiscal Policy Planning Division, Fiscal Services Unit, (916) 327-6225.
  1. Not to exceed 5% for supervision/administration (not directly involved in the day-to-day ongoing activities).
  2. This is the person who is directly involved with the day-to-day ongoing activities.

	Counselor		
	Other		
2100	Classified Salaries, Noninstructional <i>(Use same subcategory detail as object 1200)</i> Supervisor	2100	Classified Salaries, Non- Instructional, Regular Salary Schedule
	Project Director		
	Counselor		
	Other		
	<b>Use This</b> <i>(CCCCO Reports EOT Number)</i>		<b>For This</b> <i>(Budget and Accounting Manual EOT Number)</i>

2200	Instructional Aides' Salaries	2200	Classified Salaries, Noninstructional Aides, Regular Salary Schedule <i>Direct Instruction, Other</i>
2300	Classified Salaries, Noninstructional <i>(Use same subcategory detail as object 1200)</i> Supervisor  Project Director  Counselor  Other	2300	Classified Salaries, Non- Instructional, Regular Salary Schedule
2400	Other	2400	Academic Salaries, Noninstructional, Regular Salary Schedule <i>Direct Instruction, Other</i>
3000	Employee Benefits	3000	Employee Benefits <i>(3100-3900): STRS Fund, PERS Fund, Old Age, Survivors, Disability, and Health Insurance (OASDHI), Health and Welfare Benefits, State Unemployment Insurance, Workers' Compensation Insurance, Local Retirement Systems, Other Benefits</i>
4000	Supplies and Materials	4000	Supplies and Materials <i>Instructional and Noninstructional Supplies and Materials (have a useful life of less than one year) (i.e., office, library, medical, food periodicals, magazines, pictures, maps computer software)</i>

<p>5000      Other Operating Expenses and Services</p>	<p>5000      Other Operating Expenses and Services  <i>Depreciation, Dues and Memberships, Insurance, Legal, Election and Audit Expenses, Personal and Consultant Services, Postage, Rents, Leases and Repairs, Self-Insurance Claims, Travel and Conference Expenses, Utilities and Housekeeping Services, Other</i></p>
<p>6000      Capital Outlay</p>	<p>6000      Capital Outlay  6400      <i>Equipment (i.e., desk, chairs, vehicles, etc.)</i></p>
<p>7000      Other Outgo</p>	<p>7000      Other Outgo  <i>(7100-7900): Debt Retirement, Interfund Transfers-Out, Other Transfers, Student Financial Aid, Other Payments to/for Student, Reserve for Contingencies</i></p>

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## ***Appendix C***

### **List Additional Resources**



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## ***Appendix D***

### **STANDARDS, EVALUATION CRITERIA AND BEST PRACTICES**

Telecommunications and Technology Advisory Committee  
Systemwide Architecture Committee

# APPENDIX D

## STANDARDS, EVALUATION CRITERIA, AND BEST PRACTICES

Telecommunications and Technology Advisory Committee  
Systemwide Architecture Committee

### DEFINITIONS

Key terms and acronyms pertaining to the California Community College environment are explained below.

CalREN	California Research and Educational Network – a network linking CSUs, UCs, CCCs, and some private colleges in California to a common backbone with access to the Internet
CCCCO	California Community Colleges Chancellor's Office
CCCs	California Community Colleges
commonly used	Referring to hardware and software components that are in common use in industry (e.g. having a significant market share) or within the community college system (as identified in the technology survey located on the CISOA website: <a href="http://www.cisoa.org">www.cisoa.org</a> )
CSU	California State University
ERP	Enterprise Resource Planning – administrative information systems used to automate administrative processes and manage record keeping at colleges
feasibility study	A feasibility study is designed to provide an overview of the primary issues related to a technology project. The purpose is to identify any “make or break” issues that would prevent the project from being successful in meeting requirements and goals of the project. In other words, a feasibility study determines whether the technical approach makes sense. A feasibility study will include an evaluation of alternative approaches and rationale why the selected systems were chosen.
project	A human endeavor, involving a team of personnel, plans, actions, and outcomes, which are directed at developing and / or maintaining an <i>information technology</i> based system to achieve a set of goals, within a specified timeline, and within budget
SAC	System – wide Architecture Committee
system	The specific configuration of software, hardware, network components, and associated human processes, which is

California Community College Education Planning Initiative

	developed and implemented to support the achievement of project goals
UC	University of California

## EVALUATION CRITERIA

### 1. Feasibility Study

- Has a feasibility study been conducted?
- Have system components been chosen that are consistent with the recommendations of the feasibility study?
- Does the feasibility study recommend project continuation?

### 2. Suitability for systemwide deployment:

- Is the concept scalable for systemwide implementation?
- Is the technical concept easy to implement and support by districts (low cost, use of common technical skills)?
- If appropriate, does the technical approach allow easy integration with commonly-in-use ERP systems and other technologies at CCCs

### 3. Life cycle plan for components

- Do each of the system components (hardware and software) have an expected lifespan (through a support, maintenance, and replacement plan) to meet the requirements and objectives for the project.
- The support plan should break the system down into individual component parts and describe how each of the components (and associated maintenance approaches / service level agreements) supports the system lifecycle.

### 4. Goals versus functionality

- What is the variance between project goals and the performance of the project for the timeframe and phase under consideration (e.g. does the functionality of the system meet project objectives)?
- Use goals from project documentation or as modified, from the project monitor.

### 5. Adherence to published standards

- Do each of the system components meet the minimum level of technical standards specified by SAC?
- Identify and describe variances along with rationale for not adhering to standards.

### 6. Exposure to risk

- Describe any areas of significant risk exposure for this project.
- Overall technical approach (Leading edge – bleeding edge – obsolete)
- System components (maturity, proprietary, vendor organization stability)
- User interface issues and willingness to adopt
- Schedule
- Budget
- Performance
- Data security
- Recovery from system failure
- Ownership of source code

#### **7. Outsourcing**

- Is it more cost-effective to outsource than to develop and / or maintain within the CCC system?
- Should consider both cost savings and other advantages
- Can the CCC system effectively develop and maintain the technical system without outsourcing?
- Consider helpdesk requirements 7x24
- What is the risk to the primary mission of the CCC system if potential outsourcing vendor(s) experience bankruptcy, leave the business, or cutback resources rendering the outsourced system non-functional?
- What phases of the project are appropriate for outsourcing?
- Development versus ongoing (maintenance) projects should use different criteria when examining the outsourcing question.
- 'Bleeding edge' projects may have resource needs that are better served through outsourcing.

#### **8. Funding and resource support**

- Are the funding and resources adequate to achieve the stated technical goals of the project according to the timeline for the project?
- Consider all phases of the project lifecycle that are funded

- Does the project have a comprehensive Service Level Agreement (SLA) in place with users?

## STANDARDS

1. A technology feasibility study must be conducted before significant project funds are committed to determine the suitability of the selected technical approach (configuration, choice of components, etc.) to meeting the requirements, budget, and timeline constraints of the project.
  2. Data transfer
    - A. All applications will include the ability to import and export information (as appropriate) that is stored in databases to known, commonly used formats.
      - Delimited files (comma, tab, fixed length)
      - EDI X.12 (as appropriate)
      - IMS (as appropriate)
      - XML
    - B. The LAN / WAN (linking to CalREN or other Internet access point as appropriate) will provide sufficient bandwidth to manage the volume of expected transactions.
      - If the project has a requirement for a software application that will manage high volume transactions, then the project manager must conduct an evaluation of expected traffic volume (in *transactions per second* or other appropriate measure) and determine bandwidth requirements.

