



**Friday, September 29, 2017 to Saturday, September 30, 2017**

*Moreno Valley College*

*16130 Lasselle Street, Moreno Valley, CA 92551*

*Meeting Room: Building 20, Second Floor, Room SAS 214*

**FREE Parking**

**Friday, September 29, 2017**

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

12:30 p.m. to 5:00 p.m. Executive Committee Meeting

6:00 p.m. to 8:00 p.m. Dinner

*David Chang's Dragon House*

*22456 Alessandro Blvd., Moreno Valley, CA 92553*

*Ayres Hotel and Spa Moreno Valley*

*12631 Memorial Way, Moreno Valley, CA 92553*

*Meeting Room: March/Valley Rooms*

**FREE Parking**

**Saturday, September 30, 2017**

7:00 a.m. to 8:30 a.m. Free Complimentary Breakfast

8:30 a.m. – 12:00 p.m. Executive Committee Meeting

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

12:30 p.m. to 3:00 p.m. Closed Session to discuss personnel issues

*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 Ashley Fisher at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.*

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

**I. ORDER OF BUSINESS**

**A. Roll Call**

**B. Approval of the Agenda**

**C. Public Comment**

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

**D. Calendar**

**E. Action Tracking**

- F. Local Senate Visits**
- G. One Minute Accomplishment**
- H. Dinner Arrangements**

**II. CONSENT CALENDAR**

- A. August 11-12, 2017 Meeting Minutes, Davison**
- B. September 8-9, 2017 Meeting Minutes, Davison**
- C. Prior Executive Committee Recognition, Bruno**
- D. Curriculum Regionals, Rutan**
- E. Destruction of ASCCC Executive Committee Recordings, Davison**
- F. TASC Regional Meeting, Beach**
- G. Standards and Practices Committee Charge, Freitas**
- H. Accounting Policies, Adams**

**III. REPORTS**

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

**IV. ACTION ITEMS**

- A. Legislative Update – 20 mins., Stankas**  
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
- B. Fall Plenary Planning – 10 mins., Bruno**  
The Executive Committee will updated on the keynote presentations and consider for approval any changes to the preliminary program.
- C. Committee Appointment Terms – 10 mins., Aschenbach/Freitas**  
The Executive Committee will consider for approval how to address the need for some external committee appointments to be for more than 1-2 years.
- D. Executive Director Evaluation – 30 mins., Bruno**  
The Executive Committee will form the annual review group, determine the timeline and evaluation instrument to be used to evaluate the Executive Director.
- E. Executive Committee Norms – 20 mins., Bruno**  
The Executive Committee will consider for approval an update to the approved Executive Committee Norms.
- F. Update on Quantitative Reasoning – 30 mins., Stankas/May**  
The Executive Committee will be provided an update on discussions with CMC<sup>3</sup> and discuss and consider action to be taken regarding the direction on GEAC, C-ID Advisory, and ICW committees.
- G. Accreditation Institute Program – 20 mins., May**  
The Executive Committee will consider for approval the first draft of the Accreditation Institute Program.

- H. Fall 2017 Resolutions – 60 mins., May**  
The Executive Committee will discuss and consider for approval the Executive Committee resolutions to forward to the Area Meetings in October 2017 for discussion.
  - I. 2017 – 18 Budget Update – 20 mins., Freitas/Adams**  
The Executive Committee will consider for approval an updated 2017 – 18 ASCCC Budget based on additional grants and events.
  - J. Credit Apprenticeship Minimum Qualifications – 20 mins., Freitas**  
The Executive Committee will consider for approval the direction on how to proceed on the question of credit apprenticeship minimum qualifications.
- V. DISCUSSION**
- A. Chancellor’s Office Liaison Report – 45 mins. (Time certain 11:00 a.m.)**  
A liaison from the Chancellor’s Office will provide Executive Committee members with an update of system-wide issues and projects.
  - B. Board of Governors/Consultation Council – 20 mins., Bruno/Stankas**  
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
  - C. Guided Pathways – 45 mins., Bruno**  
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
  - D. IEPI P3 Workgroup Update – 20 mins., Eikey**  
The Executive Committee will be updated on the change in focus for P3 and which policies or system-wide practices may be re-examined for possible statutory changes.
  - E. UC Transfer Pathways – 10 mins., Stankas**  
The Executive Committee will be updated on the progress of the two system offices to generate a template for the degrees that will facilitate transfer.
  - F. CTE C-ID and Model Curriculum Workgroup – 20 mins., Slattery-Farrell**  
The Executive Committee will be updated on and discuss the changes to the C-ID Model Curriculum Workgroup in terms of CTE.
  - G. Meeting Debrief – 45 min., Bruno**  
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.
- VI. REPORTS (If time permits, additional Executive Committee announcements and reports may be provided)**
- A. Standing Committee Minutes**
    - i. Curriculum Committee, Rutan
    - ii. Educational Policies Committee, Beach
    - iii. Equity and Diversity Action Committee, Davison
    - iv. Relations with Local Senates Committee, Eikey
    - v. Standards and Practices Committee, Freitas
    - vi. Transfer, Articulation and Student Services Committee, Beach
  - B. Liaison Reports**
    - i. California Community Colleges Curriculum Committee (5C), Rutan
    - ii. IEPI Advisory Committee Meetings, Bruno

- iii. IEPI Executive Committee, Bruno
- iv. Telecommunications and Technology Advisory Committee Retreat (TTAC), Freitas

**C. Senate and Grant Reports**

**VII. ADJOURNMENT**



## Executive Committee Agenda Item

<b>SUBJECT: Calendar</b> •Upcoming 2017-2018 Events •Reminders/Due Dates •2017-2018 Executive Committee Meeting Calendar		Month: Sept. 29-30	Year: 2017
		Item No. I D.	
		Attachment: YES	
<b>DESIRED OUTCOME:</b>	Inform the Executive Committee of upcoming events and deadlines.	Urgent: NO	
<b>CATEGORY:</b>	Order of Business	Time Requested: 5 minutes	
<b>REQUESTED BY:</b>	Ashley Fisher	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>STAFF REVIEW<sup>1</sup>:</b>	Ashley Fisher	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Session Executive Meeting – Irvine – November 1, 2017**
- **2017 Fall Plenary Session – Irvine – November 2 – 4, 2017**
- **Executive Committee Meeting – Sacramento – December 1 – 2, 2017**

Please see the 2017-2018 Executive Committee Meeting Calendar on the next page for August 2017 – June 2018 ASCCC executive committee meetings and institutes.

#### Reminders/Due Dates

##### **October 6, 2017:**

- Presenter list and breakout descriptions due to Erika@asccc.org for Fall Session.

##### **October 13, 2017:**

- Agenda items for November 1 meeting
- Reports
- Action Tracking updates
- Area Representatives to update Area Meetings page on the ASCCC website

##### **November 14, 2017:**

- Agenda items for December 1-2 meeting
- Reports
- Action Tracking updates

##### **December 31, 2017:**

- Rostrums due to Julie Adams

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

## REGIONAL MEETINGS DATES

### DATES

September 15/16 – OER Regional

\*September 22/23 – CTE Regional

October 20/21

\*October 27/28 – Civil Discourse

\*November 17/18 – Curriculum

February 9/10 – OER

February 16/17

\*March 9/10 – CTE Regionals

March 30/31

April 6/7

April 27/28

\*Approved

## **Academic Senate**

**2017 - 2018**

### **Executive Committee Meeting Agenda Deadlines**

#### **Reminder Timeline:**

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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
August 11 – 12, 2017	July 25, 2017	August 1, 2017
September 7 – 9, 2017	August 21, 2017	August 28, 2017
September 29 – 30, 2017	September 12, 2017	September 19, 2017
November 1, 2017	October 13, 2017	October 20, 2017
December 1 – 2, 2017	November 14, 2017	November 21, 2017
January 12 – 13, 2018	December 26, 2017	January 2, 2018
February 2 – 3, 2018	January 16, 2018	January 23, 2018
March 2 – 3, 2018	February 13, 2018	February 20, 2018
April 11, 2018	March 23, 2018	March 30, 2018
June 1 – 3, 2018	May 15, 2018	May 22, 2018





Action Item	Month Assigned	Year	Orig.	Assigned To	Due Date	Completed/Incomplete	Month	Year	Status/Notes
SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
TASSC Survey on Services for Disenfranchised Students	August	2015	V. M.	Beach	December	In Progress			The committee established a task group to review the survey in greater detail and to discuss what actions, if any, could be taken to accomplish part or all of the resolution. The chair will coordinate the first meeting.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
Guidelines for Local Senate Visits	November	2016	IV. G	Elkey	January/February	Complete			Developed "Local Senate Visits Short and Long Range Plan," which was approved by ASCCC Executive Committee, March 3-4, 2017. The local senate visiting form, cover letter, and topics will be updated. RwlS will develop a menu of topics available to local senates. The RwlS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			The Operational Committee will agendize this policy.
A2Mend	June	2017	II. D.	Davison	October	Assigned			EDAC will bring back a recommendation about how to partner with A2Mend in the future.
Periodic Review Report Recommendations Spring Session Resolutions	June	2017	II. F.	Adams	January/February	In progress			Adams will either implement or facilitate the actions as noted by the PRC
Resolution Handbook	June	2017	II. H.	Chairs	September	Assigned			The Accreditation and Curriculum Committee chairs will solicit members to serve on a task force to address Resolution 9.01 S17.
Non-credit Summit	June	2017	IV. C	Freitas	November/April	Assigned			When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.
Regional meetings	June	2017	IV. D.	Committee chairs	September - March	Completed			This event will be collaborated with the CTE Leadership Institute and Adult Education.
Leadership Survey	June	2017	IV. F.	Adams	September	Completed			In fall, the ASCCC Standing Committees will discuss whether or not to hold a regional meeting in topics to be determined.
ASCCC Professional	June	2017	IV. L	Aschenbach	June/September	In progress			Committee chairs have identified regional meeting dates.
ASCCC Professional	June	2017	IV. L	All chairs with an event	September	Completed			The survey was passed out at the Faculty Leadership Institute. The RwlS Committee will review the survey summary and determine if another survey should be sent to the SP listserv.
ASCCC Professional Development	June	2017	IV. L	Beach	September	Completed			The RwlS requested that the survey be sent to the senate presidents. 1) The FDC will discuss at its first meeting topics for the PDC, review 2) Committees holding an event will discuss possible options for At the September 7-9 Exec meeting the Exec committee reaffirmed the decision to suspend the Academic Academy. The Transfer, Articulation, and Student Services Committee will explore other avenues for providing professional development to student services faculty.

Executive Committee Participation at Events	June	2017	IV.M	Adams/Bruno	September	In progress			A policy will be brought back to a future meeting for consideration for approval. The policy is on the September 8 - 9 agenda for consideration. The policy will go to the Operational Committee for revision based on recommendations at the September 8th Executive Committee meeting.
Publications Guidelines	August	2017	III. F.	Adams	November	Assigned			Adams will bring the "Other Official Documents" to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.
Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.
August 11-12, 2017 Meeting Minutes	September 7-9	2017	II. A.	Adams	September 29-30	Completed			The August minutes will be revised to reflect that the Executive Committee participated in a presentation on crucial conversations and return to the next meeting for approval.
EDAC Regionals	September 7-9	2017	II. B.	Adams	October	Completed			The EDAC Regional meeting schedule posted on the website.
Policy for Executive Committee Members Attending Events	September 7-9	2017	II. C.	Adams	November	Assigned			The policy for Executive Committee members attending events will return to the Operations Committee for clarification and return to a future meeting for approval.
Foundation Bylaws	September 7-9	2017	II. D.	Adams	November	Assigned			The Foundation Bylaws as amended have been posted on the Foundation website. Adams will contact the ASCCC attorney to explore actions to address possible conflict of interest of directors who serve on both the ASCCC and the ASFCCC.
Legislative Update	September 7-9	2017	IV. A.	Stankas/Bruno	September	Completed			A letter of opposition of AB 705 sent to the governor addressing our concerns.
Fall Plenary Planning	September 7-9	2017	IV. B.	Adams	October	Completed			The preliminary program posted on the website and circulated to the field. Start will begin seeking locations for the event with Riverside Convention Center as the first option.
Collaborative Institute	September 7-9	2017	IV. C.	Adams	January/February	Assigned			A subgroup of the CTE Leadership and the Noncredit Committees will be formed with the addition of representatives from 3C-SN, the Chancellor's Office, and ACCE to plan the event. Event marketing will begin once the event location is identified and registration is open.

# LOCAL SENATE CAMPUS VISITS

## 2016 – 2018

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
<b>AREA A</b>					
American River	Executive Committee Meeting	9/30/16			
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison	05/12/17	Butte Chico Center/ Curriculum Streamlining Workshop
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	IEPI PRT Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting

San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the Shasta					
Sierra					
Siskiyou, College of the Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
<b>AREA B</b>					
Alameda, College of Berkeley City	Bruno	11/21/16			Collegiality in Action
Cabrillo	Davison	4/28/17			Curriculum Streamlining Workshop
Cañada					
Chabot	Smith	3/21/17	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/17			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley					
Foothill	Executive Committee Meeting	3/3/17			
Gavilan					
Hartnell					
Laney	May	3/6/17	Corrina Evelt		District (PCCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives
Los Medanos					
Marin, College of	Davison	3/17/17			Curriculum Streamlining

Mendocino									
Merritt	Davison	3/17/17							Curriculum Streamlining
Mission	Davison/Freitas	12/08/16							Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16							Local Visit
Napa Valley	Beach	11/14/16							IEPI RPT Team Member
Ohlone									
San Francisco, City College of	Davison	3/8/17							Technical Curriculum
San José City	Davison	5/24/17							Curriculum Streamlining Workshop
San Mateo, College of									
Santa Rosa Junior	Beach	12/21/16							EDAC Strategic Plan Meeting
	Lorraine Slattery-Farrell and Sam Foster	3/10/17							MQ
Skyline	Davison/Beach/LSF/McKay/Crump	10/21/16						John Stankas BDP Articulation	Curriculum Regional Meeting
Solano	Stankas/McKay/Smith/Davison	10/14/16						Rutan BDP Accreditation	Area B Meeting
West Valley	Davison Aschenbach	11/8/16 12/07/16							Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit Task Force

<b>AREA C</b>									
Allan Hancock									
Antelope Valley									
Canyons, College of the	Freitas/Stankas	10/21/16							MQ & Equivalencies Presentations
Cerritos									
Citrus									
Cuesta									
East LA	Freitas/Foster/Bruno	3/25/17							Area C

El Camino	Executive Committee Meeting	2/3/17					
Compton College	May/Roberson	8/25/17					Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery-Farrell	6/9/17			Accreditation Committee Noncredit Committee Mtg. Curriculum Workshop
LA District	Davison	3/10/17					TOP Code Alignment
LA City							
LA Harbor	Rutan	5/5/17					
LA Mission							
LA Pierce							
LA Southwest							
LA Trade-Technical	Smith	10/21/16					Formerly Incarcerated Regional Meeting
LA Valley Moorpark							
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/17			Curriculum Regionals Dual Enrollment Toolkit Curriculum Assistance
Oxnard							
Pasadena City	Foster/Freitas	11/15/16					Area C Meeting
Rio Hondo							
Santa Barbara City							
Santa Monica							
Ventura	Freitas	4/2/2016					Area C Meeting
West LA							

<b>AREA D</b>							
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery- Farrell/Stanskas	8/29/17			Area D Meeting Technical Visit

Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/17			MQ Regional
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16			SLO Presentation
Golden West					
Grossmont					
Imperial Valley	Beach	4/7/17			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17			Curriculum Streamlining Workshop
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Ed. Pol.
Moreno Valley	McKay/Stanskas	1/27/17	Online Ed Committee		
Mt. San Jacinto					
Norco					
North Orange - Noncredit					
Orange Coast					
Palo Verde	Rutan	8/31/17			Top Code Alignment
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	MQ South Regional Meeting
Saddleback	Davison	3/15/17			Curriculum Streamlining Workshop
San Bernardino Valley	Executive Committee Meeting	9/9/16			Curriculum Tech Visit
San Diego City					

San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stankas/A. Foster	5/2/17	Area D Meeting Top Code Alignment
San Diego Mesa	Davison/Rutan	5/22/17			Tech. Visit Curriculum Streamlining Workshop
San Diego Miramar Santa Ana	Beach	8/23/17			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					





## **EXECUTIVE COMMITTEE MEETING**

**August 11 – 12, 2017 Minutes**

*The Inn at the Tides, Bodega Bay*

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

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

President Bruno called the meeting to order at 2:15 p.m. and welcomed members.

J. Adams, C. Aschenbach, R. Beach, D. Davison, R. Eikey, S. Foster, J. Freitas, G. May, C. McKay, L. Parker, C. Roberson, C. Rutan, L. Slattery-Farrell, and J. Stankas.

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

**MSC (Rutan/McKay) to approve the August 11-12, 2017, meeting 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.*

No public comment.

#### **D. Calendar**

Members were updated on deadlines.

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

Members were asked to review the Action tracking and update as necessary.

#### **F. Local Senate Visits**

Members were asked to update the local senate visits.

#### **G. Dinner Arrangements**

Members discussed dinner arrangements.

### **II. CONSENT CALENDAR**

**A. June 1 - 2, 2017 Meeting Minutes, Davison**

**B. Emergency Leadership Transition Plan, Adams**

**C. Awards Handbook Update, Freitas**

**D. Revisions to Policy 70.0 Membership, Adams**

**E. OER Task Force Regional Meetings and Webinars, Dillon**

**F. Publications Guidelines, Adams**

**G. Guided Pathways Liaison Expectations, Roberson**

**H. Accreditation Institute, May**

**I. Addition of Curriculum Specialist to the Curriculum Committee, Rutan**

**Item F, H, and I were removed from the Consent Calendar.**

**MSC (Freitas/Beach) to approve the consent calendar as amended.**

**F. Publications Guidelines, Adams**

Members discussed the Publications Guidelines and suggested changes. It was noted that the “Other Official Documents” section was incomplete because white papers were not addressed. Additionally, the “Other Documents” section might also address the ASCCC Foundation research papers as well as committee charges. Members suggested other minor changes. A recommendation was made that since these guidelines were developed a few years ago and most of the information is complete, the Executive Committee might consider approving the guidelines without the “Other Documents” section. By consensus, the “Other Documents” section will be removed for further refinement.

**MSC (Freitas/Davison) to approve the Publication Guidelines with suggested edits and the remove the section titled “Other Official Documents.”**

**Action:**

Adams will bring the “Other Official Documents” to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.

**H. Accreditation Institute Pre-session**

May informed members that the ACCJC has agreed to be a sponsor for this year’s Accreditation Institute and will donate \$3,000 to the event. They have also requested to hold a pre-session prior to the institute and they will cover all costs associated with the pre-session. The pre-session will have two breakout sessions dedicated to training new evaluators and accreditation liaison officers. A suggestion was made to communicate to faculty what it means for them to attend the pre-session and include that there is no guarantee that they will be appointed to serve on a team.

**MSC (Slattery-Farrell/McKay) to approve adding a pre-session to the Accreditation Institute.**

**I. Addition of Curriculum Specialist to Curriculum Committee**

Members inquired about how the Curriculum Specialist would be selected. It was suggested that the California School Employees Association or the CFT Guild be contacted to ensure we are not entering into a union issue. It was suggested that we should contact the Classified Senate for an appointment to raise their statewide visibility. By consensus, Rutan will express to the CIO Board our interest in adding a Curriculum Specialist to the Curriculum Committee and seek their advice about who should make such an appointment.

**MSC (Freitas/Davison) to approve the addition of a Curriculum Specialist to the Curriculum Committee.**

### **III. REPORTS**

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

Bruno informed members that she chaired her last meeting of ICAS in June. CSU will chair the group next year. At the June meeting, the Department of Finance and the Legislative Analyst Office updated members on the higher education section of the governor's budget and provided background about the actions in the May Revise. UC and CSU raised concerns with representatives about the governor's actions. The CCC expressed gratitude for the inclusion of \$1 million one time funds to support the C-ID system as well as including the local academic senate sign off on the Guided Pathways Award Program. ICAS approved many of the changes to the IGETC standards as recommended by the ICAS IGETC Standards Committee. However, ICAS did not approve the recommendation to modify the standards related to the inclusion of online Communication Studies courses to fulfill the oral communication requirement since it was not clear that Communication Studies faculty had been consulted during the revision process.

Bruno informed members that IEPI has made significant changes to their advisory groups. The Policies, Practice, and Procedures Advisory Group changed their focus to recommending changes to statute and regulations, eliminating regulations or laws that do not function well, and making additions where necessary. The Applied Solution Kits (ASKs) will now be housed in the Professional Development Advisory workgroup. The Indicators workgroup is dealing with key performance indicators for Guided Pathways, which will measure colleges progress on instituting Guided Pathways. The Technical Assistance group, which handles the partnership resource teams, is discussing how to partner with ACCJC. A new ASK has been created on Change Leadership that is planning a conference on October 5 and 6 to discuss leadership and change. Bruno is on the advisory group for this ASK and Executive Vice Chancellor Laura Hope is the chair.

Bruno and Adams met with Lark Park from the Governor's Office to discussed UC Transfer Pathways, C-ID, incarcerated students, CTE minimum qualifications, and AB 705 (Irwin). Park was very supportive of the efforts of ASCCC.

The Curriculum and Part-time Faculty Leadership Institutes had a great response from attendees. Bruno thanked the chairs and the committee members for all their work in planning and executing the institutes. The ASCCC would like to hold another Part-time Faculty Leadership Institute. Faculty were grateful for the opportunity.

Bruno provided an update on the ADT intermediate algebra C-ID issue. Several ASCCC representatives had a good meeting with representatives from the CCC Chancellor's Office, the CSU Chancellor's Office, the CSU Academic Senate, and the California Acceleration Project. CSUs recently announced that a revision of Executive Order 11000 is underway and that there will be changes to the quantitative reasoning requirements. These changes will need to be factored into future discussions.

Adams is serving on the History Project Task Force and has been working on locating past leaders in the California community college system and sending them a survey to inform the ASCCC history project. She suggested that members read the *Rostrum* article on this topic for more background information.

She has had a conversation with 4CG—a group comprised of counselors. They would like to partner with ASCCC in some capacity and is working on a proposal for the Executive Committee to consider.

Adams spoke with California Department of Corrections and Rehabilitation (CDRC) about partnering with the ASCCC to create developmental education curriculum in English and math that would be self-paced noncredit courses available in prisons throughout California. They are interested in getting students to be college ready so that they are better prepared to take colleges courses offered in prison, which would then move them closer to an AD-T and bachelor degree. Students who take these courses would have time reduced from their sentence so there is incentive for inmates to participate. This Fall, ASCCC will be identifying faculty to assist.

Adams informed members that staff is working with a marketing firm to develop marketing materials for ASCCC and C-ID. The plan is to focus on explaining who we are, what we do, and why people should care.

Adams attended the CTE Data Unlocked meeting. During the meeting, it was announced that Vice Chancellor Ton-Quinlivan has hired a consultant who will be evaluating the CCC MIS Systems and providing recommendations about where improvements can be made. She noted that Launchboard will be built into the MIS data not only for CTE but for all data.

Adams met with Rock Pfothenauer, Molly Smith, and Kim Shank regarding C-ID CTE and how to better work with the regional consortium and Sector Navigators to build capacity for C-ID CTE. The conversation centered on how C-ID might consider developing the skills and competencies needed for certificates and awards rather than descriptors or model curriculum. In other words, C-ID would work with faculty and industry to identify the skills and competencies students should have to receive a certificate or award. This would fulfill 5 or 6 strong workforce recommendations.

Adams has been working with faculty to finalize the course for those who might be interested in teaching in prisons. The course should go live by the end of the month. Faculty from Cosumnes River and Folsom have volunteered to critique the course and provide feedback. The module for those volunteering to serve on our committees has been completed and will be sent to all volunteers. She reminded members that volunteers will be asked to certify that they understand their roles and responsibilities of serving on behalf of an Academic Senate. A basic skills course has been completed and will be available soon for feedback from discipline faculty.

Adams reported on operational changes:

- Ashley Fisher was hired as the new Executive Assistant and Veronica Rey as an Administrative Assistant whose main responsibilities is handle faculty appointments.
- The ASCCC office no longer has a conference room as it has been converted to office space for additional staff. However, there are commuter desks available for Executive Committee members who need a space to work while in Sacramento. If committee chairs would like to hold a meeting in Sacramento, ASCCC can make arrangements for meetings at the Chancellor's Office. Otherwise, committee chairs should consider holding meetings at colleges.
- Adams has been working with Associate Director Mica to transfer operational responsibilities to her. This has been successful and more responsibilities will be transferred in the future.
- The accounting function has been transferred from the Tax Office (external accounting firm used by ASCCC) to an in-house controller, Alice Hammar. The transition has already improved some processes.
- Staff has begun preparations for the audit, which will take place the third week in September.
- Adams and staff are working on a Communications Plan, which will come to the next meeting for consideration.

**B. Foundation President's Report**

Rutan informed members that the Foundation meets on August 25, 2017, with new members of the Foundation Board. The Executive Committee membership is Freitas as Secretary, Aschenbach as Treasurer, McKay as Director, and Julie Adams Executive Director. He anticipates that the Board will need to hold elections at the Fall Plenary Session for up to three new board members. The Foundation did not meet over summer so there is nothing new to report since the last report in May.

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

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

No liaisons present.

**IV. ACTION ITEMS**

**A. Legislative Update**

The Executive Committee was updated on recent legislative activities.

**B. 2017 – 2018 Budget**

Adams presented the 2017 – 18 budget as recommended by the ASCCC Officers. She reminded members that their role as board members is to ensure that the ASCCC is fiscally sound and she provided the balance sheet and income statement to assist them in making such as a determination. Adams instructed members on how to read the reports and answered questions. The ASCCC is fiscally sound based on the positive balance sheet snapshot, which shows that net assets of \$265,478 as of June 30<sup>th</sup>. She then provided members with information about funding sources – both

discretionary and non-discretionary -- such as the governor's grant, other grants, event revenues, membership dues, and other sources.

Members discussed the budget for Executive Committee and committee work. A comment was made that it would be beneficial if the committee chairs could understand how their committee expenses impact the budget line item in an effort to help control expenses. Adams committed to highlighting the budget line items each quarter to empower Executive Committee members in assisting to control the budget items.