California Community College Education Planning Initiative

- C. Digital data communications must support all of the following transport mechanisms and protocols:
- Ethernet
  - IP
  - ODBC
3. System (Application, Hardware, Network Operating Systems, etc.)
- A. The system will have capability to be easily ported to other sites (CCCCO, CCCs, or other organizations) for operations and support.
- B. The system will be developed with and maintained using commonly used components and tools.
- C. The choice of system components will meet project objectives and stay within the availability of project funds.
- D. The system will have a support plan that is adequate to meet project objectives for the expected life of the system.
- E. System components will be compatible with the existing and planned CCC information technology environment and infrastructure.
- F. The system will be compatible with existing technology environments at districts and colleges including ERP systems and courseware.
- G. If applicable and appropriate, the project manager must provide the capability to collect data on actual:
- Transactions per second
  - Number of hits to the web portal
  - User dwell time or time spent on line in an application
4. End user compatibility
- A. Software applications will be compatible with the current version and one major version behind of the Microsoft operating system (on user computing platforms).
- B. The data for the presentation of information to users (of Internet browsers) must be conveyed to users in HTML 2.0 format in addition to any other advanced formats that are provided
- C. The system will conform to regulations that are specified by Section 508 of the Rehabilitation Act, Section 11135 of the California Government Code, and applicable CCCCCO regulations. Documentation of conformance shall be accomplished using the Voluntary Product Accessibility Template (VPAT) template and process, which can be found at: [http://www.itic.org/archives/articles/20040506/voluntary\\_product\\_accessibility\\_template.php](http://www.itic.org/archives/articles/20040506/voluntary_product_accessibility_template.php)

5. Databases and DBMS
  - A. The project manager must publish a DED, which supports the schema of the database(s) used in the system
  - B. The database (schema, data, embedded business rules, data validation rules) will have capability to be easily ported to other commonly used DBMS.
  - C. All data contained within a database shall be validated to the data definition in the DED upon entry
  - D. The DBMS must be ANSI SQL compliant.
  - E. The DBMS must be accessible via ODBC by query, reporting, and development tools.
  - F. The DBMS must have security locking down to table and row levels
  - G. The DBMS must possess and use native encryption for storing confidential information
6. Query and Report Writing Tools
  - A. The query or report writing tool(s) used within the system must
    - have capability to pass ANSI SQL statements to the DBMS or other backend systems
    - be commonly used within the CCC system
    - be ODBC compliant
7. Security
  - A. Individually identifiable information and other forms of private data that are handled by the system (storing, accessing and transmitting) must be managed for compliance with Federal, state, and CCCC privacy regulations (such as FERPA and AB1950).
  - B. Unencrypted private data will not be transmitted unencrypted.
  - C. Access to private data will be managed through secure portals
  - D. Electronic or digital signatures will conform to standards that are developed by the Digital Signature Project, CCCC regulations, and applicable legal rulings.
8. System configuration and operating procedures shall be documented in a sufficient manner to allow a community college to install, configure, operate and maintain the system and its functions (even if the system is planned to be outsourced to an application service provider.)



9. Vendor provided systems and components
  - A. Vendor provided systems will comply with the same set of standards as above unless SAC recommends deviations.
  - B. Vendor provided systems and components must integrate with the existing infrastructure of the CCC system through the use of common methods, applications, and protocols that exist within the infrastructure.
  - C. Vendors must agree to bonding or some other contractual certification agreement to insure that private data remains secure both within their system and during transport to other linked systems within the CCC infrastructure.
  - D. Vendor provided systems and services must come with a minimum three year maintenance agreement and warranty (unless the life of the system is planned to be less than three years)
  - E. Vendor must provide all hardware and software components necessary for system functionality
10. Deviations
  - A. Deviations from these standards may be necessary or advisable but require the approval of SAC.

## **BEST PRACTICES**

1. Components should be chosen which have a significant market share within industry and / or the community college system.
2. Components should be available and supportable in the Community College System considering:
  - Capabilities of technical staff at colleges
  - Existing inventories of type components
3. Components should be chosen in which the vendor has implemented an active product improvement program (both from the perspective of an established history of development as well as future plans).
4. Project managers should solicit broad based input into need evaluation, requirements definition, and implementation process.
5. Components should be chosen that are not at the end of their natural life cycle where support may be non-existent or weak in following years. The time period for considering support issues should be a minimum of three years after the system is in production or within the planned lifecycle of the system, whichever is longer.

## California Community College Education Planning Initiative

5. Programming Languages
  - Java
  - Visual Basic
  - Pearl
  - PHP
2. Programming Environments
  - .Net
  - J2E
3. Web Development Tools
  - ColdFusion
  - Dreamweaver
  - Contribute
  - ASP.NET
4. Middleware
  - BEA Tuxedo
5. Office Applications
  - Microsoft Office products
6. ADA Evaluations
  - InFocus
  - AccVerify
  - AccRepair

The development of this list is neither complete nor intended to be all-inclusive. Other options, including open source, may be chosen and used as long as the selected options are in common use.

## **Student Services Portal Steering Committee Meeting**

Thursday February 19, 2015  
Wyndham Irvine-Orange County Airport  
Irvine

**SSP SC Attendees:** Aeron Zentner, Alejandra Colon, Alyssa Nguyen, Angel Jimenez, Clinton Slaughter, Colleen Ammerman, Crystal Hernandez, Cynthia Rico, Dave Lessor, David Shippen, Debbie Nichols (online), Diane Berkland (online), Freyja Pereira, Gary Bird, Gary Thompson, Jayme Johnson, Jeff Holden, John Noyola, Justin Tilton, Kathleen Casela, Kimberly McDaniel, Kris Shear (online), Leigh Ann Unger, Lindsay Pangburn (online), Lucinda Over, Matt Coombs, Melinda Karp (online), Norberto Quiroz, Pat Fulks, Pedro Avila, Richard Loucks, Rick Snodgrass (online), Robyn Tornay, Ryen Hirata (online), Sandeep Singh (online), Stephanie Dumont, Steve Erickson, Tim Calhoun, Victor Costa, and Victor DeVore.

### **Opening and Introduction:**

Chair Norberto Quiroz opened the meeting at 10:00 am and members introduced themselves. He welcomed everyone, and explained that the last couple of days have been long ones in going through the vendor reviews. The results from those meetings will be announced with the "Intent to Award," in about a week.

### **Minutes:**

There were no changes or corrections to the minutes for January 28, 2015. Angel Jimenez moved to approve the minutes, and Matt Coombs seconded the motion. The minutes were approved unanimously.

### **UI Demonstration:**

Justin Tilton and Gary Thompson have been working through user stories and input from the breakout groups at the last meeting with the goal of adding more detail and clarity. They brought back the results of that work for further input today. Justin and Gary also sought input from Colleen Ammerman and Kathleen Casela, who work through the Foundation for CCC in conjunction with the Chancellor's Office, on the Foster Youth Success Initiative. That work is primarily a volunteer effort with one representative from each of the 112 community colleges that serves as a specialist to work with foster youth to help them access community based resources in order to experience more success in matriculating through, getting job skills, and completing their desired path to transfer or degree. Colleen and Kathleen have been helping Gary and Justin look at the details of a "thin slice" of user story SSS10 which cuts through many segments that will become part of the portal. Their goal was to validate elements of the user story. That story originally involved the personas of Frank Fosterisk and Cassandra Classified, representing an Admissions and Records employee. Colleen thought that the user story was very realistic and suggested that an addition would be to automatically send Frank a prompt with a checklist to investigate or work with a support person on as soon as he checked "foster youth" on his application in CCCApply. She and Kathleen provided a sample checklist that is currently distributed to foster youth and their support workers. However, she also noted that the checklist is pretty narrative with lots of text, and some kind of accommodation for a dyslexic student, or one that would be intimidated by such large blocks of text, would need to be made. One possibility would be to send a prompt directing him to the foster youth liaison at his campus. That person would have awareness and training about those needs and services.

Gary shared wireframes that have been developed with the committee. He noted there were a few revisions made to the personas since the last meeting. Each of the four students now represents one of the four most common ethnic backgrounds, as well as one of the four most common age groups, within the California Community College system. There was also an attempt made to incorporate motivations for each of the student personas. The three staff personas remain largely the same. The largest percentage age ranges are: 20-24, 19 or

younger, 35+ (with 50+ being the largest within this group) and finally the ranges of 25-30 and 30-34. Regina Returning's age was moved down to 22 to represent the largest percentage age range. She wants to discover a career path, enjoy time with her friends and please her parents. Stephanie noted that she believes to qualify for reentry services, returning students must be 25 or older. Justin and Gary will look into that and make revisions if needed.

Chuck Atariska was revised into Frank Fosterisk, a foster youth with some at risk characteristics. He has been in a couple of different foster homes, but is now in one that is stable with parents that strongly encourage their foster children to attend college. Frank has a talent for mechanics, but does not have an easy time with the more academically oriented subjects. His main goal is to become an automotive or aircraft mechanic.

Wei Working is a transformation of Faith Freshman and represents a full-time working single mom in the 25-35 age range. She has a stable job as a dental hygienist, but does not find it very fulfilling and would like to get a degree in interior design and go on to change her profession.

Vince Veteran has been changed to a 55 year old African American, who is a career military man with 20 years in Special Forces and became disabled in a helicopter accident. He no longer has full range of motion in his right arm, and he is right handed. He is not sure how he'll be able to relate to the rest of the community college student population, who he believes will be mostly young people. His goals are to gain confidence, experiment with classes and graduate with a diploma. He may have some undiagnosed disabilities, including PTSD.

Tim noted that there should be a student to represent the older student with no technology skills, since there is a large population that fits those characteristics. Gary thought that Vincent might be able to fill that role, because although he has some experience with military technology, it does not come naturally to him. Stephanie thought that there should be someone who really reflects the reentry student; a displaced homemaker, or someone laid off from their job. There aren't as many supports now in place for reentry students, but there are for Veterans. She thought serious consideration should be given to that demographic. Norberto agreed that there should be someone who really represents the large number of students who have issues with accessing technology. Another member noted that young students may be able to use Facebook, but still have issues with using technology to apply to college, and so on. Gary summarized that it is not necessarily an age component, but that older students may not recognize that the younger students may also have issues with technology. He suggested that perhaps some of those characteristics could be incorporated into the Vince persona. Angel suggested that Veterans have often been exposed to classroom situations and training and might not accurately reflect the needs of reentry students. Gary explained that if a completely separate persona is necessary, that can be developed, but might result in the need to eliminate another persona. Cynthia suggested that perhaps the counselor and faculty personas could be combined, but Matt suggested instead that the characteristic of needing assistance with technology be incorporated into Cassandra Classified, since there are large numbers of classified staff members who struggle with technology that they are not familiar with. David encouraged members to continue to provide feedback on the personas on Basecamp so that they can be updated in a way that everyone is confident with. The persona card should be something that is used every time a requirement is written so that committee members and staff stay aware of how to meet the needs of the portal users.

Gary reviewed the wireframe for SSS SP10 with the committee; as a foster youth or former foster youth, I will access services specific to foster youth to help me reach my goals. The assumptions made with the wireframe depictions were that the student had applied for college on CCCApply and checked the box to self-identify as foster youth or former foster youth; the system will get notified of that flag. When Frank comes to the portal he will be presented with some foster youth resources and the system will also add some items onto his checklist. (Gary used the checklist of resources normally handed out to foster youth that was provided by Colleen for the wireframe.) Once those resources are provided to Frank, he is provided messaging. Originally, this point in

the user story called for an administrator or classified staff person to verify that Frank is a foster youth, but Gary and Colleen determined that in actual practice, the resources are provided and the verification with an official letter is an important part of the financial aid application process. The verification was moved into the financial aid user story because that seemed to be a logical place to address that verification, while the other services are routinely provided when a student self-identifies as being a foster youth or former foster youth without verification.

Ryen expressed a concern about a student getting bombarded with too many pop-ups or messages. If the student had multiple areas of need, he wanted to make sure that some sort of prioritization was put in place to avoid that problem. Gary explained that flags would be checked off and toggled to avoid multiple messaging on the same activities unless they were reset. Additionally, although it is not yet entirely worked out, the team is aware of the concern about prioritizing messaging so that a student is not overloaded when they first log in.

Gary noted that currently the wireframe shows a super set of all the resources that we might want to offer, and that there is a desire to allow the student to favorite some of them, as well as to have the ability to move some up, or allow for them to be added later. Additionally, some will be removable if they will never be used by the student. There will be some customization possible. At this point the "Paths to Success" are for an unattached student, which might include exploring careers. There could be multiple options: know career down to degree, some idea of career goal, or no idea of career goal. The student will be able to open those options up to branch out in exploration. Tim explained that "create an education plan" cannot be done until a student has applied for admission to college(s). He thought that the three main elements for getting priority registration should appear prominently once a student applies: education plan, take assessment, and orientation at the college. Young students won't know that getting priority registration is important to them until they end up at the bottom of the list, so it would be beneficial to get them that information in an accessible way. The wireframe for the unattached student is focused on getting the student attached to the college(s) of choice. The student who has already applied to college will have different needs and those should be highlighted differently.

Frank has decided to apply to the closest college with an automotive mechanical degree program. Once he applies, his portal will allow him to navigate and switch between colleges that he has some affiliation with. The checklists provided on those pages would be able to be customized by the colleges involved. Tim reiterated that "explore careers" should be the first thing on the list because of the mandate from the legislature. It can be optional, but we will need to continue to pester them about it. Perhaps "explore careers" and "apply for admission" should be two options offered and should be at the top of the list. Another possibility is to offer "explore careers" if the student enters in "undecided." The portal will be able to be smart about those kinds of things, offering the option to explore careers if a student hasn't yet selected a career, or if they know that they will not get financial aid until they select a career.

The team is starting to get into discussions about what the college supplies to this process; how much will be generally driven, and how much will come from the colleges? There is a rough set of templates, but there will need to be a discussion around who curates the elements and how it gets done.

Tim expressed concern about the number of steps that will result in an unending list as more items are added, there needs to be some kind of prioritization, as well as decisions about what is optional and what is mandatory. Angel wanted to make sure that a student would be able to stop in the middle of a task and return to the same step and not lose what had already been completed. Gary confirmed that it would be possible to return to the same place when a student reopened the portal. There should also be the ability for a student to explore what is available, in order to find services that are out there which they don't know about but may have an unidentified need for; not just a needs assessment, but the ability to browse and explore all of the options.

Committee members suggested that the foster youth tab should be under the individual colleges rather than overarching with the college tabs. That tab could group and reference the resources and services that are available to the students who are foster youth.

Work groups gathered to meet during lunch and then extend their work into the afternoon with report outs at the end of the day. The goal was for the groups to work on the flow of the user stories so that wireframes can be built for them to review at future meetings.

**Project Status/Pilot Updates:**

David provided an overview of the status of the various portions of the project. The portal is under construction, but the foundation is actually up and working. As it gets further along it can be moved into the QA environment. Once there is a production environment up, it can be exposed to the world. The requirements are driving the portal application development. Some elements will be determined by decision rules engines using different database aspects. Analytics will be factored in as the project moves along. Integration with other systems will also be important, so models are being set up for how to integrate with the colleges, as well as for how to integrate with the education planning system as that is brought on board. The integrations will need to occur with districts and colleges and Education Planning/Degree Audit in multiple ways. There will also be support services behind the scenes that will need to be managed. Professional development will be critical to building the ability to use all of these new tools effectively.

Work group reporting will become a bit more formal using some metrics that can be reported back to EPI SC using Scorecards; how many times the group has met, how many requirements have been written, and so on.

Alternate paths to the portal will be developed. The project will put up the portal and colleges will be able to use it, or select pieces of it to use. It will be able to be branded for the local college. It will be an important part of the marketing to communicate to the colleges that they can use whatever parts are helpful to them.

CID is now in the Technology Center datacenter and staff is coming on board to help with tearing down where the problems are. David and Tim and the new analyst are also going to start working on developing and prioritizing the list of what needs to be fixed in the Curriculum Inventory. Work on ASSIST needs to happen to get it into a place where it can be accessed through web services. There is a bit of a delay in that work, but it is critical to the overall ecosystem.

Pilot planning will be taking place soon. The EPT/DAS is going to come to the college through the portal. The colleges that will be piloting EPT/DAS might logically choose to pilot the portal as well, and leveraging them would be useful.

eTranscript has the same status with mini-grants being offered to encourage implementation of e-transcript elements.

Jayne and David have exchanged some initial emails with colleges about how they involve students in testing teams. South Orange created a student design team and paid them, which is something that is worth considering for the portal testing.

The team is working with Alyssa to snap the baseline in terms of awareness of education planning.

The timeline will probably change as the project moves into piloting the Education Planning System in the pilot schools; timing of the portal piloting will also need to be included because the Education Planner can't come into the college without the portal. There will need to be a Yugo or some other minimal viable product to be able to support that. Currently the team is working on

Sprint release 6. Committee members are welcome to attend the sprint review meetings every two weeks to see what has been done and provide feedback.

The requirements provided a good place to begin, but they need to be fleshed out with more detail in order to be complete enough to build. Today work groups will start with one priority user story and build a guided story to provide additional level of detail.

#### **Work Group Breakout Report Outs:**

##### **Career and College Exploration:**

This user story included detail around elements that would result in the student being linked to the career and college exploration element (which will be obtained through an RFP process). A student might be prompted to answer some lifestyle survey questions regarding things like: distance traveled to school, type of transportation, need for childcare, and so on. Students with relatively unfocused answers would be directed to a website for undecided students that suggested different schools based on the results from the lifestyle survey, including colleges that were close to the student. If the student knew where they wanted to apply they could go to the application page. Throughout the process, if the student was confused, they could be offered different kinds of help: referral to Chancellor's Office resources or at particular campuses answers could be obtained via Skype session. There are several different tasks that the student will engage in that will route them to acceptable options for colleges and programs.

David noted that the project is focusing on putting together a work group to develop the RFPs for both the Orientation tool and the Self-assessment Career Explorer tool and that process will be similar to the EPT/DAS RFP process.

##### **Financial Aid:**

The group envisioned the checklist of steps following by a first time freshman student going through the process of applying for financial aid. (The group used a variation on Frank, but made the student more generic without specific foster youth issues; those could be added in later.) The student would apply to a particular college and then would log into the portal as an attached student. At that point the student would fill out the FAFSA or check that it has already been filled out. As part of FAFSA, the student may get a student aid report and have other items to do. The student will work on to do items, and then check when those are complete. After the FAFSA is complete the student would be routed to Career Exploration and to meet with a counselor to create an education plan. (Those are not part of financial aid, but they have to be complete prior to financial aid being awarded.) The student could also research available scholarships and would also be referred to [icanaffordcollege.com](http://icanaffordcollege.com) since that is the storage for financial aid information at this time. If the student qualifies they would also be referred to veterans and/or other resources for aid. As a last step, the student would go to "manage my finances" to work on developing a budget and so on, to cover expenses.