Members discussed the policy on reserves. Currently, the policy requires the Executive Director to recommend a reserve amount that equals six months of operating expenses. Adams recommended that \$650,000 for reserves would cover costs such as staff (benefits and taxes) and other operational costs (rent, leases, etc.) However, there is only \$478,000 reserves in the current proposed budget to cover the operational costs. Thus, reserves will need to be built over time to reach the \$650,000.

**MSC (Davison/Foster) to approve the 2017 - 2018 budget as presented.**

**C. Committee Appointments**

The Executive Committee discussed committee appointments. An analysis was conducted of the current pool of applications in comparison of the committee members appointed. The committee appointments are representative of the pool. However, members recognized that there is a need to improve the recruitment of diverse faculty if the ASCCC is to realize a more diverse committee representation. By consensus, members will increase activities to recruit more diverse faculty to serve.

**MSC (May/Slattery-Farrell) to approve committee appointments as presented.**

**D. Committee Priorities**

Members were provided with suggested committee priorities based on adopted resolutions, Strong Workforce Program recommendations, and ASCCC Strategic Plan goals. Adams reviewed the actions of last year's committees and made recommendations for each priority. The purpose of this activity is to provide the committees with direction on priorities as well as to report to the body in a timelier manner. Bruno requested that each committee member discuss the priorities and possible actions with their committees and report back to Bruno and Adams with recommendations on how the priorities and actions will be accomplished. In addition, members were asked to insert comments (in the plan column of the committee spreadsheets) that can be used to show the progress of the work on the resolutions on the ASCCC website.

**MSC (May/Freitas) to approve committee priorities.**

**Action:**

Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.

**E. Fall Plenary Planning**

The Executive Committee discussed themes and keynote speakers for Fall Plenary Session. Bruno suggested “Change” as the theme for the Fall Plenary.

**MSC (Freitas/Slattery-Farrell) to approve “Change” the theme for the Fall Plenary Session.**

**V. DISCUSSION**

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

Bruno reminded members that the newly appointed Executive Vice Chancellor (EVC) – Laura Hope – submitted a written report since she was unable to attend the meeting. In the report, EVC Hope requested feedback on the Title 5 changes on Excused Withdrawal. The language was originally drafted to address incarcerated students and their release from prison that might impact their ability to complete a course. However, concerns were raised that such a symbol would identify the student as formally incarcerated. Additionally, there are other instances where a student may need to withdraw from a class for circumstances outside of his or her control such as when transferring to a job outside of the area of the college. Members discuss how the new symbol may be implemented by colleges and the need to have appropriate documentation or evidence to prove the hardship (i.e., death in the family, transfer for job). Such a requirement may put pressure on the instructor to gather the information. Members agree that it is important to support students who are dealing with such issues so that such circumstances do not set up barriers that keep students from attaining their educational goals. Bruno will share the concerns with Executive Vice Chancellor Hope.

**B. Board of Governors/Consultation Council**

The Consultation Council observed a presentation on hate crimes of undocumented students and how community colleges may create policies and procedures addressing this issue. It was noted in the meeting that colleges have not created policies or procedures in this area but will need to determine how to reach students and document incidents.

The chair of the CEO Board, Brian King, updated the Consultation Council on the work with ACCJC and the Chancellor’s Office Accreditation Workgroups. King indicated that the CEO workgroup is considering staying with ACCJC rather than identifying another accrediting agency to accredit California community colleges. The faculty organizations and others were concerned that the decision to stay with ACCJC would not serve the purpose of having one regional accreditor and would like to have more conversations about the decision.

The Consultation Council discussed the Board of Governor’s proposed Strategic Vision and Legislative update and a change to the name of the Board of Governors Fee Waiver to College Promise Grant.

Bruno updated members on the recent Board of Governors meeting on July 17. The Board accepted Chancellor Oakley’s Strategic Vision report which will guide the work of the California Community College System for the next three to five years.



### **C. Vision for Success**

Members were informed that the Chancellor's Office Vision for Success goals were accepted, not adopted, by the Board of Governors. The Vision for Success will be on the Board's September meeting agenda for action. The Chancellor's Office Vice Chancellors Rodriguez and Metune will hold a joint meeting to discuss with system partners the upcoming budget and legislative priorities for California community college. In the past, the budget and legislative priorities were held separately. The message from the Chancellor is that all budget and legislative priorities will be aligned with the Vision for Success guidelines and goals. Bruno asked for members to share ideas regarding what budget and legislative priorities the ASCCC might propose.

### **D. Guided Pathways**

Bruno informed members that the ASCCC has entered into a partnership with Career Ladder Project and Research and Planning Group to facilitate the Guided Pathways Award Program across California community colleges. An advisory group will be formed as well as a group to develop the tools and one to develop the content. Colleges are not required to implement guided pathways; however, the Vision for Success included the expectation that all colleges will implement guidelines related to guided pathways. The ASCCC will continue to ensure that it is supporting local senates as they explore the framework and decide whether or not to implement guided pathways. An Applied Solution Kit (ASK) will be developed through IEPI. The work in this area is moving really fast. Bruno stated that this will be a standing agenda item until further notice.

### **E University of California Transfer Pathway Degree Pilot**

Stankas updated members on the current status of the pilot project between C-ID and UC Transfer Pathways in chemistry and physics. C-ID and UC faculty met to discuss how to create a pathway for students that would result in a guarantee of UC admissions in the discipline. An agreement has been reached with the discipline faculty that students in chemistry or physics pathway can complete the IGETC pattern minus four classes and be awarded an associate degree. This would meet the CCC Title 5 requirements for GE pattern. Students would need to meet a certain GPA determined by UC to be guaranteed into the UC system. A Chancellor's Office template will be out by the middle of September to guide degree development at colleges. Currently, C-ID staff is working with the Chancellor's Office to complete the template. There is a MOU being worked on between our Chancellor's Office and the UC Office of the President. The final GPA numbers should be available by the end of August from the UC faculty.

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

### **a. Standing Committee Minutes**

- i. Part-time Committee Meetings, Adams

### **b. Liaison Reports**

- i. California Community Colleges Curriculum Committee (5C), Davison



- ii. Chancellor's Office Workgroup on Credit for Prior Learning, Davison
- iii. CTE Data Unlocked, Stankas
- iv. Library & Learning Resources Program Advisory Committee, Crump
- v. OER Task Force Meetings, Dillon
- vi. Institutional Effectiveness Partnership Initiative (IEPI): Policies, Practices, and Procedure Workgroup Meeting, May
- vii. Chancellor's General Education Advisory Committee, May
- viii. CIO Executive Board Meeting, Davison
- c. **Senate and Grant Reports**
  - i. C-ID Advisory Committee, Adams
  - ii. Intersegmental Curriculum Group (ICW), Adams

## **VII. ADJOURNMENT**

Adjourned at 5:35 p.m.

On Saturday, the Executive Committee participated in a presentation on crucial conversations facilitated by Dr. Veronica Neal.

Respectfully submitted by  
Ashley Fisher, Executive Assistant  
Julie Adams, Executive Director  
Dolores Davison, Secretary



**EXECUTIVE COMMITTEE MEETING**  
**September 7, 2017 to Saturday, September 9, 2017**  
*Residence Inn Downtown Marriott, Sacramento*

On Thursday, September 7, 2017, the Executive Committee participated in presentations on their role as directors on a nonprofit board and succession planning for the executive director position.

**I. ORDER OF BUSINESS for Executive Committee meeting Friday, 8 September 2017**

**Roll Call**

President Bruno called the meeting to order at 9:30 a.m. and welcomed members and guests.

J. Adams, C. Aschenbach, R. Beach, D. Davison, R. Eikey, S. Foster, J. Freitas, G. May, L. Parker (Saturday only, via Zoom), C. McKay, C. Roberson, C. Rutan, L. Slattery-Farrell, and J. Stanskas.

Guests: Gregory Anderson, CIO Liaison; Dave Dillon, Grossmont College, OER Task Force Chair; Laura Hope, Executive Vice Chancellor, CCCCCO; and Troy Myers, FACCC Liaison.

**A. Approval of the Agenda**

**MSC (Freitas/Slattery-Farrell) to approve the agenda as presented.**

**B. 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.*

No public comment.

**C. Calendar**

Members were updated on deadlines. Adams provided the due dates for the *Rostrum* for the entire year which are September 22, December 31, and March 5.

**D. Action Tracking**

Members were asked to review the Action Tracking and update as necessary. Adams noted that the Action Tracking as well as the Committee Priorities spreadsheets are now in the LiveBinder for members to update.

**E. Local Senate Visits**

Members were asked to update the local senate visits table.

**F. One Minute Accomplishment**  
Members shared a one-minute accomplishment.

**G. Dinner Arrangements**  
Members discussed dinner arrangements.

**II. CONSENT CALENDAR**

**A. August 11-12, 2017 Meeting Minutes**

**B. EDAC Regionals**

**C. Policy for Executive Committee Members Attending Events**

**D. Foundation Bylaws**

**Items A, C, and D were pulled from the consent calendar.**

**MSC (May/Freitas) to approve the consent calendar as amended.**

**A. August 11 – 12, 2017 Meeting Minutes**

The minutes were pulled because the presentation on Crucial Conversations with Veronica Neal was missing from the minutes. This will be added to the minutes and returned to the next meeting for approval.

**C. Policy for Executive Committee Members Attending Events**

Members asked for clarification on whether or not the Executive Director role should be clearly defined or is it covered sufficiently by the reference to all Executive Committee members. The Operations Committee to clarify.

**MSC (Davison/Beach) to return the policy to the Operations Committee to clarify whether or not the appointments should be approved by the Board versus the President, the role of the Executive Director at events, and whether or not the President should collaborate with the Executive Director on presenters at events.**

**D. Foundation Bylaws**

Members discussed the Foundation Bylaws. It was noted that Item 5.3 is no longer needed given that the Foundation now holds elections. Members also discussed how members should respond if a possible conflict of interest is identified by being elected to the ASCCC Board and appointed to the ASFCCC Board. By consensus, Adams will discuss with the ASCCC attorney about how directors should address such conflicts if discovered.

**MSC (Slattery-Farrell/Aschenbach) to strike Item 5.3 of the Academic Senate for California Community Colleges Foundation bylaws.**

**Action:**

A. The August minutes will be revised to reflect that the Executive Committee participated in a presentation on crucial conversations and return to the next meeting for approval.

B. The EDAC Regional meeting schedule will be posted on the website.

C. The policy for Executive Committee members attending events will return to the Operations Committee for clarification and return to a future meeting for approval.

D. The Foundation Bylaws as amended will be updated on the Foundation website. Adams will contact the ASCCC attorney to explore actions to address possible conflict of interest of directors who serve on both the ASCCC and the ASFCCC.

### **III. REPORTS**

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

Bruno informed members that the Chief Executive Officers Workgroups on accreditation will report to the Board of Governors. She reminded members that there are two workgroups. Workgroup I was tasked with evaluating ACCJC's structure, functioning, and relations, and suggesting improvements. Workgroup II was to facilitate communication between accreditors and institutional members and develop a regional accreditation model that aligns all higher education segments. There have been reports that there is a softening of support among CEOs to move to one regional accreditor for all higher education segments. More information will be available after the Board meeting.

Bruno reported that the Chancellor's Office work on apprenticeship regulations continues; however, it is unclear where the Chancellor's Office is in making any recommendations to the Board of Governors.

At its upcoming meeting, the Board of Governors will discuss the Budget and Legislative Requests. The request reflects the funding and policy priorities necessary to advance the goals outlined in the strategic vision. The following are the priorities:

- Base increase of \$200 million;
- Place holder for Flex Learning Options for Workers to expand online learning for students;
- Resources for full-time hiring (\$75M) and part-time support (\$25m);
- Resources for Professional Development (\$25m)
- Resources for Basic Skills Transformation grants (\$25m);
- Resources for College Promise programs to assist students transitioning from high school to community college (\$25m);
- Financial aid that reflects the total cost of attendance to help students' success; and
- Support for a culture of data-informed decision-making for adult education.

Bruno encouraged members to review the Board of Governors agenda item found on the Chancellor's Office website.

The Chancellor's Office continues the process of evaluating the work of Common Assessment Initiative. The evaluation report is due today and will be presented to Deputy Chancellor Skinner on Wednesday. Rutan reported on the current

challenges and possible timeline of when the test will be released. More information will be forthcoming.

Bruno informed members that the IEPI Change Leadership Summit is scheduled for October 5 – 6, 2017 in Southern California. The summit is intended to bring forward thoughts, skills, and knowledge to the field on leadership in a time of significant change to the CCC system and our colleges.

The ASCCC has put structures in place make progress on the Strong Workforce Recommendations that fall within our purview. Three taskforces have been formed under the Standards and Practices Committee. The taskforces will work on the following: 1) develop an Equivalency Toolkit including developing a white paper on the equivalency process; 2) develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships; and 3) explore the development of subdisciplines to address the minimum qualifications in disciplines that are having difficulty in finding qualified faculty to teach all the sections of discipline but might find faculty with particular skills to teach one section. For example in agriculture, a faculty might not be able to teach all courses in ag but could teach in husbandry.

Governor Brown sent the Chancellor a letter recommending that the CCC create a fully online college. The Chancellor formed a taskforce -- Flex Learning Options for Workers (FLOW) – to address how best to accomplish this request. Aschenbach, Pilati, and a distance coordinator from Lake Tahoe have been appointed to this group.

The Workgroup on Regulations (often referred to as the “Sacred Cow” workgroup) was formed under Chancellor Brice Harris to address the FON, 75/25 ratio, and the 50% law. The Workgroup will begin to meet again this fall in an effort to accomplish its goal by the end of the academic year. The group established baseline agreements before the work stopped. For example, the group agreed that counselors and librarians should be part of the instructional side of the 50% law and might be included with an increase in the percentage. Bruno noted that the proposal that the workgroup developed last year was included in the March 2016 Consultation Council agenda and encouraged those interested to review the attachment to the item.

Adams reported that she and Bruno met with Executive Vice Chancellor Hope to discuss C-ID, UC Transfer Pathways MOU, and military prior learning. The ASCCC has agreed to research national and statewide efforts to recognize military prior learning on California community colleges.

Adams acknowledged that there is an item on guided pathways later on the agenda but commented that the work on Guided Pathways has been all consuming with weekly calls, regular meetings, numerous emails, and other work related to recruiting faculty.

Adams reported on C-ID and a change in how C-ID will address CTE. She has had several conversations with regional consortium representatives and sector navigators regarding refocusing the C-ID CTE work from the development of descriptors and model curriculum to working with industry to develop the competencies and skills needed for students who receive a certificate. The Model Curriculum Workgroup discussed the concept and was in agreement with the modification in how C-ID addressed CTE. Adams attended the Sector Navigators meeting to present the new direction, which was well received by the group. A pilot has been scheduled in October for medical assisting.

Adams and Aschenbach had a conversation with the Chair Academy regarding the potential to offer leadership training to CCC. Adams was approached by a dean at Golden West College regarding the potential to offer training to CCC department chairs, who he felt most of the time did not receive coordinated professional development prior to assuming the role. During the conversation, the dean introduced Adams and Aschenbach to a representative of the Chair Academy (<http://www.chairacademy.com/>), which is an organization that offers leadership training to community colleges. Both Adams and Aschenbach felt that their proposal was worthy of consideration and will discuss the idea with the Faculty Development Committee prior to bringing it to the Executive Committee for consideration.

Adams informed members that she has discussed with 3CSN an augmentation of the LACCD grant. In negotiating with 3CSN, they have agreed to hold the Part-time Leadership Institute for 2018 and to provide \$75,000 to the noncredit event. She will revise the contract and update the budget to recognize this change.

Adams noted that she attended a variety of other meetings such as the Chancellor's Office Legislative and Budget meeting, Technology Mapping meeting which discussed mapping technology against guided pathways, UC Transfer Pathways, Events, and Foundation meetings.

Adams updated members on operational issues. She, the Office Manager, and the Communications and Development Director attended the American Society of Association Executive conference for professional development. A report of the training will be forthcoming.

The ASCCC audit will begin the week of September 18, 2017. All the planning has been completed and staff is prepared for the audit.

Adams has been training staff to assume operational tasks, particularly the associate director to assume many of the high level operational tasks. Staff is also being trained on the ASCCC appointment process.

Adams is working on finalizing two Professional Development College courses. They are the courses on new faculty orientation and teaching incarcerated students. These courses should be posted next week.

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

Rutan noted that the Foundation Board of Directors is updating the Foundation's strategic plan, which will come to the Executive Committee for approval. He reminded members that the Foundation has three current research projects. One project, for which the Foundation is seeking \$175,000, is to fund research and the development of data-informed resources for effective practices in recruiting, hiring, and retaining faculty of color. A letter of interest has been sent to potential funders. The other two research projects approved by the Foundation Board of Directors and the Executive Committee are STEM interventions for CCC and K-12 teachers and Multiple Measures effective practices. The letters of intent should be developed this month.

The Foundation will hold elections for two positions on the Foundation Board. The terms were staggered so that there would only be one position each fall; however, one of the directors resigned because she became a dean so this year there will be two positions open. Rutan requested that the Area Representatives add to their Area meeting agenda an announcement about the open position. Staff will also be developing an announcement to go out via the listserv.

The Foundation approved an Area Competition for the Ostrich plaque, which will be opened on the first day of plenary session rather than prior to the Area meetings. By opening the campaign the first day of plenary, the Foundation Board hopes that other areas will be provided an opportunity to compete. Last year when the competition opened prior to the Area Meetings, Area D donated immediately and other areas could not catch up, which may have affected the competition. For this campaign, the Foundation Board has budgeted to exceed the \$4,000 amount received last year by \$2,000. There is also a campaign to increase the number of individuals who donate to the Foundation's 10 + 1 fund raising goal. Currently, the contributors are current or prior Executive Committee and a few faculty members. The Foundation Board would like to grow the number of people who donate on an ongoing basis.

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

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, CIO, FACCC, and the Student Senate.

FACCC Liaison Troy Myers informed members that FACCC has a new president--Adam Wetsman. Wetsman has decided that the FACCC liaisons will change based on location within the state to save travel funds. FACCC Board members in the north will go to Executive Committee meetings in the north and those in the south will attend meetings in the south.

Myers updated members on the FACCC activities and issues currently under discussion including their letter in support of Deferred Action for Children of Arrivals (DACA) students, the FACCC Board meeting is September 14<sup>th</sup> at Sacramento City, and other topics they are monitoring.



Gregory Anderson updated members on CIO activities. The CIOs are deeply concerned about the actions on DACA. The CIO Board is actively working on planning their conference.

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

##### **A. Legislative Update**

The Executive Committee was updated on recent legislative activities. Members discussed AB 705 (Irwin, July 19, 2017) in detail. In addition to submitting a letter of opposition to the Senate Education Committee in June, the president and vice president have been working with the author's office to address concerns of the faculty based on Resolution 6.04 S17. The author included language that addresses a student who might not need transfer level English and math but may instead be pursuing an educational goal which requires college level English or math. However, another issue with the language was discovered. The bill language may affect Title 5 §55003 regarding policies for prerequisites, corequisites, and advisories. This language could be interpreted to supersede current regulation regarding curricular processes for not only sequential courses in English or mathematics, but also courses in other disciplines that may have a remedial mathematics or English prerequisite. The author's office informed the president that their stakeholders were not supportive of any change to the legislative language and informed Bruno that the stakeholders supporting the language is the California Acceleration Project (CAP). Stanskas contacted the representatives of CAP and both parties came to an agreement about possible language that would address the ASCCC concerns and meet the needs of CAP. This language was provided to the author's staff for consideration.

The president requested, through the author's office, a legal opinion from Legislative Counsel regarding subsection 78213 (d)(2) to clarify how this section might interact with current Title 5 regulation. The author's office declined to seek an opinion from Legislative Counsel. The president also spoke with the Chancellor's Office Legal Counsel to seek similar interpretation. In conversations with legal counsel it was noted that if the legislation is signed by the governor, the ASCCC still has the opportunity to influence any Title 5 regulations that are needed to implement Education Code through 5C and the Board of Governors.

Recently, the president reached out to the author's office again as well as the consultant to the Higher Education Committee. Bruno requested that the author's office include a note to the journal stating the intent of the legislation to clarify points of concern. There was no response from the author's office but the president has heard from the consultant. The Executive Committee must decide if the ASCCC will send a letter to the governor opposing the bill.

There is a concern, expressed by CAP, that colleges are using assessment for placement results as a skill validation tool compared to the curriculum created by the college, instead of using assessment for placement results as a measure of where the student can be successful in the curriculum.

**MSC (Beach/May) to continue to oppose AB 705 (Irwin, July 19, 2017) by writing a letter to the governor in order to uphold our existing positions in resolution 9.05 F09 as well as our positions established through *Implementing Content Review for Communication and Computation Prerequisites and Student Success: The Case for Establishing Prerequisites through Content Review* paper.**

**Action:**

A letter of opposition will be sent to the governor addressing our concerns.

**B. Fall Plenary Planning**

The Executive Committee discussed possible keynote presentations and the preliminary program for the 2017 Fall Plenary Session.

**MSC (Freitas/Slattery-Farrell) to approve the 2017 Fall Plenary Session.**

**Action:**

The preliminary program will be posted on the website and circulated to the field.

**C. Collaborative Institute**

The Executive Committee discussed whether to offer a single, integrated institute in 2017-2018 in lieu of separate events for CTE Leadership and Noncredit. Historically, the ASCCC has held a CTE Leadership Institute for many years and recently held the first joint Noncredit Summit with the Chancellor's Office, Association of Community and Continuing Education (ACCE), and 3CSN. The Executive Committee also discussed at the May and June Executive Committee meetings adding an Adult Education Block Grant (AEBG) and CTE strand to a future Noncredit Summit. The chairs and seconds of the CTE Leadership and Noncredit Committees met to explore the option of combining both events and proposed a structure that would focus on integration of noncredit, CTE, and adult education into one event. Members discussed the pro and cons of holding an integrated event.

Concern was raised about whether or not the scale of the audience proposed of 500 is realistic given that this is a new event for the ASCCC. While we have held a CTE event, this would be the first combined event so we should be conservative regarding attendance expectation and budget. A question was raised about whether or not this event would compete with other events, particularly ACCE. The committees have reached out to colleges to determine interest in this new institute and the response has been positive and supportive.

Adams presented information regarding the budget. The current proposal is based on receiving \$150,000 from the Chancellor's Office--\$75,000 from Economic Workforce Division and \$75,000 from Basic Skills. Adams was able to negotiate the \$75,000 from Basic Skills. She shared with members what the costs to the attendees would be if we received \$75,000 or \$150,000. If only the \$75,000 is received then there would be a minimal cost to the attendees -- \$225 for early registration. If the additional \$75,000 is received then the costs for attendance

would be free or minimal. Adams presented this information to ensure that the Executive Committee had enough information to make an informed decision.

By consensus, a fee will be charged to attendees to cover the costs of holding the event since the ASCCC has received a \$75,000 subsidy for the noncredit summit through the Chancellor's Office. A request will be made to the Executive Vice Chancellor of Economic Development and Technology to subsidize a portion of the event. If the Chancellor's Office provides funding, then the registration fee could be reduced to a minimal fee.

**MSC (Rutan/Davison) to approve the Collaborative Institute with 400 attendees on May 4 – 5, 2017.**

**Action**

- Staff will begin seeking locations for the event with Riverside Convention Center as the first option.
- A subgroup of the CTE Leadership and the Noncredit Committees will be formed with the addition of representatives from 3CSN, the Chancellor's Office, and ACCE to plan the event.
- Event marketing will begin once the event location is identified and registration is open.

**D. OER Task Force – Report and Discipline Survey**

The OER Task Force Chair, Dave Dillon, updated members on the work of the OER Task Force. The task force has accomplished a number of tasks since formed in spring last year including the creation of an OER listserv, which has served as a great resource for gathering more information about OER, and conducted a need assessment. The needs assessment received 31 responses. As assumed, some colleges are doing well on developing OER materials while others are not. The most common responses to the needs assessment are as follows:

- colleges need help finding OER resources. Librarians are generally the ones who are charged to assist in this area and are doing a good job collecting the information;
- faculty want to use OER but their specific textbooks are not available or there is not enough time or funds to create the space for faculty to develop OER materials; and
- ancillaries' resources are a common need noted in the needs survey.

Dillon informed members that he is collaborating with the Chancellor's Office technical assistance providers for Zero Textbook Cost Degree (ZTC-Degree) to ensure that similar messages are provided and that overlapping events are coordinated. The technical assistance providers are also holding regional workshops and it will be important that the ASCCC coordinates its OER work with that of the ZTC-Degree. He then updated members on the planning for the ASCCC regional meetings, on the work of the task force members in archiving OER materials, and on the conversations surrounding the development of activities associated with professional development related to OER.

Members discussed the charge of the taskforce. The task force main goal is to develop a plan for how to address the needs of California community colleges related to OER. The plan should consider if we build a repository ourselves or use an existing repository such as Merlot and request modification to meet our needs. The taskforce should recommend to the Executive Committee a plan of action with supporting pro and con comments about what would be effective or not.

Dillon then shared with the Executive Committee a survey developed by the task force to gather information to assist with assessing the current use of OER and the associated challenges with that use. The results of the survey will inform the plan. Members provided feedback on the survey.

**MSC (Freitas/Roberson) to approve the survey as amended.**

**E. 2017-2018 Academic Academy**

The Executive Committee was updated on a conversation with the TASSC and EDAC representatives on offering an Academic Academy in 2017-2018. The last two Academic Academies were combined with EDAC and TASSC developing the program. TASSC members discussed the Academic Academy and commented that there is no event for counselors; however, they did not identify areas that would require an institute. The Executive Committee previously discussed the idea of holding regional meetings on the role of student services faculty in guided pathways. The Executive Committee has also supported the concept that counselor topics should be imbedded in all events.

One possible use of the Academic Academy might be in the area of math, quantitative reasoning, general education, and discipline specific conversations. The Executive Committee previously discussed the possibility of holding series of regional meetings in the spring focused on the recent changes in computational requirement of CSU. The president has sent a request to CMC<sup>3</sup> to develop a joint taskforce to address issues related to the changes in intermediate algebra by CSU. Pending their response, the ASCCC might consider using C-ID funds to facilitate such a discussion. This idea will be revisited after CMC<sup>3</sup> Board decision, GEAC meeting, and ICAS meeting.