Cynthia noted that this story is not complete; other elements will need to be added in. A smart checklist also needs to be developed to help students determine which application they would file. Some students are AB540, some are FAFSA, and others are International students who are not eligible to apply for either of these. There is also an extra step for foster youth.

David explained that the goal of getting the user stories into actionable steps is to be able to move to development of the wireframes. Then the committee can see where revisions are needed.

##### **Student Support Work Group:**

Justin explained that the story was a merger of SSS03 and SSS04; as a veteran, I will access veteran specific resources, so I can succeed in college. They assumed that Vince had credentials (a user name and password) as well as a career goal and an institution in mind. They also assumed a look and feel similar to what has been seen previously in some of the wireframes. Vince identifies as a veteran in CCCApply. (There will need to be an update in

CCCApply to notify students as they apply, that they will receive more information in the portal if they self-select.) Later, when Vince returns to the portal, he sees a veteran's services tab. He can move and email information from this tab in the portal to himself. There is also a tab for the college he applied to. When he clicks on the college tab, it takes him to the veteran's page for the particular college, if there is one, or to the portal page.

Vince reviews the success path and looks at the list, including some veteran specific items. There is an option for document preparation and providing official copies of all prior college transcripts. He is able to poll CCCTranscript to check for previous work and can then review those transcripts or send them directly to the institution. He selects to send them directly. He can also check on the possibility of automatically sending a military transcript or using an address and/or contact information on where to provide them to the institutions. Vince can also hand deliver a DD-214 or can scan, upload and send it. When he completes that he receives a message, "Congratulations, we have all the necessary documents. To meet with a veteran certification official, you can schedule an appointment or conference call, or you can meet immediately online." He clicks on the link to meet immediately with the certifier, and the call comes up, "Hi Vince, thanks for calling..." That conference call is logged onto Vince's timeline, so that at any point in time he can log in and see what he has accomplished. Vince sees that the next step is to set an appointment to create an education plan. There are links to set an in person appointment, schedule a conference call, or immediately open a call. He chooses to immediately open a call, "Hi Vince..." The call is also logged on his timeline.

On the checklist, Vince is asked if he would like to join the veteran's organization, he gets information and also provides information on another organization he is aware of. Angel encouraged the addition of a link in the portal to the national VA website

Work groups can go into great levels of narrative detail including motivation, or can be less descriptive, but the more meaningful detail that can be articulated, the better. As stories are being written, it is also acceptable to temporarily ignore an aspect of the persona if you want/need to if it doesn't have a bearing on the story.

**Dashboard:**

The group started with Regina Returning and noted that she comes to the portal via CCCApply. She starts at the college homepage where she is directed into CCCApply, and then hits the portal. She is offered the option to apply to college or to do career exploration. (Career exploration is "sticky," she can skip it, but it keeps coming back until it is completed.) Based upon the information Regina supplied in the application she is offered other things to do next, she selects financial aid and is directed off to financial aid where she completes the FAFSA and BOG waiver in response to those opportunities. When she gets a response, suggestions are made to her about the best things for her to do now. Colleges would provide local information that is relevant to her: childcare, housing, test anxiety and so on.

She is also messaged in the portal to configure her settings for communications and other look and feel preferences. This sets a route to communicate critical messaging to her using the technology she prefers, and prioritizes how it happens whether by email, phone, or text. There is greater institutional priority placed on some messages, which means that they cannot be shunted, but others she can take control of and choose whether to receive them or not.

**Next Meeting:**

Jayne noted that Anita Crawley is working on "Readiness for Online Learning Modules" in OEI, but wants an update on the overall Orientation and how that might tie in. Tim explained that Readiness for Online Learning would ideally be offered to students after they sign up for an online course, whereas orientation to college is a local campus element. There are some elements that might be useful for all colleges though, like time management. Rick is working on orientation and will provide an update on it when the committee meets again.



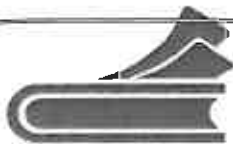
Work group meeting schedules should be forwarded to Robyn.

The next meeting will be by Zoom. It will be about an hour for report outs from work groups and a status report. Work groups will be queried about how many requirements have been written and how many meetings have been held. It will be on Thursday March 26<sup>th</sup> at 4pm.

**Adjourn:**

The meeting was adjourned at 3:09 pm.





## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

System Advisory Committee on Curriculum (SACC) – February 2015

Report to the  
ASCCC Executive Board

**SB 440:** The committee was updated on SB440 progress, CI-D approvals. There are currently 1,674 approved ADTs. A revised SB 440 chart was presented which included information on the development of ADTs. Approximately 300 more ADTs need be created by 31 August 2015 to meet the obligation created by SB440.

Colleges should review the SB440 information to confirm that their degrees are in the right TOP Code and that the degrees listed are current. The CCCCO will contact colleges that have deactivated existing AA/AS degrees. The Chancellor's Office has prioritized the review of courses related to ADTs.

SACC discussed the consequences for colleges who are unable to meet or make progress toward meeting their ADT goal. The CCCCO will complete an internal review of those colleges.

**Stand-alone course approval:** The committee was updated on progress regarding stand-alone course approval and discussed potential parameters for stand-alone criteria. The Chancellor's Office presented a rubric that is being used to analyze a sample of the 779 courses that were submitted during the January – March 2014 period after the sunset of the regulation that allowed colleges to locally approve stand-alone courses.

**Competency vs. Completion vs. Achievement certificates:** The committee Education Code language and CDCP Certificates approval requirements. SACC discussed the difference between the various certificates. Certificates of Competency and Completion, defined in title 5 (section 84760.5), are for noncredit CDCP programs while Certificates of Achievement are used by credit certificate programs. There is some confusion in the field about the difference between Certificates of Completion and Competency.

**Fall 2014 ASCCC Resolutions:** SACC discussed the various resolutions related to curriculum that were recently passed by the ASCCC.

**Title 5 55051, High School Articulation:** Members will discuss Senate Resolution 09.02 (Fall 2013) Modify Title 5 Language to Include Credit by Examination Processes into §55051. SACC recommended that draft language be proposed and consider interplay with other Title 5 language; issue of residency for units that are earned (should that be considered) and issues regarding units in "escrow." (The ASCCC has a resolution from fall 2007 regarding this issue).

**Prison Inmate Education (SB 1391, Hancock):** An interagency agreement with the Department of Corrections is in work. There is a two million dollar pilot program in which four to six colleges would work with state prisons to provide specific classes (CTE, apprenticeship, etc.) that could also benefit inmates as they transition back to society. The Department of Finance is seeking additional funding (\$5 million) from the Ford Foundation.

**Adult Education:** The regional consortia's use of planning grant funding has been extended until August 31, 2015 and there is some discussion of extending it through December. SACC discussed the field's concern about the budget trailer language which calls for the inclusion of the Board of Education at the policy level and the requirement for an allocation committee whose membership is directed but has no direct faculty participation and only two members from the CCC and K-12 systems. The field is also concerned about the recent LAO report on Adult Education which characterizes all credit and noncredit as "Adult Education" which would make the community colleges the largest provider of adult education in California. Members were informed that there is ongoing talk about changing credit costs for adult education and a recommendation about defunding SB 1070 and rolling apprenticeship into adult education.

**Baccalaureate degree pilot:** The CCCCCO initially approved 15 pilot colleges but one was withdrawn due to accreditation issues. The CSU has identified issues with all of the pilot programs except Mortuary Science; other allied health fields (dental hygiene, respiratory therapy) have been working together and sharing information. There are still questions regarding upper division course work; representatives from the CCCs and CCCCCO will be attending the annual baccalaureate degree conference in Boston next week. The CCCCCO is visiting with the pilot colleges.

**CDCP funding changes– curriculum implications:** There are currently 577 approved CDCP certificates. More than 300 CDCP certificates were approved the first year CDCP funding was available but the number has tapered off since then and the CCCCCO typically reviews 25 to 30 new CDCP certificate programs each year. An increase is to be expected with the increase in apportionment funding for CDCP courses, but the CCCCCO has not seen a tremendous influx to date. CDCP eligible categories do not include programs for students with disabilities; there is a push to make these an eligible category, especially in view of AB86 requirements. SACC discussed the potential for confusion between the different certificate requirements between SSSP, AB86 and CDCP-eligible categories.

**Program and Course Approval Handbook (PCAH Revision)** The SACC vision for the PCAH revision is to provide the field with guidelines rather than a legal document. Members agreed that technical issues need to be separated from regulatory content and that the document should focus on the steps required to submit courses and programs. The workgroup presented a draft structure and outline of the proposed PCAH revision. PCAH writers will begin work on each of the sections and bring back to SACC in April. Issues that cannot be finalized will be brought to the high level group for discussion. SACC members discussed the idea of a retreat go over the document at the same time and this suggestion was well received by the writing group. The CCCCCO shared a concern that there may be colleges that are struggling with compliance. SACC discussed the possibility of having teams from the Institutional Effectiveness group visit colleges that are struggling.

## Executive Committee Agenda Item

SUBJECT: C-ID and TMC Update		Month: April	Year: 2015
		Item No: VI. D.	
		Attachment: NO	
DESIRED OUTCOME:	Update the Executive Committee on the C-ID and TMC projects	Urgent: NO	
		Time Requested:	
CATEGORY:	Information	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Jennifer Blankenship	Action	
		Information	X

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

**BACKGROUND:** Since the last Executive Committee meeting, the Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee continued the work of C-ID and Transfer Model Curricula. The following report provides an update on the work of the committees.

### Discipline Status Updates

The FDRGs for Communication Studies, Psychology, and Sociology are continuing the 5-year descriptor review process. All changes to the descriptors accepted by the FDRGs are non-substantive and the revised C-ID descriptors have been posted. The following disciplines are scheduled to undergo the 5-year review process, starting fall 2015:

- Administration of Justice
- Physics
- Early Childhood Education
- Political Science
- Geology
- Studio Arts
- History
- Theater Arts
- Kinesiology Mathematics

The FDRGs for Communication Studies, Psychology, and Sociology now begin the work on reviewing the TMCs. Additional work has been completed by the disciplines investigating Area of Emphasis degrees and the Basic Skills FDRG continue their work in developing descriptors. Please see the attached March 2015 C-ID newsletter for additional information.

### C-ID and C-ID Advisory Committee Update

The following topics were discussed at the C-ID Advisory Committee:

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

- Several challenges were identified with the removal of the June C-ID deadline as indicated in the Chancellor's Office memo dated January 28, 2015. The CO is considering releasing a follow up memo to address these concerns.
- The C-ID Advisory Committee is reconsidering the full time requirement for COR evaluators for intrasegmental descriptors, especially for CTE disciplines.
- Policies to guide the creation of intrasegmental descriptors is under development.
- Creation of intrasegmental descriptors for several existing CTE courses is underway.

### **ICW Update**

- Work continues with discipline faculty to meet the fall 2015 legislative deadline for Area of Emphasis degrees.
- ICW reviewed and commented on the following documents:
  - TMC Criteria and Evaluation Process for Review of TMCs during 5 year Review
  - Discipline Criteria Selection
- ICW discussed the CCC Chancellor's Office's position that degrees can only be awarded with a transfer GE pattern that the college can demonstrate permits degree completion in 60 units. While Senate Bill 1440 (Padilla, 2010), permits students to use either transferable GE pattern, the CCCCO has asserted that a college can't award an ADT when the student completes CSU GE Breadth and the degree was approved for IGETC (or vice versa). ICW determined that this question should be brought to the System Advisory Committee on Curriculum (SACC) for consideration, as ICW is not the appropriate body to discuss the issue.

### **Model Curriculum**

- ICW has an interest in remaining involved in the development and the process of accepting any finalized intersegmental model curriculum (ISMCs).
- All disciplines that develop model curriculum, whether ISMCs or intrasegmental model curriculum (CCCMCs), will be vetted through ICW to determine if their participation is needed.
- The Model Curriculum Faculty Workgroup (MCW) would oversee the process, acceptance, and implementation of CCCMCs and the implementation of ISMCs, though the process and acceptance of ISMCs would belong to the Intersegmental Curriculum Faculty Workgroup (ICFW).
- A policy document will be vetted through both the C-ID Advisory and ICW on the process of creation, acceptance, and implementation of ISMCs.



## Career Technical Education Leadership Committee (CTELC)

February 13, 2015 - 10:00 am to 2:00 pm.

*Senate Office*

*One Capitol Mall, Suite 340*

*Minutes*

### I. **Call to order**

Grant Goold called the meeting order at 10:00 am

### II. **Welcome and Introductions**

Grant Goold welcomed everyone to the second meeting of the CTCLC and asked individuals to introduce themselves.

#### Online/Phone Members:

Wendy Miller, Fashion Design Dept., San Francisco City College

Dianna Chiabotti, Technical Assistance Provider for CTCLC, Napa Valley College

Dustin Sperling, Agriculture, Reedley College

#### Present:

Grant Goold, Health Science, Chair of CTCLC, American River College

Julie Adams, Executive Director, ASCCC

Shawn Carney, Drafting, Solano Community College

Achala Chatterjee, Water Supply Technology, San Bernardino Valley College

Donna Davis, Director Repertory Care, Butte Community College

Jolena Grande, Mortuary Science, Cypress College

Conan McKay, Child Development, Mendocino College

Monica Thurston, Health Info Tech, East Los Angeles College

Wheeler North, Aviation /Treasurer EC, Miramar College

Louis Quindlen, Machine Tool Technology, Laney College

Catherine Shafer, Nursing, San Diego City College

### III. **Faculty Activity Reports**

Members provided an overview of their recent CTCLC activities. Many had participated in the regional college conversations as well as local and regional CTE events. Many members reported recent connection with their respective regional DSN staff. Other members reported interaction with their specific regional consortia, and staff at the chancellor's Office.

## Statewide Update

Julie Adams, Wheeler North and Dianna Chiabotti provided members with details on the State CTE Task Force and the various outreach efforts underway. Discussion followed on the IEPI or Institutional Effective and Technical Assistance Grant.

### IV. Curriculum Academy Update and Feedback

Discussion followed from the membership on the Curriculum Academy in January. Members suggested the following:

- Event needed more take away materials-handouts
- Too much information-brain overload the slides were not easy to see
- Not enough time for networking
- Need to provide more time during the conference to capture local stakeholders
- Reduce the number of conference goals and have a variety of topic tracks
- Stackable tracks that feed from previous conference materials.

Dianna Chiabotti mentioned she received numerous positive comments from attendees.

### V. Vocational Leadership Academy Topic Discussion

Discussion for the remainder of the meeting focused on potential topics to submit to the ASCCC Executive Committee for review and approval. Discussion focused on the general flow or framework of the conference (i.e. tracks, breakout sessions). Julie Adams suggested the group focus on topics and then later focus on framework. Members then provided several suggestions on future topics including:

- Advisory and Regional Committees
- Program Revitalization and Review
- Soft Skills and Leadership
- Local and State Senate Structures and Functions
- Perkins Updates
- Data Basics, Data Intermediate, and Data Advanced
- Program Management
- Pathway Management
- CTE in California Colleges Big Picture
- Budget updates and Funding Mechanisms
- What opportunities exist for CTE Leadership
- Budgets and Grants
- Doing What Matters Framework
- CTE Taskforce

### VI. Meeting adjourned at 2:00pm



**Course Identification Numbering System (C-ID) Advisory Committee Minutes (FINAL)**

December 12, 2014

10:00 a.m. – 4:00 p.m.

One Capitol Mall, 2nd Floor Conference Room, Sacramento, CA 95814

**In Attendance:**

Deanna Abma, Articulation Officer, City College of San Francisco  
 Julie Adams, Executive Director, ASCCC/C-ID  
 Cathy Beane, Articulation Officer, CSU Long Beach  
 Julie Bruno, Communication Studies, Sierra College/ASCCC  
 Dan Crump, C-ID Project Director, American River College/ASCCC  
 Mary Legner, Mathematics, Riverside City College  
 Aurelia Long, Articulation Officer, UC Berkeley  
 Wheeler North, Aviation Faculty, San Diego Miramar College/ASCCC  
 Barry Pasternack, Business, CSU Fullerton  
 Michelle Pilati, C-ID Faculty Coordinator, Rio Hondo College  
 Nancy Purcille, Transfer Articulation Coordinator, UCOP  
 Bob Quinn, Specialist, Transfer and Articulation, CCCCCO  
 Stephanie Ricks- Albert, Transfer Specialist, CCCCCO  
 Beth Steffel, Graphic Arts, CSU San Bernardino  
 Barbara Swerkes, Consultant, CSU System Office  
 Pam Walker, Vice Chancellor, CCCCCO

**Guest:**

Kris Costa, Articulation Liaison, ASCCC/SCP

**Staff:**

Krystinne Mica, Program Specialist, ASCCC/C-ID  
 Linda Schlager-Butler, Sr. Administrative Assistant, ASCCC

**I. Announcements and Approval of Agenda**

Introductions were conducted and Item IV. F. Honors and Cross-listed Courses was added to the agenda.

The agenda was approved with the additional item. (Pasternack, Swerkes) MSC.