It was suggested that TASSC consider getting involved with the California Collaborative Advising and Counseling Conference. An announcement was sent out requesting proposals for this event. Adams also noted that the 4CG has shared an interest in working with the ASCCC to hold a counseling event. Beach will explore possible involvement with the California Collaborate Advising and Counseling Conference and Adams will follow up with 4CG.

No action was taken on this item.

**F. ADT Course Substitution Paper**

The Executive Committee discussed the Course Substitution for Associate Degrees for Transfer (ADT) paper written by the C-ID Articulation Officers subgroup and suggested modifications. Last year TASSC did not meet and there was some

urgency to response to Resolution 9.11 S16, which required the ASCCC to “develop by Spring 2017 resources that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised.” Bruno asked the C-ID AO subgroup to begin drafting the paper with the understanding that once the paper was drafted it would be given to TASSC to be finalized.

The Executive Committee discussed whether or not the paper should be a white paper approved by the Executive Committee or an adopted position paper by the delegates. It was noted that the first paper on reciprocity was approved by the Intersegmental Curriculum Workgroup and was sufficient for the intended purposes. However, there are good reasons why this one should be approved by the delegates including asserting that this is policy for the California community colleges rather than an intersegmental policy.

The consensus was that the paper is not quite ready for adoption by the body. The Executive Committee considered whether to make it a white paper now and bring back in fall as a position paper. However, it was determined that if it is a white paper, then the examples should be integrated into the body of the paper rather than as an appendix. Another option is to publish the appendix on the C-ID Resource page and then work on a position paper. It was suggested that if the appendix is to be posted on the C-ID website, it should be reordered by themes to make it easier to read.

**MSC (Rutan/Freitas) to publish the scenarios (appendix) on the C-ID website under the Articulation Officers Resources page and link the scenarios thematically to the seven guidelines bulleted list from the 2013 course reciprocity document. Each scenario would be linked to one of those seven bulleted principles and organized by theme. TASSC will use the draft to develop a position paper by Spring 2018.**

#### **G. ASCCC Communication Plan**

The Executive Committee discussed a draft communication plan for the ASCCC. The plan is intended to support the objectives and goals of the ASCCC and the Academic Senate Foundation through the promotion of the ASCCC programs and advocacy work. Members provided feedback including splitting the plan into two documents. One document would be public and the other one would be operational. The operational document would be expanded to included how to communicate with Areas, committees, and presenters at events. This item will return to another meeting for approval. The agenda item will also include a discussion on whether the Executive Committee would like to brand emails, Power Point presentations, and committee agendas and minutes.

No action was taken on this item. The communication plan will return to another meeting for consideration for approval.

## **H. Succession Planning and Next Steps**

Members discussed the next steps in succession planning. Adams will bring back a timeline in a decision tree format of the hiring process for the executive director including options for a possible search company and taking into consideration the emergency transition plan. The Executive Director evaluation instrument and goals will come to the September 29 – 30 meeting. Bruno and Adams will discuss the evaluation tool.

**MSC (Slattery-Farrell/McKay) to create a decision tree, provide list of resources (search firms, etc.), and a timeline for pre-recruitment, hiring, onboarding, and Executive Director evaluation process.**

Bruno informed members of the current agreement with Adams on the evaluation process for the Executive Director evaluation. Currently, the contract language states that the officers and one elected Executive Committee member would evaluate the Executive Director, which is not what has been done in the past. Bruno and Adams will discuss the evaluation process including the evaluation tool.

**MSC (Slattery-Farrell/Davison) to bring the evaluation tool, the contract and the addendum, and process for evaluating the executive director.**

Members discussed the evaluation of the Executive Committee. The last evaluation of the Executive Committee was conducted for the purposes of the Periodic Review. By consensus, a process will be developed to evaluate the Executive Committee on a regular basis.

**MSC (May/Rutan) to bring periodic review instrument options and policy for Board evaluations, process, and tools to a future meeting.**

### **Action:**

- Adams will develop a timeline in a decision tree format of the hiring process for the Executive Director. Timeline will include pre-recruiting, hiring, onboarding, and evaluation process as well as a list of resources.
- Bruno and Adams will work on the evaluation process and a negotiate a possible revision to the addendum if needed.
- Bruno to bring a process and policy for evaluation of the Executive Committee at a future meeting.

## **I. Vision for Success**

The Executive Committee discussed the System's Vision for Success goals and commitments. While the Board of Governors has not yet approved the goals, Bruno felt that there would not be significant concerns from them on adopting the vision and goals. Members were updated on the discussions the Board of Governors had at several workgroup meetings across the state. Members raised concerns that the recommendations and goals may be unattainable or may harm students, particularly since there is limited or no data or research associated with

many of the vision goals. Members were cautioned that there are political concerns associated with the Vision for Success and that the ASCCC should approach the goals with care.

## **V. DISCUSSION**

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

Vice Chancellor Laura Hope provided Executive Committee members with an update of system-wide issues and projects. She noted how proud she was that the Chancellor responded so quickly to the actions by the White House on DACA student. The Chancellor immediately communicated concern for our students, legal counsel quickly provided advice, and the public information officers were provided with talking points. The Chancellor's response was quick and vigorous. The Chancellor is also asking the Board of Trustees to adopt similar positions locally and will be going to Washington to lobby on behalf of our DACA students.

Hope noted that the Guided Pathways Award program will be moving from IEPI to the Educational Services and Support Division. This seems to make sense since guided pathways is more of educational policy rather than institutional effectiveness. In the reorganization of the Guided Pathways Award Program, a comprehensive advisory group will be formed with several smaller workgroups to inform the advisory group. IEPI, however, will continue to hold workshops on guided pathways.

Hope is working with the Vice Chancellor of Institutional Effectiveness Theresa Tena to create "on demand" training for guided pathways. She would like the ASCCC to assist with developing modules or some type of training to guide the field in engaging in conversations about guided pathways. There are a number of efforts to select individuals to assist colleges in the guided pathways work. Hope will work with the ASCCC to identify faculty to serve on both the guided pathway advisory and workgroups.

Bruno added to Hope's report that many of our Executive Committee members are involved in developing the Applied Solution Kits as well as serving on taskforces and workgroups. In addition, the ASCCC has recruited faculty to act as peer coaches, facilitators, and experts to assist in this work. She reported that the ASCCC will need many more representatives as we have received many questions and requests for presentations from the field. The Academic Senate's work will align nicely with the work of the Chancellor's Office.

Hope noted that in the past, colleges were asked to submit reports to the Chancellor's Office but the college would not necessarily receive feedback or suggestion about how to improve their activities. The Chancellor's Office plans to have the guided pathways workplan be a conversational process where a team will review the plans and provide feedback to the colleges including accolades where they are doing well and where they might improve.



Hope informed members about discussions surrounding the Chancellor's Office guidance on the CSU Executive Order 1100 and 1110 regarding the elimination of intermediate algebra for all disciplines other than science, technology, engineering, and math. The advice provided was for colleges to discuss the Executive Orders and possible implications but not to necessarily make any changes until further information has been provided by CSU. Bruno added that the ASCCC is going to work with CMC<sup>3</sup> to develop a task force to consider the challenges and opportunities with this change.

Hope updated members on current discussion on C-ID CTE and Credit for Military Prior Learning. Some colleges have a robust method of recognizing prior learning for the military while others do not. The ASCCC is going to do some research in this area under the guise of C-ID. The governor's budget had \$10 million for Veteran's Centers which could help with this work. There's also a strong advocate on the Board of Governors who is interested in the prior learning policies so it is better for CO and ASCCC to get ahead of this work.

Hope reported that there have been some challenges with the implementation of Chancellor's Office Curriculum Inventory (COCI). The system experienced a crash with a loss of functionality, which took time to get it up and running effectively and efficiently. The Chancellor's Office staff and Technology Center are discussing the issues and possible fixes. There will be a notification sent to colleges regarding the fixes. The Chancellor's Office has created a new protocol to test and communicate with the field. Hope is confident that the new protocol will prevent miscommunication. It is expected that the new system will not be complete until the end of fall semester.

**B. Board of Governors/Consultation Council**

The Board of Governors and Consultation Council has not met since the last Executive Committee meeting. No report.

**C. Guided Pathways**

The work of Guided Pathways has been challenging because the Chancellor's Office is undergoing a reorganization. While there is some agreement that the Career Ladders Project, RP Group, and ASCCC will manage the support to colleges in implementing Guided Pathways, the Chancellor's Office is still determining the role each division will play in Guided Pathways. For example, Guided Pathways was initially assigned to IEPI but had been reassigned to the Educational Services and Support Division. In addition, the Chancellor's Office is taking a greater role in oversight of the program, which has caused some confusion with determining who is responsible for what decision.

Bruno noted that the Guided Pathway Assessment tool is now available online and is due from colleges in November. The Assessment tool was developed by ASCCC, CLP, and the RP Group with input from the Chancellor's Office, Student Success Center and other stakeholders. The planning tool is in the development process and will be due from colleges in February. There are conversations about how much the three American Association of Community



colleges and 20 California Guided Pathways Project colleges will need to participate in completing the assessment and planning tools since they have different structures and requirements. The goal is to have these colleges participate in the assessment and plan at a minimal level to reduce duplication while still collecting the data to inform statewide goals.

CIO Anderson noted that there have been many conversations with constituent groups that the Guided Pathway funding is permissive, which is similar to the Strong Workforce funds but unlike the SSSP and Equity funding.

**D. UC Transfer Pathways**

Members were informed that the CCC and UC systems are engaged in a pilot project to provide CCC students with a guaranteed pathway to UC in chemistry and physics. A degree template has been developed by the Chancellor's Office and there is an MOU in process. However, the MOU is stalled because the CCC and UC system offices have been working on a broader MOU, which requires more negotiation. The chemistry and physics faculty in the two systems are in agreement on the pilot. Currently, we are waiting for UC to determine the GPA they would require students to have to be guaranteed a spot in the UC System. Bruno and Adams have also created possible phases for future CCC/UC pathways alignment.

**E. Meeting Debrief**

The Executive Committee debriefed the meeting discussing what worked well and where improvements may be made in the future.

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

**A. Standing Committee Minutes**

- i. Accreditation Committee Meeting, May
- ii. Transfer, Articulation, and Student Services Committee Meeting, Beach
- iii. Noncredit Committee, Freitas

**B. Liaison Reports**

- i. IEPI ASK, May

**C. Senate and Grant Reports**

**VII. ADJOURNMENT**

Adjourned at 1:08 p.m.

Respectfully submitted by  
Ashley Fisher, Executive Assistant  
Julie Adams, Executive Director  
Dolores Davison, Secretary





## Executive Committee Agenda Item

SUBJECT: Recognition of service by prior Executive Committee Member		Month: Sept. 29-30	Year: 2017
		Item No. II C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval a resolution for Adrienne Foster for her contributions to the ASCCC during her tenure on the Executive Committee.	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Discussion	

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

**BACKGROUND:**

The ASCCC has a tradition of honoring former Executive Committee members with resolutions. Executive Committee policy 40.00, Honoring Faculty leaders, states, “The honoring of Executive Committee members who have served a full term or longer is under the discretion of the Executive Committee. A request to honor an Executive Committee member must be agendized for action at a regular meeting of the Executive Committee.” The purpose of this agenda item is to approve a resolution honoring Adrienne Foster, who served for two years on the Executive Committee. If approved, her resolution will be presented during the Fall 2017 Plenary.

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





## Executive Committee Agenda Item

SUBJECT: Curriculum Regionals		Month: Sept. 29-30	Year: 2017
		Item No: II D	
		Attachment: NO	
DESIRED OUTCOME:	Executive Committee will review and approve the draft agenda for the curriculum regionals.	Urgent: NO	
CATEGORY:		Time Requested:	
REQUESTED BY:	Craig Rutan	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Consent/Routine	x
		First Reading	
		Action	
		Discussion	

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

### BACKGROUND:

The Curriculum Committee, in conjunction with representatives from the Chancellor’s Office, will be holding regional meetings on November 17<sup>th</sup> and 18<sup>th</sup>. The regional meetings will include updates on curriculum streamlining, the curriculum inventory, submission of UCTP aligned degrees, and units/hours.

North Regional: TBD

South Regional: TBD

9:00-10:00 Registration/Continental Breakfast

10:00-10:15 Welcome; Introduction of Committee Members and CO Representatives;  
Opening Remarks

10:15-11:45 Curriculum Updates from ASCCC and Chancellor’s Office

11:50-12:30 Lunch

12:40 -1:45 Breakout sessions #1

1:55 – 3:00 Breakout sessions #2

3:00 Dismissal

Possible breakout topics include hours/units, changes to title 5 regulations, double counting for ADTs, submission in COCI, low unit certificates. Final breakout topics will be set after discussions with the Curriculum Committee on October 20.

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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: Destruction of ASCCC Executive Committee Recordings		Month: Sept. 29-30	Year: 2017
		Item No. II. E.	
		Attachment: <b>NO</b>	
DESIRED OUTCOME:	The Executive Committee will consider disposition of recordings of ASCCC Executive Committee meetings as well as future consideration of recordings.	Urgent: <b>YES</b>	
		Time Requested: 10 minutes	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Davison	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	

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

### BACKGROUND:

ASCCC policy 05.00 (Academic Senate Policy on Open Meetings) states that “Minutes are recorded by staff to document the information provided on salient issues as well as the deliberations of and actions taken by the members of the Executive Committee. The minutes are descriptive in nature and provide an explanation of the issues. Additional comprehensive detail may be provided on policy and action items. Members may request that more detail be included at any time during deliberation on an item.”

To align with ASCCC policy regarding minutes, that the Executive Committee will consider for approval that a) all extant recordings of Executive Committee meetings be destroyed no later than Monday, October 2, 2017; and b) that future Executive Committee meetings may not be recorded without the approval of the Executive Committee.

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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: TASSC Regional Meetings		Month: Sept. 29-30	Year: 2017
		Item No. II, F.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval two regional meetings to be organized by TASSC on Friday, April 6 and Friday, April 27.	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Randy Beach	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Transfer, Articulation, and Student Services Committee would like to hold two regional meetings (one in the north and one in the south) in spring to provide guidance in a variety of areas including general topics related to transfer/student services (ADTs, CSU Math requirements, Assessment, OER, Guided Pathways, etc.). The committee has proposed the meetings on Friday, April 6 and Friday, April 27. Draft agenda attached.

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



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**ASCCC REGIONAL MEETING  
Transfer, Articulation, and Student Services  
Friday, April 6, 2018 - North, CA**

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**8:30 am - 9:00 am**                    **Registration and Sign-in, *location***

**9:00 am – 10:15 am**                **Welcome and Introductions, *location***  
Randy Beach, ASCCC Transfer, Articulation, and Student Services Chair

**Guided Pathways and Student Services Keynote/Discussion**  
TBD, California Community Colleges Chancellor's Office  
TBD, ASCCC

**10:15 am - 10:30 am**                **Break**

**10:30 am -11:30 pm**    **CSU Executive Order 1100**

**11:30 pm - 12:20 pm**                **Lunch**

**12:30 pm - 1:30 pm**    **First Breakout Session**

**Breakout #1**    **ADT Course Substitution**  
*Location*

TBD, Facilitator  
Dave DeGroot, Allan Hancock College  
*Location*  
Description

**Breakout #2**    **The CCC/UC Transfer Pathways for Chemistry and Physics**  
*Location*  
Description

TBD, Facilitator  
Presenter, College/Organization

**1:40 pm - 2:40 pm**    **Second Breakout Session**

**Breakout #3**    **OER**  
*Location*  
Description

TBD, Facilitator  
Presenter, College/Organization

**Breakout #4**    **Credit for Prior Learning**  
*Location*  
Description

TBD, Facilitator  
Presenter, College/Organization

Meeting concludes at the end of the second breakouts. Thank you for attending!



## Executive Committee Agenda Item

SUBJECT: Standards and Practices Committee Charge		Month: Sept. 29-30	Year: 2017
		Item No: II G	
		Attachment: No	
DESIRED OUTCOME:	Approve revisions to the charge for the Standards and Practices Committee	Urgent: No	
CATEGORY:	Consent	Time Requested: 10 minutes	
REQUESTED BY:	Freitas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Consent/Routine	X
		First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Standards and Practices Committee met on August 28. The charge was reviewed and it was agreed that revisions were needed to provide greater clarity and to better align with the work that the committee actually does. The proposed revised charge is:

*The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting the Disciplines List revision process hearings, monitoring compliance with the Full-Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and in the Academic Senate Bylaws and Rules, and administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate, and reviewing and recommending revisions to all processes under its purview as needed. The Standards and Practices Committee also provides professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.*

Specifically, the rationales for the proposed significant changes are:

1. Faculty roles in accreditation is under the purview of the Accreditation Committee.
2. Monitoring compliance with the "75/25 rule" (or any rule) is not the role of the ASCCC. The BOG monitors district compliance with the FON through the Chancellor's Office.
3. Staff screen BOG applications for completeness.
4. Responsibility for Executive Committee policies is being moved to the Operations Committee.
5. The Standards and Practices Committee has become more involved in providing professional development for the field through regional meetings and local senate visits.

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





## Executive Committee Agenda Item

SUBJECT: Accounting Policies		Month: Sept. 29-30	Year: 2017
		Item No. II H	
DESIRED OUTCOME: . The Executive Committee will consider for approval minor changes to the Accounting Policies		Attachment: YES	
		Urgent: NO	
CATEGORY: Consent		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Julie Adams	STAFF REVIEW <sup>1</sup> : Julie Adams	Consent/Routine	X
		First Reading	
		Action	
		Discussion	

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

**BACKGROUND:**

During the audit, staff reviewed the Accounting Policies and suggested minor changes. Below is a summary of the changes:

- Clarification of when accruals are made in the accounting method;
- Change Tax Office to the Controller;
- Add clarifying language on when treasurer needs to approve amounts over \$50,000;
- Add in Ride on Demand Services to accommodate the recent use of Lyft and Uber;
- Added language to clarify policy and the use of Bill.com;
- Added in the role of Associate Director in bank reconciliation;
- Updated cap on annual leave payments;
- Removed state disability from salary and benefits because it is not a benefit;
- Add language that says that employees are required to sign timesheets;
- Corrected the name of the payable and receivable software; and
- Clarified journal entry review and approval.

The Executive Committee will consider for approval the changes.

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

**The Academic Senate for  
California Community Colleges**

**Accounting Policies**

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

**Updates Approved: Executive Committee, August 2014  
Approved October 2, 2015  
[Updates pending approval MMM 2017](#)**

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

**1.0 General Accounting Policies**

**1.10 Accounting Method**

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

Salaries and Fringe Benefits Accruals

It is the policy of the Academic Senate to accrue unpaid salaries, vested annual leave, and fringe benefits in the financial statements of the Academic Senate, according to function-, [as part of the June 30 year end close.](#)

Accounts Payable Accruals

It is the policy of the Academic Senate to accrue all unpaid expenses on the financial records at the end of the year-, [as part of the June 30 year end close.](#)

**1.20 Fiscal Year**

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

**1.30 Chart of Accounts**

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

**1.40 Clearing Accounts**

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

**1.50 Prepaid Expenses**

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

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

**1.60 Deferred Revenues**

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

**1.70 Capitalization and Depreciation**

Capitalization Cut-off Point

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

Depreciation

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

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

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

Leases

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

**1.80 Financial Statement Presentation of Net Assets**

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

Board-Designated Funds

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

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Temporarily Restricted Net Assets

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

Permanently Restricted Net Assets

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

**2.0 Expenditure and Accounts Payable Policies**

**2.10 Procurement Policies**

Bid Requirements and Vendor Approval

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

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

Purchase Orders

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

**2.20 Expenditure Authorization**

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

**2.30 Office Supply Purchases**

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

**2.40 Vendor Review and Approval**

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

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**2.50 Cash Disbursements Policies**

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

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

**2.60 Travel Expenses**

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

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

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

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

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

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

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

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

**Authorizations** Signature of the Executive Director on the Academic Senate Expense Reimbursement Form will constitute authorization for the Tax Office Controller to issue a warrant for said amount and will also serve as the second signature on the disbursement. For those expenditures over \$50,000, the expenditure must be identified in the annual budget and not exceed approved budget. If the item is not included in the budget or exceeds approved amount, the Treasurer's signature on the Expense Reimbursement Form will constitute authorization for the Tax Office Controller to issue a warrant <sup>[Office1]</sup> Expenditures over \$50,000 that are not identified in the annual budget require prior approval of the President and the signature of the Treasurer on the Expense Reimbursement Form.

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

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

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

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

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**Public Carrier** Employees and committee members traveling by public carrier must use the Senate Office to book travel. However, costs will be reimbursed if a more cost-effective means of travel (such as ordering online) is available. Receipts are necessary. The Academic Senate will reimburse individuals for the State of California rate when traveling by air between California cities. Individuals must obtain prior approval from the Executive Director to be fully reimbursed for air travel costs that exceed the State of California Rate.

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

**Meals** Employees and committee members will be reimbursed at the California State per diem rate for the cost of meal. Receipts are necessary for meals.

**Taxi-Ride On-Demand Services** Actual taxi or ride fares, including tips, will be reimbursed entirely when no other reasonable mode of transportation is available. Receipts are necessary if the fare exceeds \$10. Tips must be noted on taxi receipts.

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

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

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

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

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

**Reports** With the exception of official Academic Senate meetings (standing and

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ad hoc committees), where minutes are kept, a **written report** of the meeting must be submitted with the expense form before reimbursement for travel expenses can be made.

**Lost Receipts** If the employee or committee member is unable to locate a required receipt for valid expenditures, the Academic Senate requires the completion of an affidavit (lost receipt) form for each separate invalidated expenditure. However, receipts are not necessary for amounts less than \$10.

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

#### **2.70 Accrual of Accounts Payables**

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

#### **2.80 Photocopy Expenses**

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

#### **2.90 Postage and Overnight Expenses**

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

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

#### **2.100 Telephone Expenses**

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



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function.

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

### **2.110 Check Signing Authority**

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

- President
- Treasurer
- Executive Director

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

- Treasurer or President approves Expense Reimbursement Forms submitted by the Executive Director that authorizes the ~~Tax Office~~ [Controller](#) to generate a check to the Executive Director.

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

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

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

In the event of a lost check, it is the policy of the Academic Senate to issue a stop-payment order with the bank before issuing a new check. The Academic Senate requires that the recipient reimburse the Academic Senate for the cost to issue a stop-payment on the lost check unless the Executive Director specifically waives this fee. [Checks issued through Bill.com, our bill payment processing system, do not require a stop payment order.](#)

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

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



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Checks that have been outstanding in excess of **three** months will be declared stale-dated. If the check has been issued through Bill.com, it will automatically expire and become void. ~~and a~~ Attempts to contact the payee will ensue. Checks outstanding in excess of one year will be handled in accordance with applicable state escheat or unclaimed property law. A log of checks that have been turned over to the state will be completed and made available for the annual audit.

### **5.0 Revenue Recognition**

It is the policy of the Academic Senate to generally recognize revenue at the date of the invoice. All fees received in advance of an institute to be held after fiscal year end are to be recorded as deferred revenue.

### **5.10 Invoicing of Revenues**

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

### **5.20 In-Kind Donations Revenue**

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

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

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

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

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will be generated and mailed to the provider of the service.

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

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

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

**6.0 Cash Receipts and Cash Handling Policies**

**6.10 Check Endorsement/Stamp**

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

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

**6.20 Bank Reconciliations**

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

Neither the Executive Director nor the Treasurer have editing access within the Intacct Accounting software. Check disbursements are issued through Bill.com payables management software and the Bill.com interfaces transactions within Intacct. The [Tax Office Controller](#) issues warrants from the two source documents, Expense Authorizations or Expense Reimbursements. Source document must contain signed approval by Executive Director, and Treasurer, if

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required by designated minimums or for checks to the Executive Director. Warrants are approved by [Tax Office Accountants Controller](#) and submitted for final approval [by Associate Director or Executive Director](#), and payment authorization by Executive Director. [Warrants in excess of \\$10,000 must have final approval and payment authorization by Executive Director](#). Check stock is provided by Bill.com Inc., maintained at their location, and issued by their bill payment service. All supporting documents and check copies are maintained digitally in Bill.com.

On rare occasion, the Senate Office will issue a check. The [Tax Office Controller](#) generates the check information for the Office Manager, who has blank check stock locked in her desk drawer. The Office Manager prints the information on the check stock and submits to the Executive Director for approval and signature.

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

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

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

#### **7.10 Invoicing Policy**

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

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

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

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

- Invoices written off that are dated during the current year will be treated as a reduction of the appropriate revenue account.
- Invoices written off that are dated prior to the current year will be treated as bad debt expense.
- An allowance for bad debt will not be recorded.

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- The invoice tracking sheet is updated to record the date written off.
- The invoice is added to the invoice write off tracking sheet.

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

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

**7.40 Non-sufficient Funds Checks Policy**

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

**7.50 Refund Policy**

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

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

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

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

**8.10 Time Sheets**

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

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**8.20 Pay Periods**

The Senate will issue paychecks every other Friday. In the event those days fall on the weekend or a holiday, the pay day will be the last business day preceding the off day.

**8.30 Vacation/Leave Policy**

Mandatory Vacations

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

Annual Leave Payments

It is the policy of the Academic Senate to cap vacation hours at a total of ~~160~~ 180 hours except for the Executive Director. At that point, the employee will cease to accrue additional vacation. Academic Senate requires employees to schedule vacation with advance approval in order to minimize the amount of unused vacation. All eligible employees are required to take compensated vacation time each year.

Compensatory Time Off

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

**8.40 Salary and Benefit Allocations**

Fringe Benefits

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

Salary Allocations

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

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**8.50 Flexible Benefits Account**

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

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

**9.0 Miscellaneous Accounting and Management Policies**

**9.10 Financial Statement Preparation and Distribution**

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

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

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



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**9.20 Overhead Allocation**

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

**9.25 Senate Revenues**

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

**9.30 Rent**

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

**9.40 Computer File Back-Up Policy**

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

**9.50 Computer Passwords**

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

**9.60 Budget and Finance Committee**

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

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

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

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2004.