**II. Approval of April 15, 2014 Meeting Minutes**

Members offered two suggestions for future minutes: 1) to spell out acronyms on their first appearance in the notes; and 2) to distribute a draft of the minutes within two weeks of the meetings. It was agreed that acronyms would be spelled out first and efforts will be made to distribute draft minutes within two weeks of the meeting. By consensus, the listed meeting date of September 19 will be removed from the minutes as that meeting did not take place.

The minutes were approved with the deletion of the September 19 meeting date. (Swerkes, Pasternack) MSC.

**III. Reports and Discussion**

A. Disciplines Update

It was noted that the Faculty Discipline Review Group (FDRG) for Information and Communication Technology (ICT) decided to change the name of its model curriculum (MC) from ICT to Information Technology (IT). IT also has seven descriptors that are ready to be posted as final on the C-ID website. Once a final review of the content is conducted, the IT descriptors will be posted. The discipline faculty are very interested in finalizing the IT MC for posting before their statewide discipline meeting in January.

Mica gave an overview of the current status of course submissions in C-ID (17,054 as of Dec 10, 2014), and provided the top five disciplines by number of submission and approval rate. A review of community college (CCC)-only FDRGs was given as well as an update on the number of Transfer Model Curricula (TMCs) available to date (33).

B. Senate Bill 1440 Intersegmental Curriculum Workgroup (ICW) Update

1. *Areas of Emphasis*

Members were updated on the status of two disciplines convened to develop Area of Emphasis (AOE) TMCs: diversity studies (ethnic studies, gender studies, women's studies) and global and international studies. The FDRGs for these disciplines are in the process of being formed. In addition to Diversity Studies and Global and International Studies, faculty are being convened to consider the development of a "science heavy" AOE TMC related to health science, and the Social Work FDRG will be pulled together for a meeting in January to determine the potential for an AOE TMC in their discipline.

2. *Model Curriculum*

An update was provided on the Nursing, Engineering, and IT MCs that have completed vetting. It was noted that ICW determined that there was no need for its continued involvement in the MC effort until there was a potential that the MC would become a TMC. ICW also wanted to ensure that the SB 1440 mandates are not applied to the MCs and suggested that the oversight of the MCs be given to the C-ID Advisory Group. This is discussed further under Item VI.A. of these minutes.

3. *Proposal for 2-Year Process for TMC 5-Year Review*

The 5-year review process for descriptors and TMCs is currently underway for Communication Studies (COMM), Psychology (PSY), and Sociology (SOC). Currently, ICW is considering extending the 5-year review for TMCs to two years to ensure proper vetting and determination of the impact of any changes proposed to the TMC.

C. Descriptors in TMCs

Members were provided with a document for reviewing descriptors that exist in TMCs and are either listed as required (CORE or List A) or as an option. Course reviews will be prioritized based on whether they are part of the TMC and subject to the California Community College Chancellor's Office (CCCCO) spring deadline.

In-person meetings of course reviews have helped to clear course submissions for impacted disciplines and additional meetings will be scheduled to continue the effort. The last course reviewer meeting in October 2014 brought together CSU faculty and the discipline primary reviewer to clear the backlog of courses waiting CSU review and over 220 courses were completed that day. Faculty who have participated in those meetings agree that it is an effective way to clear the course queue, and to have an opportunity to norm and train with the reviewers. The issue of funding and resources was discussed, as it takes money to bring together the course reviewers for these events.

**ACTION:**

- Walker, Adams, and Spano to discuss funding options for C-ID.

**D. Update on 5-Year Review for COMM, PSY, and SOCI**

The first three disciplines, COMM, PSY, and SOCI, are currently in the next phase of the 5-year review descriptor review process. The FDRG for each discipline was convened in early December to review feedback provided by the field during the call for comment period. Minor changes were made to descriptors for each discipline, which the disciplines do not foresee as needing courses to be resubmitted based on proposed changes. It was noted that COMM is planning to create a new descriptor.

**E. Technology Update**

Members were informed about a new partnership with the California community college Technology Center to provide technical support for the C-ID system. Changes to the current technology platform such as the ability to have more than one primary reviewer per discipline, linking honors and cross-listed course submission in C-ID, and a feedback mechanism for primary reviewers to communicate with course reviewers directly, are all in the queue to be added to C-ID technology.

**F. Update on June 2015 Deadline**

Representatives from the Articulation Officer (AO) subgroup communicated concern from the AO community regarding the June 2015 deadline for courses to be approved for C-ID. CCCCO representatives present were asked whether any considerations will be made for those colleges that, in good faith, have submitted courses to meet the deadline, but have been unable to because of the backlog in some C-ID disciplines. Chancellor's Office staff noted that they have offered to help colleges with their submissions but some colleges have not taken advantage of this assistance. Colleges will be accountable for meeting the spring deadline.

**G. Report from AO Subgroup**

Members were informed that the AO Subgroup is a mechanism, established last year, to provide C-ID with on-going input from the AO community. The group, comprised of both CCC and CSU AOs, meets weekly. Each month, an AO Open Forum is held to provide the AO community with an opportunity to ask questions and engage in conversation with the subgroup members.

**IV. Processes and Policies**

A. Prerequisite Policy

The prerequisite policy was edited to include suggestions from the last meeting. Members reviewed the proposed documents as edited and approved the policy. (Abma, North) MSC.

B. Revised Language for Section I.A. of *Submitting Course Outlines for C-ID Designation*

Members reviewed the edits to page 7, section I.A. of the document *Submitting Course Outlines for C-ID Designation* to include a statement on having “too much other” content in an outline. The revised document will be sent to the AO Subgroup for approval. (Abma, Pasternack) MSC.

C. Process for Off-Cycle Reviews

A policy document addressing requests to review descriptors out of cycle was presented. Members reviewed the proposed document and sought clarification on page 4, step 3 and 4, on the role of the FDRG, the AO Subgroup, and the C-ID Advisory Committee. It was clarified that the FDRG recommends changes to the AO Subgroup, which are then presented to the C-ID Advisory Committee to accept or deny the request for changes. The C-ID Advisory Committee makes the final determination whether or not to accept the proposed changes. Step 3 and 4 of the document will be revised to incorporate the roles as noted in the recommendation and the document will be sent with track changes to the advisory group. Members agreed to approve the document with the changes as noted. (Crump, Abma) MSC.

**ACTION:**

- Pilati and Bruno will rework step 3 and step 4 of the off-cycle review document to incorporate the role of each group and send the document to the members with track changes.

D. Intersegmental vs. CCC Only Descriptors

Members were reminded that this topic was discussed at the last meeting but a resolution was not reached. A separate review process for descriptors deemed intrasegmental (CCC only) was considered. A separate review process would only include CCC reviewers instead of one CSU and one CCC reviewer. Adding to the complexity of this discussion is that intrasegmental descriptors could potentially change to intersegmental descriptors if the CSUs begin to articulate the course in the future.

Members agreed to allow the FDRG for each discipline to determine whether the descriptors were intra- or inter- segmental in nature. If the CSUs began to articulate the courses submitted against the intrasegmental descriptor or articulate to the descriptor, then the intrasegmental descriptor would have to go through the intersegmental process and may require resubmission of course outlines of record.

Members discussed the Agriculture (AG) discipline that is looking to create CCC certificates for certain industries (such as pest control and enology) and there may be descriptors developed by the CCC FDRG that could become part of the Plant Science TMC. The connection between the CCC FDRG and the intersegmental AG FDRG is

necessary in order to ensure that the descriptors go through the appropriate process of creation.

The next steps identified for the Advisory Committee is to develop a process and guidelines for the creation of intrasegmental descriptors.

**ACTION:**

- Bruno and Pilati will draft a document outlining the policy and guidelines for creation of intrasegmental descriptors to bring back to the next meeting

**E. C-ID Status of Courses – Policy on allowing other campuses to see status**

Members received a request from AOs to allow colleges to see other college's queues for courses that have not been given final determinations. Members strongly opposed to providing this view as it would allow other colleges to base articulation decisions on preliminary data. This would also have a negative impact on how CSU views the C-ID processes if they hear that agreements are being made based on incomplete information. Members suggested that this request go to the AO Subgroup to see if they think it should be something that the C-ID Advisory consider.

**ACTION:**

- Agendize the topic C-ID Status of Courses for the next AO Subgroup meeting.

**F. Honors and Cross-listed Courses**

The C-ID technology does not presently have a way to link honors or cross-listed courses with the regular version of a course outline. Thus, reviewers might have to review an enhanced (but exactly the same) course outline as many as four times due to a combination of honors and cross-listed submissions. C-ID leadership has been in conversations about how to allow AOs to link these submissions so that only the parent course would be reviewed and the determination for that course would be granted to the linked honors or cross listed courses. Members did not voice any issues with the technology update.