**9.70 Bartering Prohibited**

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

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

**9.80 Credit Cards**

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

- President
- Vice President
- Treasurer
- Executive Director

**9.90 Loans Prohibited**

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

**9.100 Bonding of Employees**

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

**9.110 Contract Signing Authority**

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

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

**9.120 Journal Entries**

It is the policy of the Academic Senate to control the journal entry posting process to ensure access is restricted, usage is for specific purposes, and ~~to obtain the review and approval of~~ entries are reviewed by the Executive Director. Journal Entries may only be posted by ~~authorized accounting~~



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~~personnel of The Tax Office, Ine the Controller.~~ All journal entries require back up documentation stating explanation of purpose, signed by Executive Director, which is then digitally saved in Bill.com file storage.

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

- To correct the coding of cash disbursements and cash receipts that are originally coded to the wrong account.
- To allocate operating costs to a specific grant based on the respective percent of staff time worked on the grant during that period.
- To manually correct balance sheet items other than cash at year end. (Examples are cash on hand, receivables, prepaid expenses, accounts payable, accrued expenses, fixed assets and so forth.)
- To reverse manual accruals posted in the prior year that have an affect on current year.
- To post prior year audit adjustments in the current year.
- ~~Journal entries are not posted to cash.~~ If an item adjusts cash, it must be documented and posted as from the a-bank transaction JE form.

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

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

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

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

#### 10.20 Federal Identification Number

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

#### 10.30 Independent Contractors

It is the policy of the Academic Senate to evaluate criteria established by the IRS when assigning an individual employee or independent contractor status. All persons qualifying as independent contractors will sign an Independent Contractor Agreement. In addition, it is policy of the Academic Senate to report

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stipends paid to committee members as IRS Form 1099 miscellaneous income. In compliance with federal guidelines, a 1099 will be issued to each qualifying person whose annual compensation exceeds the federal exemption limit.

**10.40 IRS Form 1099**

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

**10.50 Record Retention and Destruction**

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

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

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

**10.60 Selection of CPA Firm**

It is the policy of the Academic Senate to contract with the CPA firm selected to audit the Academic Senate for a period not to exceed five years. At the end of this period proposals from a minimum of five CPA firms specializing in auditing not-for-profit organizations shall be solicited and a recommendation to the

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Budget and Finance Committee shall be made for final selection. Re-awarding the contract for auditing services to the existing auditing firm is acceptable as long as the interview and selection criteria clearly indicate the firm is the most qualified and cost effective.

**10.70 Annual Information Returns**

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

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

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

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

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

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





## Executive Committee Agenda Item

SUBJECT: <i>Legislation and Government Update</i>		Month: Sept. 29-30	Year: 2017
		Item No. IV A	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

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

**BACKGROUND:**

*For this year, all bills with fiscal impact have been sent to the governor by the time this meeting occurs. The governor will have until October 15 to sign or veto most of these. Of particular note, the executive committee chose to recommend writing a letter to the Governor regarding AB705 should it pass the legislature. This report will include an update of what has happened to that bill since the last meeting and the potential ramifications of implementation should it be signed.*

*In addition, attached is the system budget change request for consideration at the Board of Governors.*

*Lastly, the Executive Committee will be appraised of the Legislative and Advocacy Committee’s legislative priorities recommendation.*

**DESIRED OUTCOME:**

*The attached reports may generate discussion and action by the Executive Committee.*

*The board may choose to discuss and act on the systems budget change request.*

*The board may also choose to accept, modify, or reject the ASCCC legislative priorities as recommended by the Legislative and Advocacy Committee.*

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

ASCCC Legislative Report  
September 18, 2017

*Legislation with implications for academic and professional matters*  
*Assembly Bills*

**\*AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise**

Existing law provides for the waiver of the \$46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. In addition, a student may receive a BoG fee waiver if they enroll in 12 units at a district and submit a FAFSA or California Dream Act application. There are specific requirements required of the district to qualify for this program including partnerships with CSU or UC, partnerships with school districts, outreach to the community regarding ADTs and using evidence-based assessment for placement. The language regarding assessment is, “Utilizing evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, which may include, among others, grades in high school courses, overall grade point averages, results from common assessments, and input from counselors.”

~~To qualify for provision (3) above, a student must demonstrate financial need of at least \$1,104. This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least \$1. Amended in Assembly, 3/30/17. Amended to include basic aid districts. 5/30/17 Amended in Senate, 7/3/17. Amended to make provisions contingent upon appropriations 9/1/17.~~

**Status:** Amended by Appropriations, Sent to Senate floor, 9/1/17. **Passed Senate 9/12/17. Passed Assembly 9/13/17. Enrolled 9/15/17.**

**ASCCC Position/Resolutions:** The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01. The language in this bill regarding assessment is much more in line with ASCCC positions than AB705.

**\*AB21 (Kalra) Access to Higher Education for Every Student - Urgent**

~~Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal~~



~~agencies or authorities; require all faculty and staff to immediately notify the campus chancellor or president if they are advised that public or law enforcement entities are expected to enter suspect or become aware that specified federal authorities may enter, or have entered the campus to execute a federal immigration order; immediately notify any and advise all students who may or could be subject to an immigration enforcement order or inquiry in a discrete and confidential manner, as specified; require all faculty and staff responding to or having contact with a representative of federal immigration authorities, or any other public or law enforcement entity working in coordination with these federal authorities, to refer the entity or individual to the campus president or chancellor to verify the legality of any warrant or subpoena prior to complying or cooperating with any enforcement of an immigration order or inquiry; assign staff to serve as a point of contact for those who may be subject to immigration actions; solicit and maintain a contact list of known attorneys or legal services providers who provide pro bono legal immigration representation, and provide it free of charge to any and all students who request it and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed.~~

This bill would direct or request, as allowed by law, that California's post-secondary educational institutions take certain actions in response to the possibility of immigration law enforcement activity on their campuses. In essence, the bill would (1) prevent disclosure of citizenship or immigration status information unless required by federal law; (2) seek to ensure that campus leadership has verified the legal authority behind any immigration enforcement activity on campus before it takes place; (3) make immigration legal assistance referral information available to students upon request; and (4) guarantee that students impacted by federal immigration enforcement do not lose eligibility for enrollment, financial aid, or other benefits as a result.

Additionally, colleges will develop and post advisement on their website and update faculty, students, and staff quarterly via email of the college policy.

Amended in Assembly 3/15/17 Amended in Assembly 4/24/17 and 5/30/17. Amended in Senate, 7/18/17. Amended to delay implementation to July 1, 2019.

**Status:** Amended by Appropriations, sent to Senate floor, 9/1/17. Passed in Senate 9/12/17. Passed in Assembly 9/13/17. Enrolled 9/15/17.

**ASCCC Position/Resolutions:** The ASCCC has long held that access to education should not be limited as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

### **AB204 (Medina) Community colleges: waiver of enrollment fees**

~~This bill would require the board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to Office of the Chancellor of the California Community Colleges to review, for general consistency, each community college district's due process procedures, including any subsequent modifications of the procedures, adopted to appeal the loss of a fee waiver under these provisions, and comment on the procedures, as appropriate. The bill would require that the district's procedures allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students,~~

and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan. Amended in the Assembly 3/17/17 **Nonsubstantive amendment in Senate, 6/28/17.**

**Status:** Referred to Appropriations Suspense, Held by Appropriations 9/1/17  
This bill is probably dead for the year

**ASCCC Position/Resolutions:** The ASCCC Executive Committee voted at it's February meeting to support this legislation. The legislation is sponsored by FACCC. The ASCCC approved resolution SP17 6.01 to support.

#### **AB214 (Weber) Student Food Security**

AB 214 seeks to assist students facing food insecurity by making the CalFresh application processes easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. **Non-substantive revisions 3/15/17**

**Status:** Signed by the Governor and Chaptered, 7/24/17

**ASCCC Position/Resolutions:** The ASCCC has a history of supporting our neediest students with access to programs and services necessary to facilitate curricular success.

#### **AB217 (Low) Postsecondary education: Office of Higher Education Performance and Accountability**

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and replacement for the California Postsecondary Education Commission (CPEC).

The membership would be defined as:

the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:

(A) Three members of the advisory board appointed by the Senate Committee on Rules.

(B) Three members of the advisory board appointed by the Speaker of the Assembly. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

The bill would specify the functions and responsibilities of the office, which would include, among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary



education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

**Status:** Held by Appropriations, Suspense file, 5/26/17. This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** This bill is slightly different from past bills the ASCCC has opposed. In conversations with legislative staffers, they fully expect such a bill to be vetoed by the governor and understand our concern that there are not explicitly members of the higher education faculty and community involved in such a commission.

### **AB 227 (Mayes) CalWORKs: Education Incentives**

AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:

- High school diploma or equivalent: \$100/month
- Associate's degree or career/technical education program: \$200/month
- Bachelor's degree: \$300/month

This bill would also authorize CalWORKs recipients eligibility to apply for educational stipends totaling no more than \$2400 per year for enrollment in an associate's degree, CTE certificate, or bachelor's degree program. The bill appropriates \$20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients. Amended 4/27/17

**Status:** Passed Assembly, Referred to Senate Committee on Human Services, 6/14/17. This bill appears to be dead for the year.

**ASCCC Position/Resolutions:** This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for CalWORKs students.

### **AB276 (Medina) Cyber Security Education and Training Programs**

This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience. Non-substantive revisions 3/28/17

**Status:** Passed Assembly, Senate Rules Committee for assignment 5/18/17  
This bill appears to be dead for the year.

**ASCCC Position/Resolutions:** Information is useful

**AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards**

AB 370 would require the California Student Aid Commission to calculate a target for Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is to ensure that all Competitive Awards are distributed to needy students in an academic year.

**Status:** Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for Cal Grant A and B recipients.

**AB 387 (Thurmond) Health Care Professionals Minimum Wage**

This bill would expand the definition of "employer" for purposes of these provisions to include a person who directly or indirectly, or through an agent or any other person, employs or exercises control over the wages, hours, or working conditions of a person engaged in a period of supervised work experience *longer than 100 hours* to satisfy requirements for licensure, registration, or certification as an allied health professional, as defined. *This section shall not be construed to apply to the educational institution at which a person is enrolled to fulfill the educational requirements for licensure, registration, or certification as an allied health professional.* Amended 5/30/17

**Status:** Ordered to the inactive file at the author's request, 6/1/17

**ASCCC Position/Resolutions:** The ASCCC passed resolution SP17 6.02 in opposition to this bill due to the curricular impact of clinical or laboratory instruction in allied health fields. Recent amendments seem to remove the impact on teaching institutions.

**AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program**

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

**Status:** Hearing scheduled for 3/28/17 and cancelled at author's request. This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** The CCC Chancellor's Office opposes this bill until AB276 (Medina) is completed.

**\*AB504 (Medina) Student Success and Support Program Funding**

This bill would require that Student Success and Support Program funding be used to support the implementation of student equity plan goals and the coordination of services for the targeted student population through evidence-based practices. **The bill provides the minimum standards for inclusion in data collection of various segments of the student population to inform student equity plans.** ~~This bill would require the Chancellor of the California Community Colleges to establish a standard definitions and measures of the terms *definition of "equity"* and *a standard definition of "significant underrepresentation," and measures of these terms,* for use in the student equity plans of community college districts.~~ Amended 3/15/17. **Minor amendments 6/5/17.**

**Status:** Returned by the Governor at the request of the Assembly. In Senate. Held at Desk. 7/20/17. **Passed Senate 9/12/17. Passed Assembly 9/13/17. Enrolled 9/15/17.**

**ASCCC Position/Resolutions:** **These categories are the same that most colleges use currently.**

**AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver**

AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019, to ensure that a fee waiver application is available online for students at each community college.

**Status:** Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** Access to financial aid is supported by numerous ASCCC resolutions in the past.

**\*AB637 (Medina) Student Equity Plans **Cross-Enrollment in Online Education****

~~This bill would require the campus-based research to use a standard definition and measure of "equity" provided by the chancellor. The bill would also require the issue of "significant underrepresentation" to be addressed based on a standard definition of that term provided by the chancellor. It defines categories as: current or former foster youth, students with disabilities, low income students, veterans and students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race and more than one race.~~ **This bill would permit students enrolled at one community college to enroll in a completely online course from another community college on the OEI Consortium. This bill also requires the Chancellor's Office to allow eligible students of opportunities to access online courses. 6/14/17**

**Status:** Passed Assembly Concurrence with Senate amendments 9/6/17. **Passed Senate 7/20/17. Passed Assembly 9/11/17. Enrolled 9/13/17.**

**ASCCC Position/Resolutions:** The ASCCC participates in the OEI framework. This bill seems to ease some regulatory concerns about cross-enrollment and student processes.

**\*AB705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment**  
This bill would, permit the Board of Governors to establish regulations governing the use of measures, instruments and placement models including the use of ~~notwithstanding that provision, require, by August 1, 2018, a community college district or college to use~~ high school transcript data in the assessment and subsequent assignment of students to English and mathematics coursework in order to maximize the probability that the student will complete ~~collegetransfer-level~~ coursework in English and mathematics within a one-year timeframe. The bill would prohibit a community college district or college from requiring students to enroll in remedial coursework that lengthens their time to complete a degree unless research shows that those students are highly unlikely to succeed in ~~collegetransfer-level~~ coursework. The bill would authorize a community college district or college to require students to enroll in additional concurrent support during the same semester that they take the college-level English or mathematics course, but only if it is determined that the support will be essential to the student's success in the college-level English or mathematics course ~~and that the support constitutes no more than 1/2 of the units required for the college-level course.~~ To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program. This bill encourages the State Dept. of Education and the Chancellor's Office to work collaboratively to ensure timely access to data regarding high school performance. **The bill was slightly amended to allow for students who wish to earn an associate's degree but not transfer to complete associate's level English and math in one-year, and for ESL students to have a three-year time frame. Amended 5/3/17 Amended 5/30/17 Amended 7/19/17**

**Status:** Passed Appropriations, sent to Senate Floor, 9/1/17. **Passed Senate 9/14/17. Passed Assembly 9/14/17. Enrolled 9/15/17.**

**ASCCC Position/Resolutions:** The ASCCC has long held that assessment for placement is a local decision of alignment with appropriate curriculum. We have significant concerns with this bill's current language. We would support a bill that improved the availability of high school transcript data to community colleges with the funding to support that data structure. The ASCCC adopted resolution SP17 6.04 opposing the limitation of multiple measures included in this bill. A letter of opposition was submitted.

#### **AB847 (Bocanegra) Academic Senates: Membership Rosters**

~~This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the~~

~~local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.~~ The bill would also require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to make the demographic data of its members, including gender and race or ethnicity, as specified, available to the public upon request. Amended 4/3/17

**Status:** Passed Assembly, pulled by the author. This has become a two-year bill. 6/07/17

**ASCCC Position/Resolutions:** Currently local academic senates are required to comply with the Brown Act that demands published agendas and membership. We have significant concerns regarding the limited demographic profile specified and the ability to target individual members – especially for smaller senates. IF the goal is to improve the diversity of our faculty, we would welcome the opportunity to work with the author toward that end. The ASCCC adopted resolution SP17 6.03 in opposition to this bill.

**AB 856 (Holden) Postsecondary Education: Hiring Policy and Socioeconomic Diversity**

The Trustees of the California State University and the governing board of each community college district shall, and the Regents of the University of California are requested to, ensure that, when filling faculty or athletic coaching positions, consideration is given to candidates with socioeconomic backgrounds that are underrepresented among existing faculty or athletic coaching staff on the campus for which the position is to be filled.

**Status:** Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** This seems like something that should be currently in practice.

**\*AB 1018 (Reyes) Community Colleges, Student Equity Plans, Homeless Students**

AB 1018 would amend the list of student categories tracked by SSSP to include, but not limit to, current and former foster youth, students with disabilities, low-income students, veterans, students in the racial and ethnic categories defined by the U.S. Census Bureau, lesbian, gay, bisexual and transgender students and homeless students. This bill also permits the Chancellor's Office to include more required categories. Slight amendments by Senate Appropriations 9/1/17

**Status:** Amended by Appropriations, sent to Senate floor, 9/1/17. Passed Senate 9/12/17. Passed Assembly 9/14/17. Enrolled 9/15/17.

**ASCCC Position/Resolutions:** The ASCCC is supportive of efforts to ensure access to all student groups and would also advocate for inclusion of LGBTQI+ students in the list. And done!



**AB 1038 (Bonta) Postsecondary Education: Higher Education Policy**

AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.

**Status:** Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** Well, that sounds lovely.

**\*AB 1567 (Holden) Foster Youth.**

AB 1567 requires the State Department of Social Services and county welfare departments, in coordination with the California State University and the California Community Colleges to share relevant data on foster youth enrollment and ensure that foster youth are offered access to programs offered, like EOPS. **Amended by Senate to reduce data requirements. 9/1/17**

**Status:** Amended by Appropriations, Sent to Senate floor, 9/1/17. **Passed Senate 9/11/17. Passed Assembly 9/13/17. Enrolled 9/15/17.**

**ASCCC Position/Resolutions:** We should support any efforts to support former foster youth.

**\*ACR 32 (Medina) Community College Faculty**

This Concurrent Resolution would urge the Chancellor of the California Community Colleges to set goals toward making progress on the goals of 75% of credit classroom instruction covered by full-time faculty, improved access to part-time health care and office hours, and improved compensation toward parity for part-time faculty and noncredit faculty.

**Status:** Passed Assembly 5/30/17. Adopted by Senate Appropriations, ordered to third reading 9/6/17. **Passed Senate 9/11/17. Enrolled 9/13/17.**

**ASCCC Position/Resolutions:** We are very supportive of the goals set forth in this ACR within the confines of our purview regarding the academic and professional matters.

***Senate Bills***

### **SB12 (Beall) Foster Youth and Financial Assistance**

This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for federal Pell Grants-state and federal financial aid. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program. Amended 3/22/17 **Slight technical amendments from Senate, 9/1/17**

**Status:** Amended by Appropriations, Sent to Assembly floor, 9/1/17. **Passed**  
~~Assembly 9/13/17. Passed Senate 9/14/17. Ordered to engrossing and enrolling.~~

**ASCCC Position/Resolutions:** The ASCCC does not have a specific resolution regarding the CAFYES program, but has numerous resolutions in support of access.

### **SB15 (Leyva) Cal Grant C Awards – Urgent**

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be \$2,462 and the maximum amount for access costs would be ~~\$3,000~~ \$547 with an additional possible access award of up to \$2464. Amended 4/3/17.

**Status:** Referred to Appropriations Suspense File, Held by Appropriations 9/1/17  
This bill appears to be dead for this year.

**ASCCC Position/Resolutions:** The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

### **SB68 (Lara) Exemption from Nonresident Tuition**

Current law exempts students from nonresident tuition if they have attended a California public high school for at least 3 years. This bill would instead exempt a student, other than a nonimmigrant alien, from nonresident tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance at ~~California elementary schools~~, California secondary schools, campuses of the California Community Colleges, or a combination of those schools, as specified, and the student graduates from a California high school or attains the equivalent, attains an associate degree from a campus of the California Community Colleges, or fulfills minimum transfer requirements established for the University of California or the California State University for students transferring from campuses of the California Community Colleges. Non-substantive amendments 3/29/17.

**Status:** Amended by Appropriations, Sent to Assembly floor, 9/1/17. **Passed Assembly 9/13/17. Passed Senate 9/14/17. Ordered to engrossing and enrolling.**

**ASCCC Position/Resolutions:** The ASCCC has historically supported access to higher education to all students with zero fees.

### **SB 164 (McGuire) Tribal TANF**

SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWorks recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.

**Status:** Signed by the Governor 7/21/17, Chaptered 7/21/17.

**ASCCC Position/Resolutions:** The ASCCC has historically supported access to higher education to all students with zero fees.

### **SB 307 (Nguyen) Postsecondary Education: Student Housing Insecurity and Homelessness.**

SB 307 requires the ~~Legislative Analyst's Office, in consultation with~~ the University of California, the California State University, and the California Community Colleges governing boards to appoint a task force to conduct a study on housing insecurity and homelessness of current postsecondary students in this state and prospective applicants to postsecondary educational institutions in this state. **This bill requests the University of California convene a task force with three members from each system to conduct the study.** The study is due to the Legislature on or before December 31, 2018.

**Status:** Held by Appropriations, 9/1/17  
This bill appears to be dead this year.

**ASCCC Position/Resolutions:** The ASCCC has historically supported vulnerable student access to education and the wrap-around services required for educational attainment.



**SB 319 (Nguyen) Public postsecondary education: remedial coursework**

SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirements, [exemption policies](#), and [availability of any test preparation workshops](#).

**Status:** Held by Senate Appropriations, Suspense file 5/26/17. This bill appears to be dead for this legislative cycle.

**ASCCC Position/Resolutions:** The ASCCC has supported counseling and matriculation services to students.

**\*SB478 (Portantino) Transfer of Community College Students to the California State University or University of California**

SB 478 requires the governing board of each community college district to (1) identify students who have completed an associate degree for transfer (2) notify those students of their completion of the degree requirements, (3) automatically award the student with the degree, and (4) add the student to an identification system maintained by the community college campus in a manner that can be accessed electronically by the California State University and the University of California enrollment systems. The bill would require that these steps be completed within 45 days of a student's completion of the associate degree of transfer and would authorize a student to affirmatively exercise an option to not receive an associate degree of transfer or to be included in the accessible identification system maintained by the community college campus. The bill would make its provisions operative during any fiscal year only if the Legislature appropriates sufficient funds to pay for all state-mandated costs to be incurred by community college districts pursuant to the bill's provisions during that year.

Amended 3/20/17. Amended 5/26/17. Minor Amendments 6/19/17.

**Status:** Passed Appropriations, Sent to Assembly floor, 9/1/17. **Passed assembly 9/7/17. Passed Senate 9/11/17. Enrolled 9/13/17.**

**ASCCC Position/Resolutions:** The intent of this bill is to facilitate transfer, a goal the ASCCC supports as a core mission. The practicality of the requirements listed may be of concern.

**SB539 (De Leon) Community College Student Achievement Program**

SB539 establishes a program commencing with the 2017-18 academic year that creates a coherent, integrated, and system wide approach regarding instruction, advising, support services, and financial aid provided to students. As a condition of funds, a community college district will demonstrate in its application that it will develop a guided pathway plan that includes specified components. In order to receive funding under this program, the governing board of a community college district shall demonstrate in its application for

funding that each participating community college within the district will, in collaboration with the district as necessary, develop a plan to implement all of the components for a guided pathway. The plan shall include all of the following elements:

(1) A completed implementation and readiness assessment for the guided pathway, as provided by the chancellor for each participating college.

(2) A process and timeline for developing each component of the guided pathway.

(3) The college's detailed policies regarding the use of information from high school records and other assessment measures to determine each student's course placement and academic support needs.

(4) A description of all of the following:

(A) How the community college district plans to work with the governing board of school districts to ensure high school pupils are prepared to enroll and complete college-level courses by the time of their high school graduation, which may include, but not necessarily be limited to, participating in dual enrollment programs established pursuant to Section 76004.

(B) How the community college district plans to collaborate with the University of California and the California State University to develop transfer pathways to the University of California and the California State University.

(C) How the basic skills program offered by the participating community college will ensure that students who are deemed unprepared for college level mathematics or English receive intensive curriculum support to complete a guided pathway in a timely manner.

(D) (i) How the community college plans to coordinate its programs established pursuant to the Awards for Innovation in for Higher Education Program, associate degree for transfer, zero-textbook-cost degrees, the Student Success and Support Program, the Student Success for Basic Skills Program, including funding for student equity plans, and the Strong Workforce Program with the implementation of the guided pathway plan. It is the intent of the Legislature for the community college to evaluate these programs as offered by the community college to determine how best to coordinate their purposes and outcome goals with the implementation of the guided pathway plan.

**Status:** Passed Senate, held by Assembly Higher Ed. 6/20/17

This bill is probably dead. The content was incorporated in the budget act.

#### **ASCCC Position/Resolutions:**

#### **SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.**

AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize up to five a community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. Amended 5/26/17

**Status:** Passed Senate, referred to Assembly Higher Ed. First hearing cancelled at request of author. 7/11/17

**ASCCC Position/Resolutions:** The CCC Chancellor's Office opposes this bill as written. The ASCCC has no position.

**SB769 (Hill) Baccalaureate Degree Pilot Program**

This bill would ~~limit the prohibition to a district's baccalaureate degree program that is offered within 100 miles of~~ by the California State University's or the University of California's ~~baccalaureate degree program~~. The bill would extend the operation of the statewide baccalaureate degree pilot program until 2028. ~~indefinitely and would no longer require a student to complete his or her degree by the end of the 2022–23 academic year.~~ The bill would increase the maximum number of district baccalaureate degree pilot programs to ~~30–25 programs~~. The bill would require each district seeking approval to offer a new baccalaureate degree pilot program on or after January 1, 2018, to use exclusively its existing financial resources to implement the program by no later than the 2020–21 academic year, if the district receives approval to offer the program.

Amended 5/26/17 **Amended 7/13/17**

**Status:** Referred to Appropriations Suspense File, Held by Appropriations 9/1/17  
This bill appears to be dead this year.

**ASCCC Position/Resolutions:** The ASCCC has no position at this time. The CCC Chancellor's Office supports lifting of the sunset for current programs.

***Budget Bills***

**AB 96 (Ting) Budget Act of 2017**

**SB 72 (Mitchell) Budget Act of 2017**

***Bills of Interest***

**AB3 (Bonta) Public Immigration Defenders – Urgent**

This bill creates a fund to pay for legal council in matters of immigration.

**Status:** Passed Assembly, in Senate Human Services and Public Safety, 6/14/17. **Re-referred to Committee on Public Safety, 9/15/17.**

**AB17 (Holden) Transit Passes-Pilot Program**

Creates a transit pass program that provides free or reduced cost transit passes to Title 1 middle school and high school students and community college students eligible for Pell Grants, Cal Grants or BoG fee waivers. Appropriates \$20 million to pilot.

**Status:** Referred to Appropriations, ordered 3<sup>rd</sup> reading 9/5/17. **Passed Senate 9/7/17. Passed Assembly 9/12/17. Enrolled 9/13/17.**

**AB34 (Nazarian) Student financial aid: Children's savings account program**

This bill would express the intent of the Legislature to enact legislation that would establish a universal, at-birth, and statewide 529 children's savings account program to ensure California's children and families foster a college-bound identity and practice education-related financial planning.

**Status:** Held by Assembly Appropriations, Suspense File, 5/26/17 This bill appears to be dead for this legislative cycle.

**AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot**

Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for \$10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

**Status:** Referred to Committee on Higher Education, 1/19/17. This bill has become a two-year bill.

**AB310 (Medina) Part-Time Office Hours**

This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

**Status:** Hearing scheduled and cancelled by author 3/28/17. This bill has become a two-year bill.

**SB7 (Moorlach) School Bonds**

Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or

more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

**Status:** Hearing scheduled for April 19 and cancelled by author, 4/17/17. This bill has become a two-year bill.

### **SB6 (Hueso) Legal Services for Immigrants – Urgent**

Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes. **Gutted and amended to become a bill about tribal gaming.**

**Status:** Passed Senate, sent to Assembly Judiciary, hearing cancelled by author 6/19/17. **Passed Assembly 9/14/17. Passed Senate 9/15/17. Ordered to engrossing and enrolling.**

### **SB32 (Moorlach) Public Employee Retirement**

~~The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.~~

~~This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013.—This bill would create the Citizens' Pension Oversight Committee to serve in an advisory role to the Teachers' Retirement Board and the Board of Administration of PERS. The bill would require the committee, on or before January 1, 2019, and annually thereafter, to review the actual pension costs and obligations of PERS and STRS and report on these costs and obligations to the public and would require reports of audits of STRS and PERS conducted by the public accountants described above to be filed with the committee for this purpose.~~

**Status:** Public Employment and Retirement Committee, failed passage, reconsideration granted. 4/25/17

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

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

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





## OVERVIEW

September 15, 2017

On Friday, September 15, 2017, the Legislature adjourned for Interim Recess. In the weeks leading up to this deadline, the Legislature took final action on hundreds of bills. For bills approved by the Legislature and pending on the Governor's Desk on September 15, 2017, the Governor has until October 15, 2017 to sign or veto. If the Governor does not act on a measure it automatically becomes law.

The Division of Governmental Relations (Division) worked diligently to ensure policies advanced by the Legislature aligned with the system's goals of increasing on-time student certificate/degree attainment and reducing achievement gaps. The Division is pleased to report that many of the Chancellor's Office top policy priorities were approved by the Legislature, and many of those priorities have been enacted or are pending on the Governor's desk. Our Division also expressed policy and/or cost concerns on a number of proposals that have been shelved for this year.

The information that follows represents the policy areas and bills that the Governmental Relations Division strategically prioritized to advance the Vision for Success. For details and copies of any bill, contact the Division or visit the Legislative Counsel's website at <http://leginfo.legislature.ca.gov/>.

### PRIORITY ADVOCACY AREAS

***Improving College Access and Completion.** By 2025, California is estimated to face a certificate, associate degree, and baccalaureate degree shortfall of 2.4 million. California Community Colleges have a significant role to play in closing this gap through preparing more students for college-level coursework and increasing transfer and completion rates. The Governmental Relations Division focused efforts on aligning the following bills with overarching system completion goals:*

#### **AB 705 (Irwin): Assessment and Placement Policies.**

AB 705 requires community college districts to maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal. The bill requires community colleges to use high school performance information when determining a students' readiness for college-level English and math. It also prohibits community colleges from requiring students to enroll in remedial coursework unless research proves the students are highly unlikely to succeed in college-level.

Status: Governor's Desk. Passed in the Assembly (79-0) and the Senate (40-0).

Position: Support. The Division worked closely with the author's staff and advocates to develop amendments providing the Board of Governors the authority to establish regulations governing the use of evidence-based assessments. The Division continues to work with the California Department of Education and the California Student Aid Commission to establish and advance data sharing agreements that will enable the use of high school performance data. The Division

will play a supporting role to the Educational Services Division on the implementation of this bill, should AB 705 be signed into law by the Governor.

**AB 19 (Santiago): California College Promise Framework.**

As introduced, AB 19 focused on a “free tuition” program, and would have waived the enrollment fees for first-time community college students who enroll in 12 or more semester units, or the equivalent, and complete a Free Application for Federal Student Aid application or a California Dream Act application, regardless of their level of financial need. Recent amendments strike the previous version of this bill, and instead require the Chancellor to establish a statewide California College Promise, based on the successful Long Beach College Promise, and focused on providing students with support and a clear transition from high school through community college. The bill does not contain funding for the program.

Status: Governor’s Desk. Passed in the Assembly (61-16) and in the Senate (31-7).

Position: Neutral. The Division negotiated the final amendments to AB 19, and believes that the amendments ensure the California College Promise framework largely aligns with the goals of increasing completion rates and closing achievement gaps. However, in the absence of a clear funding source, the Chancellor’s Office has an official position of *neutral* at this time.

**SB 478 (Portantino): Transfer of Community College Students.**

SB 478 requires community colleges to automatically provide an associate degree for transfer (ADT) to eligible students, and electronically report ADT student data to the Chancellor’s Office. The bill requires the Chancellor’s Office to maintain a data system that shares the data with CSU and UC by allowing them to have direct access to the data system. Students may opt out of these provisions. Implementation is subject to an appropriation in the annual Budget Act.

Status: Governor’s Desk. Passed in the Senate (30-10) and Assembly (70-6).

Position: Support. California Community College students who take the coursework pattern to complete an ADT, but do not receive the actual degree, are not entitled to the “guarantee” that the ADT provides when transferring to the CSU system. The Chancellor’s Office has recognized this challenge and is working to include a “degree audit” system as a part of the Educational Planning Initiative (EPI). The Chancellor’s Office worked closely with the Author’s staff to align the bill with the existing scope of EPI.

***Making College Affordable.*** *Financial aid is a key component of student success, research shows that students who receive grants and scholarships are more likely to stay in school and graduate. With the lowest tuition rate in the nation and the most generous need-based fee-waiver program, the challenges our students face with regard to college affordability is often masked. For low-income students, tuition is not the barrier to access and success. Too few of our students receive financial aid to help cover their non-tuition educational costs, such as textbooks, transportation and housing. The Governmental Relations Division focused efforts on increasing need-based financial aid that offsets the total cost of attendance for California Community College students. Two of our priority policies were funded in the 2017-18 Budget Act.*

**AB 214 (Weber): Student Food Security.**

AB 214 assists students facing food insecurity by making the CalFresh application process easier. The Student Aid Commission is required to notify Cal Grant recipients of their eligibility for CalFresh benefits. The Department of Social Services (CDSS) is required to maintain a list of programs that qualify for the employment training exemption in federal regulation. This exemption allows full time students to receive CalFresh benefits if they are in one of these programs. The list of programs were developed under prior legislation by way of consultation with the Chancellor's Office.

Status: Chaptered. AB 214 was passed by the Senate (33-0) and the Assembly (76-0).

Position: Support. The Chancellor's Office participated in a workgroup led by CDSS, which helped form the basis for AB 214. The Division will continue to support the Educational Services Division in implementing programs, such as the Hunger Free Campus program, which was funded in the 2017-18 Budget Act that aims to respond to student food insecurity.

**SB 15 (Leyva): Cal Grant C Award Program.**

As introduced, SB 15 would have increased the maximum amount of the Cal Grant C award, which covers non-tuition access costs for career education students, from \$547 to \$2453 for California Community College students. The bill was subsequently amended to remove the award amount increase and make various program operation changes that would ease the process for community college students to apply for the award.

Status: Held in the Assembly Appropriations Committee.

Position: Support. SB 15 was introduced in response to a recommendation from the California Community College Strong Workforce Task Force. Unfortunately, the bill was ultimately held in the Assembly Appropriations Committee. However, due in part to the successful advocacy of the California Community Colleges, the Assembly put forward a proposal in the 2017-18 Budget Act, which was subsequently adopted to increase the Cal Grant C award amount to \$1,094.

**SB 539 (De León): Community College Student Completion Grant Awards.**

SB 539 proposed, commencing with the 2017-18 academic year, to establish the California Community College Completion Grant Program for the purpose of establishing guided pathways and a new grant award for community college students (limited to students who receive a Cal Grant B award), to assist students in the completion of an associate degree, certificate program or transfer to a four-year university in a timely manner.

Status: Held in the Senate. However, the Completion Grant program was incorporated into the Budget Act and approved by the Legislature and Governor as a part of the Budget Act Education Trailer Bill (SB 85).

Position: Support. The Division collaborated with the Finance and Facilities Division to ensure that limited financial aid dollars would be focused on students who face the most financial need. Ultimately, the 2017-18 Budget Act included an increase in the Full Time Student Success Grant, from \$600 to \$1000, and the creation of the Completion Grant program to provide students who take 30 units per year (up to) an additional \$2000 to offset the total cost of attendance.



***Closing Equity Gaps.*** *California Community Colleges proudly serve one of the most diverse student bodies in any higher education system, not only in race and ethnicity, but also in terms of age and background. Forty-two percent of our students are first-generation college students, about a quarter of our students are first-time students, and 16% of students are over the age of 40. While our colleges exceed in providing equality in access, we face persistent achievement gaps. In 2017, the Government Relations Division advocated on behalf of the following policies, which advanced system goals of reducing and closing achievement gaps:*

**AB 504 (Medina): Community College Student Equity Plans.**

Under current law, as a condition of receiving SSSP funding, the governing boards of each community college district must maintain a Student Equity Plan for addressing disparities among student groups, including low-income students, current and former foster youth, students with disabilities, and veterans. AB 504 modifies the current criteria for the development of Equity Plans by requiring the Chancellor to establish a standard methodology for measurement of student equity. The bill requires community college districts to use the standard methodology in campus-based research regarding student equity.

Status: Governor's Desk. Passed in the Senate (40-0) and Assembly (77-0).

Position: Support. The Division worked closely with the author's staff to incorporate recommendations from the Legislative Analyst's Office progress report on the Student Success Support Program and Student Equity Program. The Division also successfully advocated for amendments to align the Student Equity Plans reporting structure with Board regulations and Integrated Plans.

**AB 1018 (Reyes): Community College Student Equity Plans.**

AB 1018 adds homeless and LGBT students to the categories of students required to be addressed in the Student Equity Plans. The bill further requires the CCCCCO to share data, if available, to support college implementation of this bill.

Status: Governor's Desk. Passed in the Assembly (67-0), and in the Senate (35-1).

Position: Support. As introduced, AB 1018 applied only to homeless students. In collaboration with the Academic Senate for California Community Colleges, the Division worked with the Author to secure amendments to also include LGBT students in the scope of the bill and to incorporate technical changes to ensure data is provided to districts to support disproportionate impact research.

**SB 12 (Beall): Foster Youth in Higher Education.**

SB 12 requires every county child welfare agency to assist foster youth in the financial aid application process; requires the Student Aid Commission to work with the State Department of Social Services to develop an automated system to verify a student's foster youth status for applying for federal Pell Grants; and expands Cooperating Agencies Foster Youth Educational Support (CAFYES) program from the current level of 10 community college districts to 20 districts.

Status: Governor's Desk. Passed in the Senate (40-0), and in the Assembly (77-0).

Position: Support. The Division worked closely with the John Burton Foundation on amendments that will ensure that CAYFES expansion occurs if funding is available, and provides additional clarity to colleges to ensure that CAFYES funds can be used to provide outreach and education to foster youth about program eligibility.

***Protecting and Supporting California's Dreamers.*** California is home to 223,000 people who are participating in the federal Deferred Action for Childhood Arrivals (DACA) program. The California Community Colleges serve an estimated 61,000 undocumented immigrants and just over 14,000 DACA/California Dream Act recipients. The community college commitment to these students is unwavering. Throughout 2017, the Division has worked to advance policies that support and protect our Dreamers, including:

**AB 21 (Kalra): Access to Higher Education for Every Student.**

AB 21 requires, to the fullest extent of federal law, the CCC, CSU, AICCU colleges, and requests the UC, to refrain from releasing personal information about students, faculty, and staff. The bill requires an institution to provide guidance concerning local policies under state and federal immigration laws, including campus responses to a federal immigration order. For purposes of verifying administrative warrants or subpoenas, the bill requires students, faculty, and staff to notify the president or his/her designee if immigration enforcement officers enter the campus. It requires the college administration to assign staff who can serve as a point of contact for individuals who are subject to an immigration order. AB 21 also requires the colleges to allow undocumented students who dropped out due to immigration enforcement issues to re-enroll, continue to receive financial aid, exemption from nonresident tuition fees, housing stipends or services, or other benefits if they are able to return to campus.

Status: Governor's Desk. Passed in the Assembly (58-19), and the Senate (29-8).

Position: Support. The Division worked closely with the author's staff and UC, CSU, and AICCU advocates to minimize implementation costs whenever possible, while protecting the rights of undocumented students, faculty, and staff.

**AB 134 (Committee on Budget): Emergency Assistance for Dreamers**

On September 12, 2017, California legislative leadership and Governor Brown announced a deal to provide \$30 million to support California's undocumented immigrants. The proposal provides \$20 million in additional funding for immigration legal services under the One California program, and an additional \$10 million in financial aid for Dreamers in the California Community Colleges, CSU, and UC systems. CSU will receive \$2 million and UC will receive \$1 million to support the existing Dream Loan Program. The California Community Colleges will receive \$7 million; this funding will be made available to local colleges to provide emergency financial aid resources to students affected by President Trump's decision to rescind the DACA program.

Status: Governor's Desk. Passed in the Assembly (58-19), and in the Senate (28-9).

Position: Support. The Division provided technical assistance and support to Senate and Assembly Leadership in developing the California Community College framework for emergency funding to Dreamers.

**SB 68 (Lara): Public Postsecondary Education: Exemption from Nonresident Tuition.**

SB 68 expands the population of students at community colleges and CSU campuses exempt from paying nonresident tuition, to include any student who has attended California schools or community colleges for three years and graduated from California high school, or the equivalent, attained an associate degree, or met UC or CSU transfer requirements. The bill requests the UC enact these provisions.

Status: Governor's Desk. Passed in the Senate (29-10) and in the Assembly (54-19)

Position: Support. The Division successfully advocated for the inclusion of adult education programs in the scope of this bill.

**ADVOCATES LIST SERVE**

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September 15, 2017

## **TRUMP ENDS DREAMERS PROGRAM, GIVES CONGRESS CHANCE TO SAVE IT**

President Donald Trump announced on September 5th that his administration will end Deferred Action for Childhood Arrivals (DACA), an Obama-era program that offers some protection to over 800,000 (with 224,000 in California) young, undocumented immigrants brought to the United States as children. However, he will give lawmakers six months to act first, placing the fate of Dreamers into the hands of Congress. Several options for resolving this issue have emerged since the announcement and at this time it is unclear which way Congress and the President will go; although, recent reports coming out of D.C. indicate a tentative agreement between the president and congressional leaders to secure a permanent solution for DACA students.

## **PRESIDENT SIGNS “FOREVER G.I. BILL”**

On August 16<sup>th</sup>, President Trump signed HR 3218, which expands educational benefits to veterans. Among its provisions, the bill would remove, for new enlistees, the 15-year time limit on when recipients must use their GI Bill benefits; restore some GI Bill benefits to veterans when their school closes in the middle of a semester, creating parity with students who received loans through the Department of Education; eliminate the 40-percent benefit level and expand the 60-percent benefit level under the Post 9/11 GI Bill program. Purple Heart Recipients on or after September 11, 2001 will be entitled to Post-9/11 GI Bill benefits at the 100-percent benefit level for up to 36 months. The bill also provides up to nine months of additional Post-9/11 GI Bill benefits to eligible individuals who have exhausted their benefits and are pursuing STEM degrees, and improves outreach and transparency to Veterans and Service members by providing information on whether institutions of higher learning administer a priority enrollment system that allows certain student Veterans to enroll in courses earlier than other students.

## **CONGRESS FACING LOOMING BUDGET STRUGGLE**

On September 8<sup>th</sup>, President Trump signed HR 601 into law. This bill temporarily suspends the statutory debt limit and provides short term funding for the federal government through December 8, 2017. It also provides funds for aid to victims of Hurricane Harvey. The legislation is the result of a deal reached between the President, House Minority Leader Nancy Pelosi and Senate Minority Leader Chuck Schumer. This sets the stage for another deal to be made in December to prevent a shutdown for the federal government.

Congress is also working on the budget for fiscal year 2017-18. On the House side, education funding legislation (H.R. 3358) has already cleared the appropriations committee. Senate subcommittees have marked up their own funding bills (S.1771 is the education funding bill) and they await a vote on the Senate floor. Overall, both houses are largely in agreement with rejecting many of the cuts proposed by the Trump Administration.

**Comparison Chart of House and Senate FY 2018 L-HHS-ED Appropriations Spending Levels**  
*As of 9.8.17*

<b>Program</b>	<b>Senate</b>	<b>House</b>
Pell Grants	\$22.5 billion in FY 2018, the same as FY 2017.  1.7 percent increase to the maximum Pell Grant in 2018-2019 from \$5,920 to \$6,020. Pell Surplus: rescinds \$2.6 billion of the program surplus, leaving \$5.99 billion in surplus to carry over into the next fiscal year.	\$22.5 billion for FY 2018, the same as FY 2017.  Keeps the maximum Pell Grant in 2018-2019 at \$5,920.  Pell Surplus: rescinds \$3.3 billion of the program surplus, leaving \$5.2 billion in surplus to carry over into the next fiscal year.
Federal Supplemental Education Opportunity Grants	\$733.1 million (same as FY 2017)	\$733.1 million (same as FY 2017)
Federal Work Study Program	\$989.7 million (same as FY 2017)	\$989.7 million (same as FY 2017)
Hispanic Serving Institutions	\$107.8 million (same as FY 2017)	\$107.8 million (same as FY 2017)
Strengthening Historically Black Colleges and Universities	\$244.7 million (same as FY 2017)	\$244.7 million (same as FY 2017)
Federal TRIO Programs	\$953 million (a \$3 million increase from FY 2017).	\$1.01 billion (a \$60 million increase from \$950 million in FY 2017)
GEAR UP	\$339.8 million (same as FY 2017)	\$350 million (a \$10 million increase from \$339.8 million in FY 2017)
Teacher Quality Partnerships	\$38.1 million	\$43 million (same as in FY 2017)
Office of Civil Rights	\$117 million	\$108.5 million (same as in FY 2017)
Student Aid Administration	\$1.6 billion	\$1.7 billion (an increase of \$121 million from FY 2017)

**DEPARTMENT OF EDUCATION TO REVISE TITLE IX GUIDELINES**

Education Secretary Betsy DeVos announced that her department will initiate a notice-and-comment process to revise campus sexual assault guidelines that were put in place during the Obama administration. The center of the conversation over Title IX has been the 2011 “Dear Colleague” letter that clarified to colleges and universities their obligations in preventing and handling campus-based sexual harassment and violence. DeVos stated that this guidance will remain in place during the rulemaking process.

## **DEPARTMENT OF EDUCATION ACTION ON OVERSIGHT AND ACCOUNTABILITY**

Since assuming office earlier this year, the Trump Administration's higher education policies have taken a number of actions on consumer protection regulations approved during the Obama administration, including:

- **Delaying and announced plans to rewrite two Obama administration rules:** the Gainful Employment rule and the Borrower Defense rule were put in place in the wake of several for-profit college closures. The Department has announced it will pursue an overhaul of the regulations by appointing separate rule-making committees to renegotiate these rules.
- **Delaying loan discharge claims:** For most of 2017, the Department did not process claims by students who say they were defrauded by schools that were previously approved by the Department for federal aid. More than 65,000 claims still remain pending, mostly from former students of ITT Technical Institute and Corinthian Colleges.
- **Delaying accreditation accountability:** The Administration pushed back the deadline to find new accrediting agencies for colleges currently accredited by the discredited accreditor ACICS, which lost Department recognition last year due to concerns regarding its oversight of for-profit colleges.
- **Terminated the department's agreements with the U.S. Consumer Financial Protection Bureau (CFPB):** The Department will no longer exchange information with CFFB about college abuses against students.

Also of note, the Department has made additional staffing decisions: In August, DeVos appointed, Julian Schmoke Jr., to lead the Federal Student Aid (FSA) Office. Schmoke is a former dean at DeVry University, whose parent company agreed last year to pay \$100 million to resolve allegations the company misled students about their job and salary prospects.

**California Community Colleges Chancellor's Office Legislation Tracking Matrix**  
**Legislation Session / /**

BILL	AUTHOR	SUBJECT	First House										STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>														
AB 17	Holden	Transit Pass Program: Free or Reduced-Fare Passes	N	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 19	Santiago	College Affordability	N	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 21	Kaira	Public Postsecondary Education: Student Access	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 172	Chavez	Public Postsecondary Education: Residency: Military Dependents	S	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 204	Medina	Community Colleges: Waiver of Enrollment Fees	N	X	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 214	Weber	Postsecondary Education: Student Hunger	S	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 343	McCarty	Public Postsecondary Education: Immigrant Visa Holder	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 490	Quirk-Silva	Taxation: Credits: College Access Tax Credit	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 504	Medina	Student Success and Support Program Funding	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 637	Medina	Community Colleges: cross-enrollment in online education	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 705	Irwin	Student Success (CCC Assessment and Placement)	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1018	Reyes	Community Colleges: Student Equity Plans: Homeless Students	S	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1299	Gipson	Compton Community College District	N	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1468	Chiu	Community Colleges: Student Equity Funds for Emergency Assistance	S	X	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 1567	Holden	CSU/ CCC: Foster Youth	N	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1731	Asm. Jobs	Apprenticeships: Training Funds: Audits	S	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 12	Beall	Foster Youth: Postsecondary Education: Financial Aid	S	X	X	X	X	X	X	X	X	X	X	Enrolled
SB 15	Leyva	Student Financial Aid: Cal Grant C Awards	S	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SB 68	Lara	Exemption from Nonresident Tuition (transfer students)	S	X	X	X	X	X	X	X	X	X	X	Enrolled
SB 164	McGuire	Priority Registration for Tribal TANF recipients	S	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 169	Jackson	Discrimination: Federal Title IX	N	X	X	X	X	X	X	X	X	X	X	Enrolled
SB 183	Lara	State buildings: federal immigration agents.	N	X	X	X	X	X	X	X	X	X	X	Senate Rules
SB 244	Lara	Privacy: Agencies: Personal Information	N	X	X	X	X	X	X	X	X	X	X	Asm. Floor Inactive
SB 478	Portantino	Public Postsecondary Education: Transfer of Students	S	X	X	X	X	X	X	X	X	X	X	Enrolled
SB 769	Hill	Baccalaureate Degree Pilot Program	N	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2</b>														
AB 461	Muratsuchi	Personal Income Taxes: Exclusion: Forgiven Student Loan	N	X	X	X	X	X	X	X	X	X	X	Enrolled



**California Community Colleges Chancellor's Office Legislative Tracking Matrix  
Legislative Session / /**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 503	Lackey	Vehicles: Parking Violations: Registration Renewal	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 568	Gonzalez	School and Community College Employees: Maternity Leave	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 618	Low	Local Agency Public Construction Act: Job Orders	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 921	Cervantes	California Kickstart My Future Loan Forgiveness Program	N	X										Assembly Rules	
AB 957	Levine	Workforce Innovation and Opportunity Act (UC and CSU)	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1194	Dababneh	Elections: Bond Measures: Ballot Text	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1529	Thurmond	Cross-connection control and backflow protection (workforce development)	N	X	X	X	X	X	X	X	X	X	X	Senate Floor	
AB 1533	O'Donnell	College Promise Partnership Act: Long Beach CCD	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1651	Reyes	Community Colleges: Academic Employees	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1678	Berman	Schools and Community Colleges Political Activities: Dedicated Fund	N	X	X	X	X	X	X	X	X	X	X	Senate Floor Inactive	
ACA 6	Harper	School Facilities and Bonded Indebtedness	N											Introduced	
ACA 14	Melendez	Postsecondary Education: Campus Free Speech Act	N	X										Asm. Judiciary	
SB 16	Wieckowski	Wage Garnishment Restrictions: Student Loans	N	X	X	X	X	X	X	X	X	X	X	Assembly Floor	
SB 31	Lara	State Agencies: Disclosure of Religious Affiliation	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 54	De Leon	Law Enforcement: Sharing Data	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 63	Jackson	Unlawful Employment Practice: Parental Leave	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 307	Nguyen	Postsecondary Education: Student Housing Insecurity	N	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
SB 341	Wilk	School Bonds: Citizens Oversight Committee: Member Term	N	X	X	X	X	X	X	X	X	X	X	Vetoed	
SB 628	Lara	Los Angeles Community College District elections	N	X	X	X	X	X	X	X	X	X	X	Chapered	
SB 727	Galgiani	Public Postsecondary Education: Instructional Materials	N	X	X	X	X	X	X	X	X	X	X	Senate Floor Inactive	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>															
AB 41	Chiu	Law Enforcement Agencies: Rape Kits	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 44	Reyes	Workers' Compensation: Medical Treatment: Terrorist Attacks: Workplace Violence	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 273	Aguiar-Curry	Child Care Services: Eligibility	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 422	Arambula	California State University: Doctor of Nursing Practice Degree Program	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 434	Baker	State Agency Web Accessibility: Standard and Reports	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 579	Flora	Firefighter Preapprenticeship Program	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 584	Quirk-Silva	Student financial aid: CAL SOAP: Orange County	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 766	Friedman	Foster Youth: Supervised Independent Living in Dormitories	N	X	X	X	X	X	X	X	X	X	X	Enrolled	



**California Community Colleges Chancellors Office Legislation Tracking Matrix**  
**Legislation Session / /**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
AB 819	Medina	California State University: Regulations	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 848	McCarty	Public contracts: University of California: CSU	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 868	Berman	Private Postsecondary Education	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 990	Rodriguez	Public Postsecondary Education: Housing Costs (UC and CSU)	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1062	Levine	Trustees of the California State University	N	X	X	X	X	X	X	X	X	X	X	Senate Floor Inactive	
AB 1064	Calderon	CSU: Student's Annual Discretionary Expenses Survey	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1106	Weber	Child Care and Development Services: Military Families	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1157	Mullin	School District Employee Housing: Tax Exemption	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1312	Gonzalez	Sexual Assault Victims: Rights	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1424	Levine	Best Value Construction Contracting Program (UC)	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1655	Grayson	Biennial Report: UC Funding	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
AB 1674	Grayson	University of California: Nonresident Enrollment	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 21	Hill	Law Enforcement Agencies: Surveillance: Policies	N	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
SB 141	Nguyen	Personal Income Taxes: Exclusion: Student Loan Discharge	N	X	X	X	X	X	X	X	X	X	X	Chaptered	
SB 201	Skinner	Higher Education Employer-Employee Relations Act (UC)	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 228	Dodd	Alcoholic Beverage Control: Public Schoolhouses	N	X	X	X	X	X	X	X	X	X	X	Chaptered	
SB 318	Portantino	California State University: Personal Services Contract	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 421	Wiener	Sex Offenders: Registration: Criminal Offender Record	N	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
SB 450	Hertzberg	Public bodies: Bonds: Public Notice	N	X	X	X	X	X	X	X	X	X	X	Enrolled	
SB 574	Lara	University of California: Contracts: Bidding	N	X	X	X	X	X	X	X	X	X	X	Concurrence	
SB 592	Nielsen	CSU and UC: Admissions Data	N	X	X	X	X	X	X	X	X	X	X	Asm Approps. Held	
<b>2 year BILLS TRACKED BY CCCCCO</b>															
AB 12	Cooley	State Government: Administrative Regulations: Review	N	X	X									Asm. Approps. Held	
AB 34	Nazarian	Student Financial Aid: Children's Savings Program	N	X	X									Asm. Approps. Held	
AB 38	Stone	Student Loan Servicers: Licensing and Regulation	N	X	X	X	X	X	X	X	X	X	X	Senate Insurance	
AB 52	Cooper	Public Employees: Orientation Programs: Exclusive Representative	N	X										Asm. PERS	
AB 57	Brough	National Guard: Enlistment Bonuses: Financial Relief (spot)	N											Introduced	
AB 70	Allen	California National Guard: Improper Payments	N	X										Asm. Veterans	
AB 95	Jones-Sawyer	California State University: Baccalaureate Degree Pilot	N	X										Asm. Higher Ed.	