**V. C-ID In Other Areas**

**A. C-ID for Basic Skills**

Members were informed about a recent statewide meeting to discuss CB21 rubrics and the potential to use C-ID descriptors for basic skills courses that are one-level below college level. CB21 rubrics provide a matrix for comparing courses across the CCC system and reporting student progress through basic skills. The rubrics provide outcomes that should be evident at each level described. FDRGs for math, reading, English as a Second Language (ESL), and English are being formed.

A concern was raised regarding the direction of C-ID and how this work is related to the current C-ID work plan. Chancellor's Office staff stated that the CCCCCO should be setting priorities for the work of C-ID through the approved work plan. C-ID leadership argued that current system priorities are driving the work of C-ID including the Common Assessment, the Educational Planning, the Online Education initiatives, as well as CB21/noncredit basic skills descriptors. The ASCCC believes that C-ID must be flexible

in addressing the needs of the system while remaining proactive in responding to the current curricular environment and needs of the faculty and our students.

#### B. C-ID for Industry Descriptors

Members were informed of a request from the Deputy Sector Navigator in Agriculture (AG) regarding the development of descriptors and certificates for industry needs. During a meeting of the ICW in November, faculty requested to convene a CCC-only FDRG for AG to develop descriptors and certificates in the areas of plant science, food safety and assurance, enology, pest management, floral design, and irrigation. The Agriculture FDRG met in early December and was successful in identifying descriptors for the certificates. More work will be conducted in the future to finalize the industry certificates.

#### C. C-ID and Articulation Template

Members discussed the use of C-ID descriptors in lieu of existing articulation templates used by high school and community colleges to facilitate the process of creating local agreements. C-ID is becoming the common metric to identify CCC courses and there is a desire to use C-ID in the articulation effort for high schools. C-ID is also tied to the work in populating the high school counselor toolkit to guide students into the 15 career technical education (CTE) pathways.

#### D. C-ID Review for External Exams

Members considered the potential for community colleges to have a consistent way to accept Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) exams. The CCC Academic Senate recommended how to use the exams in local general education requirements. The issue is that not all CSU campuses are consistent in how they accept exams. It would have to be determined by discipline FDRGs whether exams for their courses have a consistent way of recognizing and honoring exams.

### **VI. Model Curriculum**

#### A. Model Curriculum – role of C-ID website and C-ID Advisory Committee

Two policy documents related to implementation of MCs and the official role of the C-ID Advisory Committee were developed. As the development of MCs is outside the SB 1440 legislation, a formal process to recognize the release of the MCs for Nursing, Engineering, and Information Technology is needed. The idea behind the use of MCs is the recognition of reciprocity—when a college submits their certificate or degree against an MC, they are agreeing to reciprocity and any additional criteria identified specified in the MC. Members discussed the need to identify the CCCCCO's role to create a streamlined process for approving MC-aligned degrees.

Two requests were presented: 1) the approval of a document outlining the new faculty group, Model Curriculum Workgroup (MCW), which will handle the approval process for MCs; and 2) the approval of the document outlining the MC adoption process. Information Technology will be the first discipline to test the new MC process with feedback regarding the policy to be brought back to the Advisory Committee for any suggested revisions.

Members approved the two documents and the testing of the process with Information Technology. (Pasternack, North, abstained, Swerkes) MSC.

**ACTION:**

- The MCW document will be agendized for the upcoming SCP Meeting in December 2014.

**B. Recommendations to the Chancellor's Office**

This item was not discussed at the meeting.

**VII. RFA Grant for C-ID**

Members were informed that the new Request for Application (RFA) for C-ID has not yet been released and the current funding stream for C-ID is currently depleted. The C-ID leadership anticipates that the RFA will propose a different structure than currently exists, which will shift responsibility for operations and curriculum to a district.

Members posed a question regarding where the focus of the funding will be placed, particularly as it relates to operations and curriculum. More information will be available after the RFA is released.

**VIII. Reports**

**A. Senate Updates - Future Direction for C-ID Resolution**

CCC Academic Senate members noted that there are concerns regarding the C-ID grant going through a district, which has been expressed by CCC Academic Senate resolution 9.07 F14 passed by member senate delegates at the recent Plenary Session to address concerns voiced by membership.

**B. CCCCCO Report**

Chancellor's Office staff reported on the Board of Governor's systemwide goal for creation of associate degrees for transfer (AD-T) – 1,613 active AD-Ts are in the system, with 85 under development, and 116 in the queue. The Chancellor's Office plans to release the monthly report on December 17. They will continue to process AD-Ts until December 29. A brief update on ASSIST.org was provided including its future role for C-ID and course submission.

**IX. Future Agenda Items and Next Meeting Time/Place**

The next meeting will be held on February 25, 2015 in Sacramento. The meeting time will be determined based on flight availability.

**X. Adjournment**

Respectfully Submitted by,  
Krystinne Mica, Program Specialist





## **Intersegmental Curriculum Workgroup Minutes (FINAL)**

October 28, 2014

Academic Senate Office—9<sup>th</sup> Floor Conference Room  
555 Capitol Mall, Suite 525, Sacramento

### *In Attendance:*

Deanna Abma, Articulation Officer, City College of San Francisco  
Julie Adams, Executive Director, ASCCC/C-ID  
Kevin Baaske, Faculty Affairs, CSU Academic Senate/CSU Los Angeles  
Julie Bruno, ICW Meeting Facilitator, Vice President, ASCCC/Sierra College  
Richard Cortes, Articulation Officer, Glendale Community College  
Jeanne Howard, Articulation Officer, Moreno Valley College  
Cris McCullough, Dean, CCCCCO  
David Morse, President, ASCCC/Long Beach City College  
Ken Nishita, Psychology Professor, CSU Monterey Bay  
Michelle Pilati, C-ID Faculty Coordinator, ASCCC/Rio Hondo College  
Jim Postma, Past Chair, CSU Academic Senate  
Bob Quinn, Transfer and Articulation Coordinator, CCCCCO  
Stephanie Ricks-Albert, Curriculum and Instruction, CCCCCO  
Jeff Spano, Dean, CCCCCO  
Barbara Swerkes, Consultant, CSU System Office

### *Staff:*

Krystinne Mica, C-ID Program Specialist, ASCCC

### **I. Announcements and Approval of the Agenda**

The agenda was approved with changes to the following:

- Item III- changed to **TMC/MC Update and Discussion**
- Added to Item III:
  - D. Other Disciplines
  - E. Course Review
- Added to Item V.C.
  - 2. IGETC for Computer Science

The agenda with additions was approved by consensus.

### **II. Approval of the Minutes**

The minutes were approved as presented. (Baaske, Pilati) MSC.

### **III. MC Update and Discussion**

Currently, all three FDRGs for Nursing, ICT, and Engineering, believe they have completed the work on each model curriculum and are waiting on direction for implementation from ICW.

A document was brought forth that outlines the complexities of the proposed model curriculum for each discipline including how to handle the implementation of each model curriculum (MC). As each proposed MC has limitations on the benefits they can offer to students and are significantly different from existing TMCs, some members were hesitant in having MCs

endorsed by ICW, the same body that oversees TMCs and the curricular elements of SB 1440. The group was reminded that ICW previously discussed the creation of MCs and that a clear separation was already delineated for MCs that were developed intersegmentally (ISCM) or intrasegmentally (CCCMC). Concern was raised that by having the MCs housed under ICW, it would give the impression that all MCs had intersegmental faculty input and vetting.

Various questions remain unanswered regarding MC-aligned degrees. For example how would the CCCCCO recognize that one college's degree is aligned with an MC? It was suggested that there may be a need to identify another type of degree that is not an ADT or a traditional transfer degree ("AD-CCC"), but would have similar benefits for colleges who "opt-in" to developing and awarding a degree based on MC. This degree would, to some extent, be a "recommended pathway" and individual CCCs could work with their local CSU to confer benefits on students who transfer with this degree. It was proposed that C-ID might be the best system to house the MCs moving forward.

By consensus, ICW established that C-ID would be the appropriate venue for handling all processes related to CCC model curriculum.

A. Nursing

Discussed under "MC Update and Discussion" section.

B. Engineering

Discussed under "MC Update and Discussion" section.

C. ICT

Pilati will speak with the ICT FDRG to discuss the creation of descriptors for their discipline and how the group envisions moving forward. As IT is an MC, it will be part of whatever process is developed for MCs by C-ID, but ICW will continue to be informed of what happens with ICT and any other ISMC.

D. Other Disciplines

The Biology FDRG presented the TMC to ICFW who accepted the TMC as final. There were slight edits to the document prior to its release on the C-ID website.

The Public Health Science FDRG met and proposed two different TMCs, one that was science-heavy, and one that was not. This particular FDRG was tasked with drafting a science-lite TMC, and have been advised that another FDRG (Allied Health for Transfer as it is currently named) is in the process of being convened and is the group that is tasked with creating the science-heavy TMC. The proposed science-lite TMC will be presented to ICFW once the TMC from Allied Health for Transfer is drafted.