Matrix Final.xlsx

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

**California Community Colleges Chancellor's Office Legislative Tracking Matrix**  
**Legislative Session / /**

BILL	AUTHOR	SUBJECT	First House										Second House				STATUS	
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
AB 207	Arambula	California State University: Doctor of Medicine Degrees	N	X														Asm. Higher Ed.
AB 209	Mathis	California State University: Doctor Agriculture Degrees	N	X														Asm. Higher Ed.
AB 217	Low	Office of Higher Education Performance & Accountability	N	X	X													Asm. Approps. Held
AB 227	Mayes	CalWORKs: Education Incentives	S	X	X	X	X	X										Sen. Human Services
AB 240	Lackey	University of California: Institute for Aerospace	N	X	X													Asm. Approps. Held
AB 268	Waldron	State Mandates (spot)	N															Introduced
AB 276	Medina	Postsecondary Education: Report: Cyber Security	N	X	X	X	X											Senate Rules
AB 298	Gallagher	Immigration Holds	N	X														Asm. Public Safety
AB 304	Eggman	Public Utilities Commission: Proceedings: Intervenor Compensation	N	X														Asm. Utilities
AB 310	Medina	Part-Time Faculty Office Hours	N	X														Asm. Higher Ed.
AB 316	Waldron	Workforce Development: Employment Revitalization Initiative	N	X	X													Asm. Approps. Suspense
AB 336	Baker	Postsecondary Education (spot)	N															Introduced
AB 370	Rodriguez	Student Financial Aid: Competitive Cal Grant A and B	S	X	X													Asm. Approps. Held
AB 379	Gomez	California Kickstart My Future Loan Forgiveness Program	N	X	X													Asm. Approps. Held
AB 387	Thurmond	Minimum Wage: Health Professionals: Interns	N	X	X	X												Assembly Inactive
AB 393	Quirk-Silva	Public Postsecondary Education: Prohibition on Systemwide Fee Increase	N	X	X													Asm. Approps. Suspense
AB 405	Irwin	Baccalaureate Degree Cybersecurity Pilot Program	N	X														Asm. Higher Ed.
AB 453	Limon	Postsecondary Education: Student Hunger	N	X	X	X	X	X										Senate Ed.
AB 463	Salas	Student Financial Aid: Assumption Program of Loans	N	X	X													Asm. Approps. Held
AB 518	Harper	Discrimination: State Employees: Travel	N	X														Asm. Judiciary
AB 540	Mullin	Child Care and Development Services	N	X														Asm. Human Services
AB 559	Santiago	Community Colleges: Enrollment Fee Waiver	N	X	X													Asm. Approps. Held
SB 573	Lara	Student Financial Aid: Work-Study Program	N	X	X	X	X	X	X									Asm. Floor Inactive
AB 647	Reyes	Personal Income Tax: Credit: Community College Student	N	X	X													Asm. Approps. Held
AB 674	Low	Election Day Holiday	N	X	X													Asm. Approps. Held
AB 700	Jones-Sawyer	Public Health: Alcoholism or Drug Abuse Recovery	N	X	X	X	X	X										Senate Health
AB 741	Cervantes	Community colleges: veterans transition	N	X														Asm. Higher Ed.
AB 776	Harper	School district elections: school bond measures.	N	X	X	X	X	X										Senate Elections
AB 809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	X														Asm. Higher Ed.

**California Community Colleges Chancellor's Office Legislation Tracking Matrix**  
**Legislation Session / /**

BILL	AUTHOR	SUBJECT	First House										Second House										STATUS
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
AB 847	Bocanegra	Academic Senates: Membership Rosters	N	X	X	X	X													Senate Ed.			
AB 849	Acosta	California Workforce Development Board Task Force (Chancellor's Office rep)	N	X	X															Asm. Approps. Held			
AB 856	Levine	Public Postsecondary Education: Hiring Policy	N	X	X															Asm. Approps. Held			
AB 877	Fong	CSU: Board of Trustees	N																	Introduced			
AB 888	Low	Cal Grants: Private Postsecondary	N	X																Asm. Higher Ed.			
AB 902	Santiago	Career Technical Education and Workforce Development Strategic Plan	N	X																Asm. Higher Ed.			
AB 917	Arambula	Student Suicide Prevention Policies	N	X	X															Asm. Approps. Held			
AB 931	McCarty	Suicide Prevention	N	X	X	X	X													Senate Health			
AB 936	Chavez	Postsecondary Education (spot)	N																	Introduced			
AB 951	Cervantes	University of California: Law School	N	X																Asm. Higher Ed.			
AB 960	Brough	Sales and Use Taxes: Exemptions: Textbooks	N	X	X															Asm. Approps. Held			
AB 1020	Holden	Student Loans: Financial Education for Students	N	X																Asm. Higher Ed.			
AB 1037	Limon	Public Postsecondary Education: CA Dream Act 2011	S	X	X															Asm. Approps. Suspend			
AB 1038	Bonta	Postsecondary Education: Higher Education Policy	N	X	X															Asm. Approps. Held			
AB 1053	Calderon	Professions and Vocations: Education and Licensure (SB 66 changes)	N	X																Asm. Bus. & Prof.			
AB 1058	Gipson	Community Colleges Fees: Wards of the State	N	X	X															Asm. Approps. Held			
AB 1089	Mullin	Local Elective Offices: Contribution Limitations	N	X	X															Asm. Approps. Held			
AB 1118	Gipson	Community Colleges: Fee Waiver for First Year Resident Students	N	X																Asm. Higher Ed.			
AB 1150	Baker	Student Aid Commission: Data Report (spot)	N	X																Asm. Higher Ed.			
AB 1166	Burke	Student Financial Aid: Cal Grant Program (Private colleges)	N	X																Asm. Higher Ed.			
AB 1196	Harper	School Bonds: Term of Bonds	N	X	X	X	X													Sen. Gov & Finance			
AB 1202	Baker	Pupils: Diploma Alternatives	N	X																Asm. Education			
AB 1213	Chavez	Joint Educational Program: Southwestern CCD/Sweetwater USD	N																	Introduced			
AB 1231	Weber	CSU: Salary Step Adjustments	N	X																Asm. Higher Ed.			
AB 1248	Gloria	Public Agencies: Secretary of State Information	N	X																Asm. Local Govt.			
AB 1253	Cooley	School Bonds: Citizen Oversight	N	X	X															Asm. Approps. Held			
AB 1267	Kiley	Student Financial Aid: Cal Grant Program: Private Non-profits	N	X																Asm. Higher Ed.			
AB 1307	Gomez	Public Postsecondary Education: Exemption From Tuition (spot)	N																	Introduced			
AB 1313	Choi	Postsecondary Education (spot)	N																	Introduced			

Matrix Final.xlsx

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

**California Community Colleges Chancellors Office Legislative Tracking Matrix**  
**Legislative Session / /**

BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 1333	Dababneh	Local Government Agency Notices: Bonds and Taxes	N	X	X									Asm. Approps. Held		
AB 1356	Eggman	Higher Education Assistance Fund: Personal Income Taxes	N											Introduced		
AB 1364	McCarty	Public Postsecondary Education: Higher Education Funding Formula	N											Introduced		
AB 1382	Grayson	Community colleges: STEM Course Fee Waiver	N											Introduced		
AB 1390	Chavez	Academic Employees: Parental Leave (spot)	N											Introduced		
AB 1435	Gonzalez	Athlete Protection Act	N	X	X	X	X	X						Sen. Bus. & Prof.		
AB 1464	Weber	California State University: Tenure-Track Position	N	X	X									Asm. Approps. Held		
AB 1467	O'Donnell	College and Career Access Pathways Partnerships	N	X										Asm. Higher Ed.		
AB 1510	Dababneh	Athletic Trainers	N	X										Asm. Bus. & Prof.		
AB 1545	Patterson	School Facilities: Field Act (spot)	N											Introduced		
AB 1563	Medina	Student Financial Aid: Cal Grant C Awards	S	X	X									Asm. Approps.		
AB 1577	Gipson	Career Technical Education Access Plan	N	X	X	X	X	X						Senate Ed.		
AB 1611	McCarty	Private Postsecondary Education	N	X	X									Asm. Approps. Held		
AB 1619	Berman	Private Postsecondary Education	N	X	X	X	X	X						Senate Ed.		
AB 1622	Low	Student Support Services: Dream Resource Liaisons	S	X	X									Asm. Approps. Held		
AB 1635	Quirk-Silva	Public Contracts: Small Business Participation	N	X	X									Asm. Approps. Held		
SB 7	Moorlach	School District and Community College District Bonds	N	X										Senate Ed.		
SB 22	Hill	Firearms: Law Enforcement Agencies; Firearm Accounting	N	X	X									Sen. Approps. Held		
SB 27	Morrell	Professions & Vocations: License Fee Waivers: Military and Veterans	N	X	X									Sen. Approps. Held		
SB 181	Berryhill	Administrative Procedure Act: Repeal of Regulations	N	X										Sen. Govt. Org.		
SB 236	Nguyen	Working Families Student Fee Transparency & Accountability Act (UC/CSU)	N	X										Senate Ed.		
SB 245	Leyva	Foster Youth: Sexual Health Education	N	X	X	X	X	X						Asm. Human Services		
SB 256	Atkins	Public Contract: Criminal Offense and Statute of Limits	N	X	X									Sen. Approps. Held		
SB 259	Wilk	State Reports: Civil Penalty	N	X										Sen. Govt. Org.		
SB 317	Roth	Economic Development: California Community College	N	X	X	X	X	X						Asm. Higher Ed.		
SB 319	Nguyen	Public Postsecondary Education: Remedial Coursework	N	X	X									Sen. Approps. Held		
SB 320	Leyva	On-campus Student Health Centers: Abortion by Medication (UC/CSU)	N	X	X									Sen. Education		
SB 326	Nguyen	Middle Class Scholarship Program (UC/CSU)	N	X	X									Sen. Approps. Held		
SB 331	Jackson	Evidentiary Privileges: Domestic Violence Counselor-Victim Privilege	N	X										Sen. Judiciary		

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



**California Community Colleges Chancellor's Office Legislation and Tracking Matrix**  
**Legislation Session / /**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
SB 346	Glazer	Public postsecondary education: the California Promise.	N	X	X	X	X							Asm. Higher Ed.	
SB 359	Galgiani	Professions and Vocations: Military Medical Personnel (spot)	N											Introduced	
SB 371	Moorlach	Local Public Employee Organizations	N	X										Senate PER	
SB 424	Allen	California Regional Environmental Education Community Network	N	X	X	X	X							Asm. Education	
SB 472	Nielsen	Postsecondary Education: Campus Free Expression Act	N	X	X									Sen. Approps. Held	
SB 483	Glazer	Education Finance: Higher Education Facilities Bond Act (UC/CSU)	N	X	X									Sen. Approps. Held	
SB 518	De Leon	California Clean Energy Jobs Act: Citizen Oversight Board	N	X	X	X	X							Asm. Natural Resources	
SB 539	De Leon	Community College Student Achievement Program	N	X	X	X	X							Asm. Higher Ed.	
SB 577	Dodd	Community Colleges: Teacher Credentialing Programs	C	X	X	X	X							Asm. Higher Ed.	
SB 674	Allen	California Student Loan Refinancing Program	N	X										Sen. Approps. Held	
SB 677	Moorlach	California Community Colleges: Classroom Recording Devices	N	X										Senate Ed.	
SB 691	Lara	Local Agency Elections: Party Preference	N	X										Senate Elections	
SB 694	Newman	California Community Colleges: Veterans Resource Centers	N	X	X	X	X							Assembly Veterans	
SB 791	Glazer	Student Loan Disclosure: Cohort Default and Other Rates	N	X										Senate Ed.	
SB 803	Glazer	Public Postsecondary Education: The California Promise (CSU)	N	X	X									Sen. Approps. Held	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Assembly/Senate Resolutions</b>															
ACR 32	Medina	Community Colleges: Faculty	N	X	X	X	X	X	X	X	X	X	X	X	Enrolled
ACR 21	Kiley	Free Speech Policy (UC and CSU)	N	X	X	X	X	X	X	X	X	X	X	X	Chaptered
HR 4	Rendon	Relative to Immigration	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted
HR 20	Medina	California Dream Act of 2011	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted
HR 66	Gipson	Deferred Action for Childhood Arrivals Program	S	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted
SR 7	De Leon	Relative to Immigration	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted
SJR 2	Nielsen	Veteran Bonus Repayment	N	X											Sen. Veterans
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget</b>															
AB 97	Ting	Budget Act of 2017	N	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 99	Budget Com.	School Finance: Education Omnibus Trailer Bill	N	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 111	Budget Com.	State Government	N	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 129	Budget Com.	Education finance	N	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 134	Budget Com.	Education finance (DACA funds)	S	X	X	X	X	X	X	X	X	X	X	X	Enrolled

Matrix Final.xlsx

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

**California Community Colleges Chancellors Office Legislative Tracking Matrix**  
**Legislative Session / /**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		Floor
SB 85	Budget Com.	Higher Education Omnibus Trailer Bill	N	X	X	X	X	X	X	Chaptered
SB 110	Budget Com.	Clean Energy Job Creation Program and Citizen Oversight	N	X	X	X	X	X	X	Enrolled
SB 119	Budget Com.	Education finance (DACA funds)	S	X	X	X	X	X	X	Asm. Floor Inactive
<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										
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.										
Contact: Justin Salenik, Governmental Relations - jsalenik@ccccc.edu, (916) 324-2547										
Copies of these bills and legislative committee analyses can be found at <a href="http://www.leginfo.ca.gov">www.leginfo.ca.gov</a>										



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: Sept. 29-30	Year: 2017
		Item No: IV B	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the keynote presentations and consider for approval any changes to the preliminary program	Urgent: YES	
		Time Requested: 10 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The 2017 Fall Plenary Session is just a few months away – November 2 – 4, 2017 in Irvine, California. The Executive Committee will be updated on keynote presentations. The preliminary program was approved at the last meeting. Members will review the program and make any changes.

### Fall Session Timeline:

#### Planning

1. Presenter list and breakout session descriptions due to Erika Prasad October 6, 2017.
2. Final Program to Erika Prasad by October 13, 2017.
3. Final resolutions due to Executive Director for circulation to Area Meetings October 2, 2017.
4. Final program to printer October 20, 2017.
5. Materials posted to ASCCC website October 25, 2017.

### Fall Session Preliminary Program:

**Thursday, November 2, 2017**

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

**7:30 a.m. Meet and Greet for First Time Attendees**

**8:00 a.m. Delegates Information Session**

**8:00 a.m. Candidate Orientation – Foundation**

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

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

Welcome

Adoption of the Procedures

Keynote Presentation: Guided Pathways Presentation

**9:45 a.m. to 10:00 a.m. Coffee Break**

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

1. ABC's of Plenary and ASCCC Resources (for new attendees and delegates)
2. CTE low unit certificates and SWP 17% funding
3. Equity
4. Guided Pathways Follow-up Breakout: Rumors, Facts, and Myths, GP TF *combine with Guided Pathways and the Role of Faculty*
5. UC Transfer Pathways and Degrees
6. Engaging all Faculty in Campus Life and Senate Leadership

**11:10 a.m. to 11:20 a.m. Break**

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

1. Legislative Update
2. Civil Discourse
3. Course Substitutions and Reciprocity in Local Degrees and Certificates, ADTs, and General Education
4. Noncredit Pathways to CTE
5. Flex Learning Options for Workers
6. Multiple Measures

**12:30 p.m. to 2:30 p.m. SECOND GENERAL SESSION**

Lunch

Foundation Presentation

Foundation Election Nominations

Resolution Recognition

Keynote Presentation



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

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

1. Accreditation News, Accreditation
2. Guided Pathways: A Student Services Perspective
3. DACA
4. Minimum Qualifications: The Basics and More
5. Update on Initiatives, Representatives
6. Vision for Success: Local Implications

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

**4:00 p.m. to 5:00 p.m. Recruitment meeting**

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

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

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

**6:30 p.m. to 8:30 p.m. President's Reception**

**Friday, November 3, 2017**

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

**8:30 a.m. to 9:15 a.m. THIRD GENERAL SESSION**

State of the Senate

Resolution Presentation

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

1. Basic Skills
2. Hot Topics in Online Education
3. Through the Gate
4. Curriculum Update
5. C-ID CTE Pathways: An Update, C-ID

**6. Part-time Issues**

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

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

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

Lunch

Keynote Presentation: Quantitative Reasoning

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

1. Role of Senate Liaisons
2. FDC and PDC
3. Attended the Faculty Leadership Institute but Still have Questions?
4. Keynote Follow-up Breakout Session
5. OER and Z Degree
6. Faculty Administration Relation

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

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

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

**4:00 p.m. to 5:00 p.m. Discipline's List Hearing**

**5:00 p.m. to 6:00 p.m. Executive Committee Meeting**

**Saturday, November 4, 2017**

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

**7:30 a.m. to 8:00 a.m. Breakfast**

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

Announcements

Elections and Resolution Voting Begins

**12:00 p.m. to 12:45 p.m. Lunch**

Secretary's Report  
Treasurer's Report

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





## Executive Committee Agenda Item

SUBJECT: Committee Appointment Terms		Month: Sept. 29-30	Year: 2017
		Item No. IV C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will decide how to address the need for some external committee appointments to be for more than 1-2 years.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach – Member, CCCCCO Assessment Committee John Freitas – Chair, Standards & Practices Committee	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Senate bylaws approved in 2015 state the following regarding faculty appointments to external committees:

#### Article V Committees and Appointments

##### Section 2. Faculty Appointments to Other Groups

The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation. When a new President is elected but has not taken office, the newly elected President will make appointments for faculty that will serve past May 31. These appointments are subject to approval by the appointee’s Member Senate President.

In recognition of the learning curve related to the committee’s work and to ensure that there is experienced representation by math, English, and ESL faculty at all times, the CCCCCO Assessment Committee would like to revise its charter to change the number and terms of faculty being appointed:

12 appointees from the Academic Senate—four appointees to represent each content area: math, English (to include reading and writing), and English as a Second Language. One appointee from each area should represent credit programs for the content area and another should represent noncredit programs for the content area

Service of a minimum of a three-year term is required. To maintain consistency and for cross-training purposes, Academic Senate appointments for content areas are staggered so that there is overlap of at least one representative from each academic area and two new appointments are made every one to two years. At the end of each academic calendar year, all appointments will be reassessed by the co-

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

chairs and the representative constituent groups for potential reappointment. Appointments may be renewed by constituent groups, with the approval of the co-chairs, if desired.

It is recognized that the CCCCCO Assessment Committee may not be the only external committee needing faculty to serve a term longer than the one year allowed by the bylaws. In fact, other committees, such as OEI Steering and TTAC, state an expectation of serving for a minimum number of years. However, because of the privileges granted the Academic Senate in BOG Standing Order 332\*, it is also recognized by the Chancellor's Office that they may not mandate that Academic Senate appointees serve a set number of years.

It is requested that the Executive Committee discuss the feasibility and potential unintended consequences of explicitly allowing for longer terms of appointment to external committees in the Bylaws, and make any appropriate recommendations.

\*332(b) The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate; provided, however, that where such councils, committees, or task forces established in conjunction with Consultation have organizational representatives, these representatives shall be appointed by the respective organizations.



## Executive Committee Agenda Item

SUBJECT: Executive Director Evaluation		Month: Sept. 29-30	Year: 2017
		Item No. IV. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will form the annual review group and evaluation instrument to be used to evaluate the Executive Director	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Approval	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Director's contract currently states:

"3. Performance Evaluation. Evaluation and assessment of the performance of Executive shall be conducted on an ongoing basis by the ASCCC governing board. The governing board will form an annual review group comprised of the elected officers and one member elected by the other members of the governing board. This group will submit a formal written evaluation to the governing board, including an overall recommendation of the Executive's performance, prior to the anniversary date of this Agreement. The evaluation shall be based on an annual performance plan to be mutually developed by Executive and ASCCC's President and Vice President. The annual performance plan shall provide for and assess performance of the general management of ASCCC and measurable goals and objectives for ASCCC and the Executive Director, taking into account the financial and staff resources made available by ASCCC. The annual performance plan shall be completed no later than the third month following the anniversary date of this Agreement. In the event that Executive's performance is found to be unsatisfactory, the ASCCC President, along with the officers and the member elected by the governing board, shall describe in writing, in reasonable detail, specific examples of unsatisfactory performance. Upon the conclusion of the annual evaluation, ASCCC's governing board, in its sole discretion, shall determine if an increase in the salary and/or benefits of the Executive is to be made for the upcoming contract year."

In September 2016, the Executive Committee agreed that Executive Director Adams will be evaluated prior to the May 2017 Orientation meeting based on the following accomplishments as agreed upon by President Bruno and Vice President Stankas:

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

- Succession planning;
- Establish an organizational structure to ensure continuity and stability in the long-range work of the senate;
- Facilitate strategic planning process and implement the plan;
- Help to strengthen relationships with other constituents and system partners; and
- Establish and implement the fiscal and organizational structure for the Academic Senate Foundation.

At the March 2017 Executive Committee meeting, the Executive Committee moved the Executive Director evaluation to Spring 2018 because of a possible personnel transition. The Executive Director evaluation is now due.

The Executive Committee will elect a member to the annual review group and consider for approval the instrument to be used in the evaluation.



Using the CalSAE Evaluation Process, the following tool has been developed for the evaluation and feedback for the Executive Director of the ASCCC. Please indicate your perceived score for each bulleted item. Comments and feedback should be provided that supports the score. Identifying strengths and constructive feedback is also of value.

Please return your personal evaluation to the address below or through email or regular mail. The President of the Board will tally each area of responsibility and for overall performance.

Please Return by XXX Date to:  
(Julie Bruno)

Email: [jbruno@sierracollege.edu](mailto:jbruno@sierracollege.edu)  
**Personal/Confidential**

## Evaluation Ratings

The following rating system will be used for the evaluation:

- 5 The highest level of management achievement. Exceeds even the greatest and most demanding expectations. Outstanding performance.
- 4 Performs at a management level that is clearly above most standards. Frequently exceeds expectations. Very good performance.
- 3 Meets most management position requirements and expectations and sometimes exceeds them. Fully satisfactory performance.
- 2 Not fully acceptable. Sometimes does not meet standards or expectations. Improvement needed.
- 1 Rarely meets management level expectations. Immediate improvement required. Unacceptable performance.

ASCCC - Strategic Leadership	1	2	3	4	5
A. Supports the Board in the development of the organization's vision, mission, and strategic planning process.					
B. Provides clear and understandable organizational priorities.					
C. Implements priorities and strategies successfully.					
D. Seeks to achieve the organization's goals and objectives.					
E. Develops and enhances strong relationships with individuals and groups.					
F. Identifies and recommends elimination of programs that are no longer viable.					

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ASCCC - Budget and Finance	1	2	3	4	5
A. Assists the Board in keeping the organization financially sound.					
B. Provides the Board with accurate and understandable information about the financial status of the organization through regular financial reports.					
C. Makes well supported budgeting and investment recommendations to the Board consistent with the Strategic Plan.					
D. Maintains good internal financial controls.					
E. Explores and proposes to the Board potential sources of revenue for programs and services.					

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ASCCC - Membership Relations and Development	1	2	3	4	5
A. Is accessible to members and responds effectively to their questions and concerns.					
B. Keeps the members informed about relevant issues.					
C. Develops and proposes effective strategies for recruitment of faculty to serve on committees and at the state level.					
D. Is accessible to and supportive of the committees' programs and activities.					
E. Keeps the Board informed of member concerns.					

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ASCCC - Knowledge and Professional Skills	1	2	3	4	5
A. Stays informed about what is happening within the CCC system and local senates.					
B. Stays abreast of relevant developments in Association Management and responds appropriately.					
C. Demonstrates flexibility, openness to innovations, and a willingness to acquire new skills.					
D. Seeks continued professional development.					
E. Effectively utilize current technologies.					
F. Uses effective listening skills and incorporates diverse feedback.					
G. Uses effective verbal and written communication.					

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ASCCC - Representing ASCCC	1	2	3	4	5
A. Is an effective representative of the organization.					
B. Effectively assists in monitoring and influencing legislation that affects the organization and the profession.					
C. Effectively oversees the production of all ASCCC publications and website.					

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ASCCC - Public Relations and Marketing	1	2	3	4	5
A. Effectively promotes ASCCC and the profession through marketing, public relations, and other promotional activities.					
B. Ensures a process for communicating appropriately to membership that might provide opportunities for promoting the faculty perspective.					
C. Cooperates with other organizations sharing similar values to promote the organization and the purview of local senates.					

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ASCCC - Board and Volunteer Relations	1	2	3	4	5
A. Assumes responsibility for carrying out the directives of the Board.					
B. Accurately advises the Board on a timely basis on matters affecting ASCCC and faculty.					
C. Is accessible to Board and Volunteers.					
D. Effectively communicates with the Board and Volunteers.					

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

ASCCC - Leadership and Management	1	2	3	4	5
A. Maintains a focus on and monitors progress towards the organization's strategic plan.					
B. Is effective in managing staff, delegating authority, and assigning responsibilities.					
C. Develops, implements, and monitors effective strategies for recruitment and retention of staff.					

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ASCCC - Event and Program Management	1	2	3	4	5
A. ASCCC Events are well orchestrated.					
B. ASCCC Events are financially successful meeting or exceeding budgets.					
C. ASCCC Events are highly regarded by the progression and are well-evaluated by attendees.					
D. Events offer ample networking opportunities for members.					
E. Educational opportunities are relevant to the needs of the faculty.					

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ASCCC - Interpersonal Skills & Human Relations	1	2	3	4	5
A. Maintains high standards of ethics, honesty, and integrity.					
B. Shows consideration and respect for staff, peers, and others.					
C. Secures the support of staff, peers, and others to achieve organizational goals and objectives.					
D. Seeks and accepts constructive criticism, and remains open to ideas and suggestions from the Board.					
E. Demonstrates effective use of time and functions well under pressure.					
F. Shows sensitivity to issues of diversity.					

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Comments:** \_\_\_\_\_  
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 \_\_\_\_\_  
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Signed \_\_\_\_\_ Date \_\_\_\_\_

I have read this evaluation.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**ASCCC Executive Director Comments:**

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Signed \_\_\_\_\_ Date \_\_\_\_\_







## Executive Committee Agenda Item

SUBJECT: Executive Committee Norms		Month: Sept. 29-30	Year: 2017
		Item No: IV E.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval an update to the approved Executive Committee Norms.	Urgent: NO	
		Time Requested: 20 mins.	
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
		Discussion	

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

**BACKGROUND:**

On August 19, 2016, the Executive Committee participated in a presentation on Challenging Conversations. During the presentation, Dr. Veronica Neal recommended that the Executive Committee create norms for the most effective means of communication in meetings and committee groups. The Executive Committee agreed on the methods of communication on a trial basis and agreed to bring back the norms for discussion. The Executive Committee will review the norms and consider for approval final group norms.

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

## Community Norms

- 1. Commit to being our authentic selves**
  - a. Be honest – speak truth as you see it (words and actions match) and allow others to speak their truth.
  - b. Do not gossip (e.g., if the person heard what you said would it be hurtful)
    - Rather than gossip, engage individuals directly
    - Hold others accountability (e.g., stop hurtful behavior by not engaging)
  - c. Find a trusted ally who can be a sounding board
  - d. Don't make assumptions (Be mindful of possible assumptions and check them out)
  - e. Check ourselves (understand the time to speak and time to listen)
  - f. It's okay to stop, rewind, and change your mind
- 2. Check ourselves and share the air (allow time to speak)**
  - a. Honor experience, knowledge, and diverse perspective
  - b. Recognize attachment – bring options and interests, not decisions or positions
  - c. Develop respect and an ability to listen and consider outlying opinions or ideas
  - d. Don't cut others off with "knee-jerk" responses (micro messages)
  - e. Recognize that we are more than one opinion or position (e.g., don't label each other)
- 3. Assume good intentions, forgive often, and be present**
  - a. Recognize and reflect on our assumptions
  - b. Respect, trust (no yelling, no lying, no whispering, no passive aggressive behaviors)
  - c. Critique, with respect and humility, not criticisms
  - d. Establish clarity between what must stay here and what can be expressed outside
  - e. Respect the confidentially – when necessary – what is said in confidence, stays in confidence.
- 4. Acknowledge and celebrate the work of all of the Executive Committee members and Staff**
  - a. Remember to praise publicly and provide constructive criticism and other critique privately. (i.e., the public should see the acknowledgements and the individuals see personal critique. In other words, no public shaming).



## Executive Committee Agenda Item

SUBJECT: <i>Update on Quantitative Reasoning</i>		Month: Sept. 29-30	Year: 2017
		Item No: IV F	
DESIRED OUTCOME: Discussion and Possible Action		Attachment: Yes (4)	
		Urgent: Yes	
CATEGORY: Action		Time Requested: 30 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: John Stanskas Ginni May		Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> : Ashley Fisher		Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

*The field has been grappling with the requirements for transfer-level quantitative reasoning for the last year. The ASCCC sent a memo to the field around the controversy that ensued at the Intersegmental Curriculum Workgroup, ICW, in April (attached). Later, the California State University, the Chancellor’s Office for the California Community Colleges, the CSU Academic Senate, the ASCCC, and the California Acceleration Project all signed a memo that was distributed broadly in June 2017 (attached). Since then, the California State University system office issued new Executive Orders EO1100 and EO1100 in August that are interpreted to change the requirements of transfer students (attached). In September, the CSU’s General Education Advisory Committee, GEAC, the C-ID Advisory Committee, and ICW have all met and discussed the lack of clarity around how to best prepare our students for transfer to the CSU system.*

### DESIRED OUTCOME:

*This report may generate discussion and action by the Executive Committee regarding direction to the field or direction to the ASCCC’s representatives on GEAC, C-ID Advisory, and ICW committees. In addition, the Executive Committee will be updated on conversations between the ASCCC and the California Mathematics Council Community Colleges (CMC<sup>3</sup>) regarding math and quantitative reasoning education in the community colleges.*

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



September 7, 2017

**President**  
Julie Bruno  
Sierra College

**Vice President**  
John Stanskas  
San Bernardino Valley College

**Secretary**  
Dolores Davison  
Foothill College

**Treasurer**  
John Freitas  
Los Angeles City College

**Area A Representative**  
Ginni May  
Sacramento City College

**Area B Representative**  
Conan McKay  
Mendocino College

**Area C Representative**  
Rebecca Eikey  
College of the Canyons

**Area D Representative**  
Craig Rutan  
Santiago Canyon College

**North Representative**  
Cheryl Aschenbach  
Lassen College

**North Representative**  
Carrie Roberson  
Butte College

**South Representative**  
Randy Beach  
Southwestern College

**South Representative**  
Lorraine Slattery-Farrell  
Mt. San Jacinto College

**Representative at Large**  
Sam Foster  
Fullerton College

**Representative at Large**  
LaTonya Parker  
Moreno Valley College

**Julie Adams, Ph.D.**  
Executive Director

Joseph Conrad  
President, CMC^3

**Subject: Math/QR in the CCCs**

Dear CMC^3 President and Board Members,

In 2015-16, the Academic Senate of the California State University convened a Quantitative Reasoning (QR) Task Force to review CSUs expectation for student proficiency in quantitative reasoning both before college and at graduation, and to recommend changes to existing policies and practices. The work of the task force was guided by the principle that **any educational policy enacted by the CSU must balance access and opportunity to achieve equity**. That is, genuine equity lies in providing students from all backgrounds with equitable prospects not only for admission and graduation, but also for meaningful degrees that prepare them for high-value careers and lives after graduation. The task force consisted of members and advisors that provided diverse and thorough perspectives on the issues at hand. The ASCSU QR Report and Recommendations can be found here:

<http://www.asccc.org/sites/default/files/V.%20G.%20QRTF%20Final%20Report%2008-01-2016.pdf>

Additionally, the revision to CSU Executive Order 1100 (<https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html>), the recently approved CSU Executive Order 1110 (<https://www.calstate.edu/eo/EO-1110.html>), and the pending AB-705 (Irwin, 2017) ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)), it is urgent that the faculty in the California community colleges, in consultation with other stakeholders, examine the math and quantitative reasoning requirements for the associate degree.

At this time, the ASCCC leadership is interested in engaging with CMC^3 to discuss the statewide debate and potential changes to math and quantitative reasoning requirements for associate and baccalaureate degrees. In particular, the ASCCC, in partnership with CMC^3, would like to form a task force with representatives from both ASCCC and CMC^3 as well as other stakeholders to accomplish the following:

1. Research the various and diverse perspectives on appropriate content for math/quantitative reasoning education for non-STEM majors;
2. Develop recommendations on math/QR standards for non-STEM majors;
3. Develop a plan for how to provide opportunities for more students to consider STEM fields (since the United States is producing fewer and fewer STEM graduates, especially in groups that are disproportionately impacted);
4. Provide a report to the ASCCC, CMC^3, and others, such as the California Community Colleges Chancellor's Office and Board of Governors, to consider that includes the research results and recommendations; and
5. Request a response from ASCCC, CMC^3, and other stakeholders.

The ASCCC is looking forward to a response from CMC^3 to our proposal.

Sincerely,

Julie Bruno  
President



## CCC/CSU/CAP Joint Statement Regarding Mathematics Requirements for Transfer

June 12, 2017

The California State University (CSU) and the California Community Colleges (CCC) continue to share a deep commitment to improving access and increasing graduation rates for all students while eliminating equity gaps in opportunity and achievement. As we work towards the implementation of mathematics and quantitative reasoning changes in the CSU and the CCC, the role of our faculty in this process is paramount.

Many changes are already underway based on innovative, faculty-led programs in both the CSU and the CCC. One type of approach includes statistics pathways that allow community college students to complete quantitative reasoning requirements for associate degrees and transfer to the CSU without an intermediate algebra prerequisite or competency. Through curricular innovation and intersegmental cooperation, many Transfer Model Curricula (TMCs) already allow a CSU-approved statistics pathway pilot course with no intermediate algebra prerequisite or competency.

Some CSU degree programs clearly require competency in intermediate algebra. For others, recent and forthcoming policy changes related to quantitative reasoning will necessitate further review. Over the course of the fall 2017 term, CSU discipline faculty in degree programs aligned with eight TMCs will review and evaluate, through robust discussion, the level of mathematics/quantitative reasoning required to ensure student success in upper-division coursework. Until this review concludes, no changes regarding mathematics will occur to existing TMCs nor will language regarding competency in intermediate algebra be included.

We look forward to sharing this ongoing, intersegmental work, based on mutual respect and a deeply shared interest in and commitment to equity and the success of all students.

*Pamela D. Walker*  
Vice Chancellor, Educational Services  
California Community College Chancellor's Office

*Loren J. Blanchard*  
Executive Vice Chancellor, Academic and Student  
Affairs  
California State University Office of the Chancellor

*Julie Bruno*  
President  
Academic Senate for California Community Colleges

*Christine Miller*  
Chair  
Academic Senate of the California State University

*Katie Hern*  
Co-Founder  
California Acceleration Project

*Myra Snell*  
Co-Founder  
California Acceleration Project

**Subject:** RE: CMC^3 and ASCCC Conversation about current math issues  
**Date:** Tuesday, September 12, 2017 at 7:52:30 AM Pacific Daylight Time  
**From:** Joseph Conrad  
**To:** Julie Adams, krystinne@asccc.org  
**CC:** Bruno Julie, May, Virginia

Julie and Ginni,

Here is the text of the resolution that was passed by the CMC^3 Board on Saturday:

CMC^3 supports the current Title V (Section 55063) regulation allowing for locally developed alternative mathematical pathways to satisfy degree requirements. Additionally, we look forward to working further with the Senate to develop ways to address placement and advising across the college and to assist students to make the most of their options. CMC^3 is committed to providing a resource for faculty throughout the state to help develop such pathways.

Again, I look forward to CMC^3 working together with the Senate on this.

(I received an out of office reply from Julie Adams so I have added Krystinne to the receiver list.)

Sincerely,  
Joe

Joseph Conrad  
Professor of Mathematics  
Solano Community College  
CMC^3 President  
MAA Golden Section Program Chair

**From:** Julie Adams [mailto:julie@asccc.org]  
**Sent:** Thursday, September 7, 2017 12:44 PM  
**To:** Joseph Conrad <Joseph.Conrad@solano.edu>  
**Cc:** Bruno Julie <jbruno@sierracollege.edu>; Ginni May <mayv@scc.losrios.edu>  
**Subject:** Re: CMC^3 and ASCCC Conversation about current math issues

Joseph,

Please see the attached request from the ASCCC. We look forward to the response of the CMC^3 board. Please let us know if you have any questions.

Thank you.

Julie

**Julie Adams, Ph.D., MBA, CAE**  
Executive Director  
Academic Senate for California Community Colleges  
One Capitol Mall, Suite 340, Sacramento, CA 95814

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

August 23, 2017

CHANNEL ISLANDS

**MEMORANDUM**

CHICO

TO: CSU Presidents

DOMINGUEZ HILLS

FROM: Timothy P. White  
Chancellor

EAST BAY

FRESNO

SUBJECT: General Education Breadth Requirements  
Executive Order 1100 Revised August 23, 2017

FULLERTON

HUMBOLDT

Attached is a copy of Executive Order 1100 Revised August 23, 2017 relating to the California State University General Education Breadth (CSU GE Breadth) requirements. This policy supersedes Executive Order 1100, which was issued on February 16, 2015. The policy incorporates changes recommended by faculty, students, administrators and the Academic Senate CSU regarding how systemwide GE policy can better: (1) clarify requirements, (2) ensure equitable opportunity for student success, and (3) streamline graduation requirements. Additionally, the revised executive order includes a revised definition for mathematics/quantitative reasoning (CSU GE Breadth Subarea B4), in response to recommendations from a variety of sources.

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

In accordance with California State University policy, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

POMONA

SACRAMENTO

If you have questions regarding this executive order please contact the Academic Programs and Policy department at [APP@calstate.edu](mailto:APP@calstate.edu) or 562-951-4603.

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**Attachments**

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- c: CSU Office of the Chancellor Leadership
- Dr. Christine Miller, Chair, Academic Senate CSU
- Provosts/Vice Presidents for Academic Affairs
- Associate Provosts/Associate Vice Presidents for Academic Affairs
- Articulation Officers
- Deans of Undergraduate Studies
- Directors of Admissions and Records
- Directors of General Education

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**THE CALIFORNIA STATE UNIVERSITY**  
**Office of the Chancellor**  
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**Executive Order:** 1100 Revised August 23, 2017  
**Effective Date:** August 23, 2017  
**Supersedes:** Executive Order 1100 Effective February 16, 2015  
**Title:** CSU General Education Breadth Requirements

This executive order is issued pursuant to Education Code 66763, Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a).

This executive order is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this executive order. This executive order is effective for students subject to the fall 2018 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1, page 1),**
- **Patterns that fulfill General Education requirements (Article 2, page 2),**
- **Premises of CSU General Education Breadth (Article 3, page 5),**
- **Distribution of General Education Breadth units (Article 4, page 6),**
- **Transfer and articulation (Article 5, page 9),**
- **Implementation and governance (Article 6, page 16).**

**Article 1. Applicability**

**1.1 Prior to Completion of CSU Lower-Division General Education Breadth Requirements**

The requirements, policies and procedures adopted pursuant to this executive order are effective for students subject to the fall 2018 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division general education

requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

**1.2 Subsequent to Completion of Entire CSU General Education Breadth Requirements**

Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth requirements.

**Article 2. Fulfilling CSU General Education Breadth Requirements**

**2.1 CSU GE Breadth Patterns**

Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

**a. CSU General Education Breadth**

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

**b. Intersegmental General Education Transfer Curriculum (IGETC)**

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

**c. University of California (UC) Campus Lower-Division**

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

**2.2 CSU Systemwide Requirements**

**2.2.1 General Education Requirements**

- a. CSU campus GE requirements shall conform to the requirements established in this executive order and shall not exceed the requirements for 39 lower-division and 9 upper-division

semester-units (or quarter-unit equivalent) in the defined GE Areas.

- b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or equivalent quarter units.
- c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

#### **2.2.2 Minimum Grades**

- a. A grade of C- or better is required in each CSU or transfer-course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).
- b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

#### **2.2.3 Upper-Division Requirement**

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses may require no more than 9 upper-division GE semester units (or the quarter equivalent).

#### **2.2.4 Residency Requirement**

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

### **2.2.5 Exceptions**

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.
- b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.
- c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:
  1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
  2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.
- d. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution Areas (A through E). The total number of GE units required shall not be fewer or greater than 48 semester units or 72 quarter units. Except when 49 semester (74 quarter) units is allowed as described in Article 4, Area B.

### **2.2.6 Double Counting**

#### **2.2.6.1 General Education, Major, and Other Requirements**

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

**2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement**

CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

**Article 3. Premises of CSU General Education Breadth**

**3.1 Background**

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

**3.2 Instructional Modality**

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

**3.3 CSU Student Learning Outcomes**

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the [Liberal Education and America's Promise \(LEAP\)](#), an initiative of the Association of American Colleges and Universities.

**LEAP Essential Learning Outcomes Framework**

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

**Article 4. Subject Area Distribution**

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

**Area A English Language Communication and Critical Thinking**

**9 semester units (12 quarter units)**

*One course in each Subarea.*

<b>A1</b>	<b>Oral Communication</b>	(3 semester units or 4 quarter units)
<b>A2</b>	<b>Written Communication</b>	(3 semester units or 4 quarter units)
<b>A3</b>	<b>Critical Thinking</b>	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

- Area B Scientific Inquiry and Quantitative Reasoning**  
**12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level**  
*One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.*
- |           |   |  |
|-----------|---|--|
| <b>B1</b> | <b>Physical Science</b>                   | (3 semester units or 4 quarter units)  |
| <b>B2</b> | <b>Life Science</b>                       | (3 semester units or 4 quarter units)  |
| <b>B3</b> | <b>Laboratory Activity</b>                | A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required. |
| <b>B4</b> | <b>Mathematics/Quantitative Reasoning</b> | (3 semester units or 4 quarter units)  |

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1-credit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of GE semester units shall not exceed 49 (74 quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

**Area C Arts and Humanities**

**12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level**

*At least one course completed in each of these 2 Subareas, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.*

**C1 Arts: Arts, Cinema, Dance, Music, Theater**

**C2 Humanities: Literature, Philosophy, Languages Other than English**

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

**Area D Social Sciences**

**12 semester units (18 quarter units), with 3 semester units taken at the upper-division**

*At least two courses completed in 2 different disciplines, and 3 additional semester units (4 quarter units) at the upper-division.*

Area D requires 12 semester units or 18 quarter units dealing with human social, political and economic institutions and behavior, and their historical background.



Students shall complete courses from at least two different disciplines, and one upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

**Area E    Lifelong Learning and Self-Development**  
**3 semester units (4 quarter units)**

Area E requires 3 semester units (4 quarter units) of study, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

**Article 5. Transfer and Articulation**

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

- 5.1    Premises of General Education Breadth Transfer and Certification**
- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
  
  - b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

**5.2 Conditions for Participation in CSU General Education Breadth Certification**

CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

- a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and any additional objectives implemented by the CSU Chancellor.
  - 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
  - 2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.
  - 3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.
  - 1. Each entry in the list shall specify the area to which the course or examination relates and the number of units associated with each area.
  - 2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives

for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.
4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.
5. The CCC shall report certification for individual students in a format to be specified.

### **5.3. Certification Requirements**

#### **5.3.1 Definition**

GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

#### **5.3.2 Full Certification**

##### **5.3.2.1 Fulfillment of Lower-Division Requirements**

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

##### **5.3.2.2 Additional Lower-Division Graduation Requirements**

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

##### **5.3.2.3 Qualification for Full Certification**

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC

GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

- a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).
- c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. In Area D, 9 semester units (or the quarter equivalent), with courses from at least two different disciplines.
- e. Area E, 3 semester units (or the quarter equivalent).

### **5.3.3 Lower-Division Subject-Area (Partial) Certification**

**5.3.3.1 Fulfillment of Lower-Division Requirements by Area**  
Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

**5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements**  
For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the five Subject Areas—A through E.

**5.3.3.3 Additional Lower-Division Graduation Requirements**  
Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

**5.3.3.4 Qualification for Subject-Area Certification**

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

- a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.
- b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student, except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.
- c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. For Area D, 9 semester units (or the quarter equivalent), with courses taken from at least two disciplines.
- e. For Area E, 3 semester units (or the quarter equivalent).

**5.3.4 Approved Associate Degree for Transfer**

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU lower-division GE requirements.

**5.3.5 General Education Breadth for STEM Majors within ADTs**

Students pursuing certain ADTs may be eligible to take “GE Breadth for STEM,” deferring one lower-division course in Subarea C and

one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

- a. All courses in Areas A, B, and E of the traditional GE curriculum; and
- b. One course in Area C1 Arts and one course in Area C2 Humanities; and
- c. Two courses in Area D from two different disciplines.

Details of each Transfer Model Curriculum are maintained and published at [www.c-id.net](http://www.c-id.net).

#### **5.3.6 Exceptions to Certification Requirements**

At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

### **5.4 Certification of Courses and Examinations**

#### **5.4.1 Qualification for Certification**

A CCC may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

**5.4.2** If so identified, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

**5.4.3** CCC may include upper-division courses taken at an eligible university in certification of lower-division CSU GE or IGETC.

### **5.5 Limitations of Certification**

#### **5.5.1 Restriction to General Education Requirements**

Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that

may exist outside of the GE program of the campus awarding the degree.

**5.5.2 Maximum Number of Credits Allowed**

**5.5.2.1 Limit on Certification on Total General Education Units**

A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

**5.5.2.2 Restrictions on Certification of Upper-Division Courses**

No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

**5.6 General Education Certification Reciprocity Among CSU Campuses**

**5.6.1 Lower-Division Reciprocity**

- a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.
- b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

**5.6.2 Subject-Area Reciprocity**

- a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE

requirements in each subject area, and shall provide official documentation of such completion.

- c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.
- d. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

**5.6.3 Upper-division Reciprocity**

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

**5.6.4 Reciprocity Limitations**

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

**Article 6. Implementation and Governance**

**6.1 General Education Advisory Committee**

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the California State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)



The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

- a. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.
- b. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
- c. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- d. Report as appropriate to the chancellor.

## **6.2 Campus Responsibility**

### **6.2.1 Development and Revision of Campus Requirements**

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

- a. General Education Program Development
  1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
  2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
  3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. General Education Course Development

1. Consider the organization of approved courses so that students may choose from among a variety of “cores” or “themes,” each with an underlying unifying rationale.
2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

c. General Education Course Delivery

1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.
2. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

**6.2.2 Campus General Education Committee**

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this executive order. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this executive order.

**6.2.3 General Education Breadth Requirements and the Development of New Baccalaureate Degrees**

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the minimum required GE credits, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

**6.2.4 General Education Academic Advising**

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. General Education Website

Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus GE policy, and campus GE program and GE Area student-learning outcomes.

b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Subarea.

**6.2.5 General Education Review and Assessment**

In accordance with WASC Senior College and University Commission accreditation requirements, campuses shall:

- a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.
- b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.



---

Timothy P. White, Chancellor

Dated: August 23, 2017

**Requirements for  
Lower- and Upper-Division  
California State University General Education Breadth**

GE Area	Lower- Division Semester Units	Upper- Division Semester Units	Total Semester Units* Required
<b>Area A English Language Communication and Critical Thinking</b>			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
<b>Area A total semester units required:</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>Area B Scientific Inquiry and Quantitative Reasoning</b>			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B4 Mathematics/Quantitative Reasoning			
<b>Area B total semester units required:</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Area C Arts and Humanities</b>			
At least one course in each Subarea			
C1 Arts: Arts, Cinema, Dance, Music, Theatre			
C2 Humanities Literature, Philosophy, Languages Other than English			
<b>Area C total semester units required:</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Area D Social Sciences</b>			
<b>Area D total semester units required:</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Area E Lifelong Learning and Self- Development</b>			
<b>Area E total semester units required:</b>	<b>3</b>		<b>3</b>
<b>Total GE Units</b>	<b>39</b>	<b>9</b>	<b>48</b>

**Executive Order 1100 Revised August 23, 2017  
Attachment A**

**Note:**

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed the required lower-division 39 GE semester units. This includes 9 lower-division semester units each in Areas A, B, C and D, and 3 lower-division semester units in Area E. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

\*To determine unit requirements at quarter-based campuses, multiply the semester unit requirement by 1.5.

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

August 2, 2017

CHANNEL ISLANDS

CHICO

**MEMORANDUM**

DOMINGUEZ HILLS

**TO:** CSU Presidents

EAST BAY

**FROM:** Timothy P. White  
Chancellor

A handwritten signature in black ink that reads "Timothy P. White".

FRESNO

FULLERTON

**SUBJECT:** Assessment of Academic Preparation and Placement in  
First-Year General Education Written Communication and  
Mathematics/Quantitative Reasoning Courses  
Executive Order 1110

HUMBOLDT

LONG BEACH

LOS ANGELES

Attached is a copy of Executive Order 1110 relating to the assessment of academic preparation for and placement in written communication in English courses and mathematics/quantitative reasoning courses. This executive order supersedes Executive Order 1048 and elements of Executive Order 665 and reflects significant guidance and feedback from the Academic Senate CSU, discipline faculty, students and our educational partners. The order provides for the broadest utilization of multiple measures in assessing academic readiness and determining course placement for first-year students. The Early Start Program is recast to allow students to focus on a single discipline and acquire necessary foundational content at the same time they earn baccalaureate credit. The executive order also supports faculty innovation in curriculum and facilitates equitable opportunity for first-year students to succeed through existing and redesigned education models.

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

The timeline for implementation begins in fall 2018 with the introduction of new baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Recognizing the engagement necessary for developing or reshaping curriculum, the effective term for implementation of all changes to the Early Start Program shall be summer 2019; however, campuses may pilot innovative instructional approaches to the Early Start Program prior to summer 2019.

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

SONOMA

STANISLAUS

CSU Presidents  
August 2, 2017  
Page Two

If you have questions regarding this executive order, please contact the office of Student Academic Services at [EVCASA-assists@calstate.edu](mailto:EVCASA-assists@calstate.edu) or (562) 951-4744.

TPW/ne

Attachment

c: CSU Office of the Chancellor Leadership  
Dr. Christine Miller, Chair, Academic Senate CSU  
Provosts/Vice Presidents for Academic Affairs  
Vice Presidents for Student Affairs  
Associate Provosts/Associate Vice Presidents for Academic Affairs  
Deans of Undergraduate Studies  
Directors of Admissions and Records  
Admissions Advisory Council

**THE CALIFORNIA STATE UNIVERSITY**  
**Office of the Chancellor**  
**401 Golden Shore**  
**Long Beach, California 90802-4210**  
**(562) 951-4744**

**Executive Order:** 1110  
**Effective Date:** August 2, 2017  
**Supersedes:** Executive Order 1048 Effective June 2010  
In part Executive Order 665 Effective February 1997 (IA; IB; IIA; IIB)  
**Title:** Assessment of Academic Preparation and Placement in First-Year  
General Education Written Communication and Mathematics/Quantitative  
Reasoning Courses

This executive order is issued pursuant to Section 40402.1 of Title 5 of the *California Code of Regulations*, and Section II (a) of the Standing Orders of the Board of Trustees of the California State University (CSU) REP 01-96-02 and REP 01-08-01. This executive order applies to all first-time freshmen who enter the CSU for fall 2018 matriculation and subsequent academic terms.