The Social Work FDRG is scheduled to convene for its first conference call on November 6.

#### E. Course Review

It was reported that the day-long, in-person CSU CORE and Primary Review meeting was successful and effectively reduced the number of courses waiting for review in specific disciplines. It was suggested that these types of in-person reviews should happen more frequently. Members were informed that the articulation officer community was tremendously helpful in recruiting qualified faculty reviewers, specifically for CSU. Another meeting will be scheduled for reviewers before the end of the academic year.

### IV. Areas of Emphasis

#### A. Update on DIG meetings (10/18 and 10/25)

The progress of the Diversity Studies faculty during the DIGs was discussed. The faculty members proposed a number of potential alternate names for this FDRG and worked on the courses they believed should be included in the AOE TMC. At the north DIG meeting for Global Studies, faculty members did not like the name International Relations and proposed to change the name to Global/International Studies. The faculty were also able to begin work on drafting descriptors and a draft TMC.

Based on the experience from the DIGs, members revisited the topic of the composition of an area of emphasis FDRG. It was discussed at the previous meeting that an AOE FDRG could potentially have as many as five members from each segment, totaling up to 10 members per FDRG. After the DIGs, it became apparent that faculty appointed to the FDRGs should be able to represent not only their discipline, but also other disciplines within the area of emphasis's scope. In that way, faculty appointed to the FDRG are looking at creating the TMC holistically, not just in terms of their own discipline. Members agreed to keep the composition of the AOE FDRGs to six (three from each segment). The FDRGs will be convened for the two areas.

Within the Diversity Studies area of emphasis, the CCC Chancellor's Office noted that TOP Code would need to be clearly discussed and chosen for the ADT. This spurred the discussion on whether or not one AOE TMC can lead to several different ADT degrees. It appears that local colleges would have the ability to create multiple ADT degrees against the TMC. Further research will need to be conducted to answer this question.

### V. TMC Policies and Processes

#### A. TMC Criteria

Members reviewed the document *TMC Development – An Overview of Discipline Selection*, which was drafted in an effort to capture history and demonstrate what ICW has done, and what still needs to be accomplished. This document is intended to be a document for the public to be housed on the C-ID website along with other policies and procedures documents. Some members would like include language to provide further nuance and history.

#### B. Evaluation Process for Review of TMCs during 5-Year Review

Members reviewed an edited version of the document, *Criteria for Revisiting TMC*. This document outlines criteria to guide deliberations on whether to accept a proposal to

modify an existing TMC outside of the 5-year TMC review process. Since there is already a document specifying special modifications to a TMC out of cycle, it was proposed that this document be aimed towards the 5-year TMC review. A request was made to reference the *Special Modifications to a Finalized TMC* to ensure the documents align. A revised document will be brought back to the next meeting addressing some of the concerns raised by members.

A member proposed that a document that outlines the review process for the TMCs, would incorporate suggestions from the last meeting of extending the TMC review to a two-year process. By consensus, the *Criteria for Revisiting TMC* document and the *Evaluation Process for Review of TMCs during 5-Year Review* will be merged.

**ACTION:**

- Baaske and Pilati will work together to merge the two documents and present to ICW at the next meeting.

**C. Disciplines Needing Additional Research for Future TMC Development**

1. Family and Consumer Science

Further research showed that there are diverse areas housed within this larger group. ICW's recommendation is to not convene this group at this time. As there are some disciplines (e.g., Nutrition and Child Development) that are housed under the Family and Consumer Science umbrella, it was proposed that Ken O'Donnell test majors against the existing TMCs to see if they serve the disciplines. A database listing the discipline the ICW determined were not viable for a TMC and including the research conducted supporting the determination will be assembled. Research will be forwarded to staff to include in the formal minutes for the meeting.

**Action**

- Mica will develop a database to track those disciplines ICW determined were not viable along with the reasoning behind the decision.

2. IGETC for STEM and Computer Science

A question was raised about which community colleges are using IGETC for STEM to create a Computer Science ADT. Members who were versed in the nuances explained that using IGETC for STEM would essentially eliminate determinations of similar by CSU, as the delay of the six units to CSU would result in campuses stating they could not fit into that pattern.

**VI. POS Templates for Non-CTE Majors**

Members were informed that the Statewide Career Pathways (SCP) Steering Committee has requested if it would be possible to include non-CTE majors in the populating of the online counselor toolkit. Currently, the online toolkit pulls information from the C-ID site and populates the high school programs of study templates for CTE majors. Including non-CTE majors would be beneficial to the high school students as then the counselors could promote ADTs early in the educational planning for high school students. There is also interest from CalPASS Plus in using

the online toolkit to track students moving from high school to community college. ICW asked for a demonstration of the online counselor tool, prior to agreeing to this request and have approved in principle, pending on the demonstration during the next ICW meeting.

**ACTION:**

- Adams will present the online counselor toolkit during the next ICW meeting

**VII. MOU**

**A. Glossary of Terms**

Members were informed that a list of key terms has been developed and will be sent to staff for use in other documents for C-ID.

**B. MOU**

Members were provided with background and purpose of the draft MOU included on the agenda and discussed whether an MOU was still necessary. A question was raised regarding whether the MOU would help with CSU faculty recruitment. It was noted that the AO community was an effective resource to gain more CSU reviewers. The consensus from the members was to hold on to the existing MOU and revisit the need in the future.

**VIII. Follow up from Last Meeting**

**A. ADT Paper Update**

There is no formal update on the ADT paper as the ASCCC Executive Committee delayed the adoption of the paper to Spring Plenary 2015. Any edits should be sent to Bruno.

A query was posed to the CCC Chancellor's Office staff regarding which courses need to be C-ID approved by June 30, 2015. McCullough clarified that if the template identifies that the requirement has a C-ID and the college lists a course under that C-ID, then the CCCCO would check to see if the course has C-ID approval by the June 2015 deadline. If the college submits a course using general articulation, then the Chancellor's Office will not check for C-ID approval even if there is a C-ID available. It is up to the college to determine if they will use C-ID or general articulation in their template.

**B. IGETC vs. CSU GE Breadth Required by College**

Members continued the discussion on the use of CSU GE Breadth if a college is only approved for IGETC. It was stated that the CCC Chancellor's Office can only approve a degree if it meets the 60 unit threshold (bound by legislation) but other argued that the SB 1440 legislation did not change the regular admissions criteria, which still allows students to use CSU GE Breadth. The CCC Chancellor's Office was firm in stating that they can only approve a 60-unit degree and that they could not grant the transfer degree to a student who completes with 62-units using CSU GE Breadth. CSU members stated that they have no preference on the students' use of either CSU GE Breadth or IGETC—this is a CCC decision.

**IX. Reports****A. Senate Updates**

No official update from either CCC or CSU Academic Senates.

**B. IOC Report**

No report.

**C. CCC CO Report**

McCullough reported that 1,521 ADTs are approved and they expect to reach their goal of 1,622 by December 31, 2014. Colleges that were performing below expectation received a call from the Chancellor, but it was argued that some colleges who received the Chancellor's call were meeting expectation as their ADTs were submitted and in the queue. Those colleges advocated checking the queue first to ensure ADTs were submitted prior to being called. Spano reported on the e-verify process and noted that there continues to be a number of false positives of students saying they used an ADT to transfer. It was suggested that IOC should think about clear messaging to students regarding ADTs.

**D. CSU CO Report**

No report.

**X. Prepare for future IOC meeting**

Members suggested the following:

- Showing successes to IOC (e.g. BIOL TMC completes the top 30 majors)
- Discuss how close ICW is to being "done"
- Update on AOE's

A small group will convene to discuss more topics to bring forth to the next IOC meeting.

**XI. Future Agenda Items and Next Meeting Date/Place**

The next ICW meeting will take place after the new-year. The date will be determined via Doodle Poll.

**XII. Adjournment**

Respectfully submitted by  
 Krystinne Mica  
 C-ID Program Specialist



## Executive Committee Agenda Item

SUBJECT: Curriculum Presentation at Merced College		Month: April	Year: 2015
		Item No: VI. E	
		Attachment: NO	
DESIRED OUTCOME:		Urgent: No	
		Time Requested:	
CATEGORY:	Information and Committee Reports	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Grimes-Hillman/Kale Braden	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

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

**BACKGROUND:**

*On March 5, 2015, Anna Davies, CIO from College of the Desert, Kale Braden (Local Senate Chair, and Michelle Grimes-Hillman (Curriculum Committee Chair) provided a curriculum committee training to the Merced College’s Curriculum Committee. The college discussed roles and responsibilities of the committee, discipline faculty purview and unit creep.*

*We met with the CIO, Curriculum chair, and local senate president to discuss Merced structure and culture, and opportunities for growth.*

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