**I. Purpose**

This executive order establishes CSU policy regarding first-year enrollment in CSU-required written communication and mathematics/quantitative reasoning courses and college-level skills assessment to inform placement in appropriate courses.

**II. Delegation of Authority**

In accordance with CSU policy, the campus president is responsible for implementing executive orders where applicable and maintaining the campus repository and index for all executive orders.

**III. Guiding Principles**

- The CSU is committed to providing students an equitable opportunity to succeed academically at the university and to providing rigorous instruction in general education written communication and mathematics/quantitative reasoning.
- Rigorous high school preparatory experiences in general education written communication and mathematics/quantitative reasoning prepare prospective CSU students for academic success.
- Successful completion of general education written communication and mathematics/quantitative reasoning courses in the first year of CSU enrollment establish a foundation for continuous learning.



- Freshmen in need of additional academic development are supported in the Early Start Program and in enhanced college-level, baccalaureate credit-bearing courses.
- CSU faculty provide academic support by making curricular modifications to existing courses, by developing new courses, or by introducing innovative instructional approaches that achieve appropriately rigorous student-learning outcomes.
- General education written communication and mathematics/quantitative reasoning requirements completed at one campus seamlessly transfer to other CSU campuses.

#### **IV. Skills Assessment and Course Placement Recommendations**

Freshman skills assessment and recommended placement for general education written communication and mathematics/quantitative reasoning courses shall be based on multiple measures of academic proficiency. Such measures may include high school English and mathematics/quantitative reasoning course grades, high school grade point averages, grades in collegiate courses, ACT scores, SAT scores, Advanced Placement scores, International Baccalaureate scores, SAT subject tests or Smarter Balanced Assessment/Early Assessment Program scores.

- A. The CSU shall establish systemwide placement standards.
- B. The CSU Admissions Advisory Council (AAC) comprised of CSU faculty, students and administrators shall be responsible for the review and recommendation of revisions to systemwide policies regarding:
  1. Assessment of college readiness for successful completion of general education written communication and mathematics/quantitative reasoning courses;
  2. Preparatory requirements for general education written communication and mathematics/quantitative reasoning course placement; and
  3. The Early Start Program.
- C. Each campus shall establish a student course-placement appeals process.
- D. Effective with this executive order, the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test shall not be offered, and the EPT and ELM committees are discontinued.

#### **V. Enrollment in General Education Written Communication and Mathematics/Quantitative Reasoning Courses**

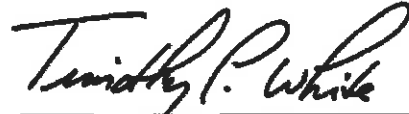
- A. During the first academic year, unless the requirement has been completed, freshmen shall enroll in general education written communication and mathematics/quantitative reasoning courses appropriate to each student's major and skill level, as demonstrated by applicable systemwide standards.

- B. Students whose skills assessments indicate academic support will be needed for successful completion of general education written communication or mathematics/quantitative reasoning courses shall enroll in appropriate college-level, baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Supportive course models may include, among others, co-requisite approaches, supplemental instruction, or “stretch” formats that extend a course beyond one academic term. In these approaches, instructional content considered pre-baccalaureate may carry a maximum of one unit and shall be offered concurrently with a college-level, baccalaureate credit-bearing course.
- C. Campuses shall offer sufficient general education written communication and mathematics/quantitative reasoning course sections to meet student enrollment needs in their first academic year.

**VI. Early Start Program**

- A. The Early Start Program serves CSU admitted freshmen who have not demonstrated proficiency in English and/or mathematics/quantitative reasoning as established by CSU.
- B. For summer 2018, campuses may continue to offer Early Start Program courses as established under Executive Order 1048 and/or may offer pilot credit-bearing baccalaureate courses.
- C. Effective summer 2019, Early Start Programs shall offer primarily baccalaureate credit-bearing general education written communication and mathematics/quantitative reasoning courses, and those courses shall be offered in sufficient numbers to meet student demand. Instructional content considered pre-baccalaureate will carry a maximum of two units and shall be offered concurrently with a college-level, baccalaureate credit-bearing course.
- D. Early Start Program participation is required for students needing skills development, as determined by systemwide placement standards. Students needing skills development in both general education written communication and mathematics/quantitative reasoning shall be required to enroll in a written communication or mathematics/quantitative reasoning course but not both during the Early Start Program.
- E. Students required to participate in the Early Start Program may choose to participate at any CSU campus. CSU campuses may partner with California community colleges in the development and offering of Early Start Program courses. Baccalaureate credit earned and general education requirements completed through the Early Start Program shall seamlessly transfer to all CSU campuses.
- F. Campuses may grant student exceptions from required Early Start Program participation, based on extenuating circumstances.

- G. Early Start Program fees shall be determined by the Office of the Chancellor. Financial aid shall be available for qualifying students who are required to participate in the Early Start Program.



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Timothy P. White, Chancellor

Dated: August 2, 2017



**resident**  
*Julie Bruno*  
*Sierra College*

**ice resident**  
*John Stanskas*  
*San Bernardino Valley College*

**Secretar**  
*Dolores Davison*  
*Foothill College*

**Treasurer**  
*John Freitas*  
*Los Angeles City College*

**Area A epresentati e**  
*Grant Goad*  
*American River College*

**Area epresentati e**  
*Cleavon Smith*  
*Berkeley City College*

**Area C epresentati e**  
*Adrienne Foster*  
*West Los Angeles College*

**Area D epresentati e**  
*Craig Rutan*  
*Santiago Canyon College*

**North epresentati e**  
*Cheryl Aschenbach*  
*Lassen College*

**North epresentati e**  
*Ginni May*  
*Sacramento City College*

**South epresentati e**  
*Randy Beach*  
*Southwestern College*

**South epresentati e**  
*Sam Foster*  
*Fullerton College*

**epresentati e at arge**  
*Conan McKay*  
*Mendocino College*

**epresentati e at arge**  
*Lorraine Slattery-Farrell*  
*Mt. San Jacinto College*

**Julie Adams h. D.**  
*Executive Director*

Dear Colleagues,

There is a great deal of controversy around the Intersegmental Curriculum Workgroup (ICW) decision to accept the CSU Chancellor’s Office recommendation of adding a competency in intermediate algebra to nine Transfer Model Curricula (TMCs). Many of you have received email messages from the California Acceleration Project on this issue. The purpose of this message is to explain how such a decision was reached over the last three years and the ramifications of that decision.

The CSU General Education Advisory Committee (GEAC) of the CSU Chancellor’s Office originally permitted seven colleges, on a pilot basis, a waiver of the intermediate algebra prerequisite to statistics courses through a STATWAY model to study the impact of such a decision to meet general education requirements in CSU-GE-Breadth Area B4. During the November 2015 GEAC meeting, the conclusion of the study was mixed. There was concern expressed that alternative models were in use and the number of tracked students was inconclusively small to determine the success of such a model on upper division completion for the entire CSU system. In addition, there was concern that unconfirmed reports of wholesale prerequisite challenge processes were taking place at some colleges, thus undermining the integrity of the student data. To that end, the pilot waiver was expanded through 2019, the restriction to one model was lifted, and all California Community Colleges were invited to submit courses through the regular general education review processes. GEAC’s intent was to collect a robust data set and to ensure transfer student course taking behavior was accurately reflected in the review process and track those students through baccalaureate completion. Please note: GEAC only makes recommendations regarding CSU-GE-Breadth requirements of transfer students. A summary of the 2015-16 GEAC notes can be found at: <http://www.calstate.edu/app/GEAC/documents/2016/GEAC-annual-report-2015-16.pdf>.

At the same time, the CSU Academic Senate called together a Quantitative Reasoning Task Force with intersegmental and external representation to discuss the CSU expectation of quantitative reasoning skills for incoming first year students, transfer students, and baccalaureate earning students. This report provides a comprehensive overview of quantitative reasoning goals for higher education and a roadmap for implementation that involves high schools, community colleges, and the CSU colleges. The report acknowledges that intermediate algebra skills may not be necessary to complete general education statistics courses but some intermediate algebra skills are required for baccalaureate level success and competency expectations. The full report, unanimously adopted by the CSU Academic Senate, is available at <http://www.calstate.edu/AcadSen/Records/Reports/documents/ORTF.FinalReport.KSSF.pdf>.

Again, at the same time (Fall 2015), the C-ID curricular 5-year review of mathematics descriptors was due. Because of the two factors listed above (GEAC’s recommendation to California Community Colleges and the CSU Quantitative Reasoning report), the math faculty discipline review group (FDRG), which included both CSU and CCC faculty, reviewed and evaluated the MATH 110 C-ID descriptor prerequisite, intermediate algebra. There was intense dialog regarding the prerequisite for this descriptor and three iterations of surveys to determine the most appropriate prerequisite were sent to the math faculty at both the CSU and CCC. Eventually, in December 2016, the prerequisite for the descriptor

was changed after approval by the FDRG. Once in place, the revised prerequisite was

communicated widely to the field. The prerequisite for MATH 110 is:

Intermediate Algebra or  
Any CSU accepted statistics pathway curriculum prerequisite.

The entire MATH110, Introduction to Statistics, descriptor can be found at [https://c-id.net/descriptor\\_details.html?descriptor=365&submitbtn=Go](https://c-id.net/descriptor_details.html?descriptor=365&submitbtn=Go).

At the October 2016 ICW meeting, the CSU Academic Senate and Chancellor's Office had serious concerns about the use of mathematics courses lacking an intermediate algebra prerequisite being used for both quantitative reasoning general education requirements as well as discipline major preparation. After the release of the C-ID Math 110 descriptor, the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office received memos from the CSU Chancellor's Office asking for a delay in the implementation of the new descriptor. In January 2017, the CSU General Education Advisory Committee (GEAC) also expressed concern and issued a separate memo to the Community College Chancellor's Office and the ASCCC requesting us to desist from using the new C-ID descriptor.

In February 2017, the Academic Senate leadership met with the CSU Academic Senate leadership and CSU GEAC members to discuss the memo issued by the CSU GEAC committee. In March 2017, the C-ID Advisory Committee met and heard from the CSU Chancellor's Office and CSU Academic Senate regarding their concerns about the mixing of general education quantitative reasoning requirements and major preparation requirements. In response, the C-ID Advisory Committee made a recommendation to the Intersegmental Curriculum Workgroup (ICW) to consult with the discipline faculty with affected Transfer Model Curricula (TMCs) to make a determination regarding the necessity intermediate algebra skills for success in the major. The C-ID workgroup surveyed FDRGs where MATH 110 was used for both major's preparation and general education and found that two disciplines – Business Administration and Economics - were concerned about students' ability to succeed upon transfer without intermediate algebra.

At the end of March 2017, ICW convened and again, the CSU Chancellor's Office and CSU Academic Senate expressed that their concern was so great about the MATH 110 descriptor that they would need to re-evaluate determinations of "similar" in affected disciplines. The proposal from the C-ID Advisory Committee to add a competency to two affected disciplines was discussed and the CSU representatives agreed that adding a competency was a reasonable compromise and then produced a list of eight affected TMCs. Ultimately, nine TMCs were identified by ICW:

Administration of Justice  
Agriculture Animal Sciences  
Agriculture Business  
Agriculture Plant Science  
Business Administration  
Economics  
Kinesiology  
Psychology and  
Public Health Science.

ICW accepted the recommendation to include the intermediate algebra competency on the nine TMCs and drafted the following language to be added:

*As a requirement of this TMC, students earning an ADT in \_\_\_\_\_ are required to demonstrate competency in mathematics at the level of intermediate algebra in addition to the coursework listed above. Students may demonstrate this competency through the college's assessment for placement process or through the completion of an intermediate algebra mathematics course. The inclusion of this requirement does not change the unit totals for the ADT as intermediate algebra is a pre-transfer level skill.*

By the inclusion of a competency in the TMC, students and colleges can use assessment instruments or specialized courses that cover the content of intermediate algebra without specifying the class. This competency is a component of major preparation, not general education, and is consistent with the K-12 Common Core standards and CSU Quantitative Reasoning Task Force Recommendations.

We hope that gives you a clearer picture of what has transpired over the past three years. It is important to understand the intersegmental consultative processes in which the ASCCC has engaged to best serve our students. We anticipate that, as further implementation of CSU's Quantitative Reasoning report occurs, additional changes may be required. We will continue to provide updates as we work with our intersegmental partners to ensure access and opportunity to transfer institutions.



Julie Bruno  
President, The Academic Senate for California Community Colleges



John Stanskas, Chair, Intersegmental Curriculum Workgroup and Vice President, The Academic Senate for California Community Colleges





## Executive Committee Agenda Item

SUBJECT: Accreditation Institute Program		Month: Sept. 29-30	Year: 2017
		Item No: IV G	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider the Accreditation Institute Program for approval.	Urgent: No	
CATEGORY:		Time Requested: 20 minutes	
REQUESTED BY:	May	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Accreditation Institute is taking place February 23-24, 2017 with a pre-session sponsored by the ACCJC on February 22. The pre-session will provide two trainings: One for Faculty that are New Evaluators and one for New Accreditation Liaison Officers.

Accreditation Institute Program Draft is attached.

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



**Accreditation Institute Program Draft**  
9-18-2017

**Number of attendees:** shooting for 100-150 as first estimate

**Date:** February 22-24, 2018 (pre-session is February 22)

**Schedule:** 4 breakouts per session = 16 breakouts, maybe 5 per session depending on registration numbers

Thursday, February 22 – Pre-session

10:00-4:00 New Evaluator Training for Faculty (*ACCJC is providing lunch, 12:30-1:00*), up to 60 faculty.

For institutional members who wish to serve as a peer reviewer on a site team, this workshop will provide essential training for the role of first-time evaluator. The training will review the basics of serving on an evaluation team and offer participants the opportunity to discuss the Standards, review case studies of sections of Institutional Self-Evaluation Reports (ISERs), use the case studies to prepare a simulated team report section, and discuss some of the situations that are commonly faced by evaluation teams.

1:00-4:00 New Accreditation Liaison Officer Training

For Accreditation Liaison Officers who are new to their positions and who have not previously attended an orientation session.

Friday, February 23

9:45-10:15 General Session 1 –

Welcome by Ginni May and Julie Bruno or John Stankas

10:30-11:45 Breakout 1

12:00-2:00 Lunch/General Session 2 –

eLumen presentation (5-10 minutes)\*

History of Regional Accreditation in the United States by Richard Wynn (*Pending approvals, then agreement by Richard Wynn*)

2:15-3:30 Breakout 2

3:45-5:00 Breakout 3

Saturday, February 24

9:00-10:00 General Session 3 –

The Compton College Story (*Pending approvals, then agreement by Compton College*)

10:15-11:30 Breakout 4

**Accreditation Institute Goals:**

1. Provide basic information on accreditation.
2. Provide a picture of accreditation.
3. Provide information on effective practices in accreditation.
4. Empower and energize participants to take ownership of accreditation to
  - a. continuously improve their colleges, and

- b. identify existing infrastructure that supports and sustains ongoing evaluation.

**Breakout Topics by Strand:**

<b>The Standards</b>	<b>ACCJC Accreditation and More...</b>	<b>Effective Accreditation Practices</b>	<b>Accreditation in Practice</b>	<b>Additional Breakout Topics</b>
I	Follow-up to History of Accreditation in the United States (Q&A with Richard Winn)	The Quality Focus Essay – faculty role, relationship to planning, sustaining the momentum	Writing the ISER	In the Meantime...follow-up visits, midterm reports, reporting substantive changes in programs, etc.
II	Workgroups 1 and 2: History and Update	Reviewer Team Guidance on I.B.6 (SLOs) – Rubrics, disaggregation of data, equity	Gearing up for and getting through “the visit” - Understanding your visiting team, etc.	What’s New in Substantive Change!
III	Programmatic Accreditation for Career Education	Multi-college Districts	Faculty Leadership in Accreditation Processes – fleshing out the 10+1	eLumen Sponsor’s Breakout
IV	Accrediting Noncredit Programs  (WASC Schools)	Distance Education and USDE Requirements	Other requirements besides the ISER, such as the Eligibility requirements and policies	Being an Accreditation Chair (co-chair, tri-chair...)

\*eLumen will sponsor the Accreditation Institute at \$5000 for the following:

- Event table with marketing materials
- One full page ad in the program and honorable mention during general session
- Four tickets to the general session
- 5-10-minute demonstration in front of general session
- Breakout session for exclusive opportunity to present products/services





## Executive Committee Agenda Item

SUBJECT: Fall 2017 Resolutions		Month: Sept. 29-30	Year: 2017
		Item No: IV. H	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Executive Committee resolutions to forward to the Area Meetings in October 2017 for discussion.	Urgent: Yes	
		Time Requested: 60 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

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

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



## **50<sup>th</sup> FALL SESSION RESOLUTIONS**

### ***FOR DISCUSSION AT AREA MEETINGS ON OCTOBER 13-14, 2017***

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*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 4, 2017.*

Resolutions Committee 2017-18[JA1]

Ginni May, ASCCC Area A Representative (Chair)  
Rebecca Eikey, ASCCC Area C Representative  
Carrier Roberson, North Representative  
Geoffrey Dyer, Taft College, Area A  
Leigh Anne Shaw, Skyline College, Area B  
Michael Dighera, Automotive Technology Area C  
Donna Greene, College of the Desert, Area D

## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions re debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on xxx are marked with a +.  
Resolutions and amendments submitted on yyy are marked with a #.

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#### **4.0 ARTICULATION AND TRANSFER**

##### **\*4.1 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions**

Whereas, Goal 2 from the California Community Colleges<sup>[IA2]</sup> Vision for Success is to “Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.”;

Whereas, The California Community College system is working with the University of California and the California State University systems to establish more transfer agreements; and

Whereas, Local community colleges establish transfer agreements with private and out-of-state institutions;

Resolved, That the Academic Senate for California Community Colleges support the increase in the number of students transferring to a University of California or California State University campus; and

Resolved, That the Academic Senate for California Community Colleges affirm its support for students transferring to private and out-of-state institutions.

Contact: Executive Committee or Ginni May

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals;

Whereas, Paul Setziol has satisfied those requirements as a retired faculty member of the California Community College System who has completed the required five (5) years of significant service to the Academic Senate:

- Service on committees including Standards and Practices and Educational Policies
- Participant on ASCCC papers including “Tenure: Towards a Model Four Year Process”
- Author of numerous resolutions and Rostrum articles, dating from the 1980s forward
- Participant in numerous presentations at ASCCC institutes, events, and plenary sessions

Whereas, Paul’s passion for the California Community Colleges and his interest in ensuring student access led him to be one of the most vociferous opponents of student fees, as well as a powerful advocate for low and no cost textbooks; and

Whereas, Paul’s service on the De Anza College Academic Senate has extended over three decades, providing a level of institutional memory and continuity of service that is the envy of other colleges in the system;

Resolved, That the Academic Senate for California Community Colleges recognize Paul Setziol’s extraordinary and distinguished service by awarding him the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Paul Setziol its heartfelt congratulations during his retirement and wish him and his family every happiness in the years to come.





### Executive Committee Agenda Item

SUBJECT: 2017 – 2018 ASCCC Budget Update		Month: Sept. 29-30	Year: 2017
		Item No	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated annual budget for 2017 – 2018.	Urgent: YES	
		Time Requested: 20 mins.,	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Freitas/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

**BACKGROUND:**

At its meeting in August the Executive Committee approved the 2017-2018 ASCCC budget, which includes a projected net income of about \$187,000 and a projected reserve of about \$478,000. However, the following items were not yet finalized because of pending contracts with LACCD, IEPI, and Butte. Subsequently, the following corrections have been made to the annual budget:

- Added the Butte and LACCD grants.
- Updated IEPI with negotiated travel time.
- Corrected errors in reassigned time budgets.
- Increased office parking budget because of additional staff.
- Increased committees meeting line item because of the reserve.

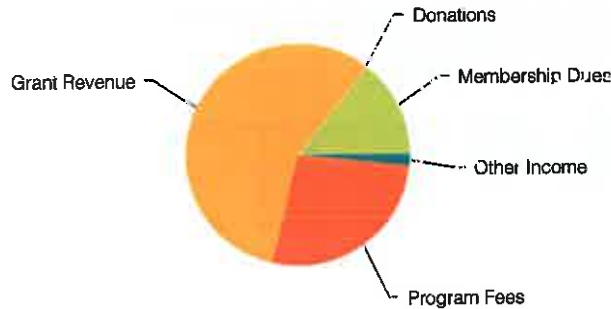
The projected net income is now about \$308,754.08 (an increase of about \$121,754 compared to August), with a projected increase in the reserve of about \$62,053 for a total of \$540,052.88.

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

**STATEMENT OF ACTIVITIES - ACTUAL VS BUDGET**

	Year Ending 06/30/2017		Year Ending 06/30/2018
	Actual	Budget	Budget
<b>Change In Net Assets</b>			
Operating Revenue			
Grant Revenue	1,407,807.08	1,107,000.00	3,418,763.00
Program Revenue	668,650.25	807,890.00	685,355.00
Member Fees	360,356.43	344,733.00	398,501.00
Revenue - Other	43,042.35	5,000.00	54,197.00
<b>Total Operating Revenue</b>	<b>2,479,856.11</b>	<b>2,264,623.00</b>	<b>4,556,816.00</b>
Expenditures			
Salary and Wages	588,053.96	486,990.90	795,526.00
PR Benefits	152,711.32	83,878.00	216,447.92
PR Taxes	16,451.15	16,000.00	18,996.00
Occupancy	68,193.17	57,800.00	68,000.00
Professional Fees	428,410.57	571,989.10	1,226,562.00
General and Administrative Expenses	1,225,718.17	1,157,858.00	1,922,530.00
<b>Total Expenditures</b>	<b>2,479,538.34</b>	<b>2,374,516.00</b>	<b>4,248,061.92</b>
<b>Change In Net Assets</b>	<b>317.77</b>	<b>(109,893.00)</b>	<b>308,754.08</b>
<b>+ Net Assets - Beginning</b>	<b>230,981.03</b>	<b>0.00</b>	<b>0.00</b>
<b>Net Assets - Ending</b>	<b>231,298.80</b>	<b>(109,893.00)</b>	<b>308,754.08</b>

**CURRENT FISCAL YEAR REVENUE - YTD**



**STATEMENT OF FINANCIAL POSITION**

Year To Date 06/30/2017	Prior Year To Date 06/30/2016
Current Year Balance	Prior Year Balance

Assets 180

	Year To Date 06/30/2017 Current Year Balance	Prior Year To Date 06/30/2016 Prior Year Balance
<b>Current Assets</b>		
Cash and Cash Equivalents	239,397.09	116,719.49
Accounts Receivable, Net		
Accounts Receivable	447,691.06	584,045.92
<b>Total Accounts Receivable, Net</b>	<b>447,691.06</b>	<b>584,045.92</b>
Other Current Assets		
Other Current Assets	95,152.65	67,735.72
<b>Total Other Current Assets</b>	<b>95,152.65</b>	<b>67,735.72</b>
<b>Total Current Assets</b>	<b>782,240.80</b>	<b>768,501.13</b>
<b>Long-term Assets</b>		
Property & Equipment	0.00	299.43
<b>Total Long-term Assets</b>	<b>0.00</b>	<b>299.43</b>
<b>Total Assets</b>	<b>782,240.80</b>	<b>768,800.56</b>
<b>Liabilities and net assets</b>		
<b>Liabilities</b>		
<b>Short-term Liabilities</b>		
Accounts Payable	185,967.56	230,113.23
Accrued Liabilities	108,618.11	92,953.69
Deferred Revenue	256,356.33	214,752.61
<b>Total Short-term Liabilities</b>	<b>550,942.00</b>	<b>537,819.53</b>
<b>Total Liabilities</b>	<b>550,942.00</b>	<b>537,819.53</b>
<b>Net Assets</b>	<b>231,298.80</b>	<b>230,981.03</b>
<b>Total Liabilities and net assets</b>	<b>782,240.80</b>	<b>768,800.56</b>

**OPERATING EXPENSE BY CATEGORY - YTD**







## Executive Committee Agenda Item

SUBJECT: Credit Apprenticeship Minimum Qualifications		Month: Sept. 29-30	Year: 2017
		Item No. IV J.	
		Attachment: Yes	
DESIRED OUTCOME:	The board will provide direction on how to proceed on the question of credit apprenticeship minimum qualifications.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Strong Workforce Task Force recommendation 14(f) calls for convening “representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.” The California Apprenticeship Council (CAC) has asserted that it is the representative of both labor organizations and apprenticeship faculty, and that it has primacy in recommending to the BOG minimum qualifications for apprenticeship instructors under Ed Code section 87357:

*(1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.*

At its January 25, 2017 meeting the California Apprenticeship Council approved a proposal to significantly change the credit apprenticeship minimum qualifications in Title 5 section 53413. The proposed revised MQs are attached and compared to the current apprenticeship MQs.

Subsequent discussions with the Chancellor’s in February yielded an agreement on a process that granted the ASCCC the responsibility of identifying and convening a group of apprenticeship faculty to review the CAC proposal and to propose revisions as needed. The process with timeline is also attached. The meeting with the apprenticeship faculty occurred on April 6. At the April Executive Committee meeting, the board considered the work group MQ proposal and a Chancellor’s Office alternative that included an emergency provision. The board endorsed the work group proposal in lieu of the Chancellor’s Office alternative.

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



Special first hearings were held May 3 at Los Angeles City College and May 4 at the San Jose Marriott. Subsequently, there was supposed to be a meeting in May with representatives of the CAC and mediated by Chancellor's Office legal counsel. However, that meeting was cancelled and never rescheduled. The Chancellor's Office intends to present a recommendation to the Board of Governors, either the version that the Executive Committee rejected in April or a revision to that version. Discussions have also occurred at the CIO board.

If all had gone as originally planned, the credit apprenticeship proposal would be going to the fall plenary for a second hearing and consideration by the delegates. However, given that the process was never completed and the Chancellor's Office may go forward with its proposal regardless of an ASCCC recommendation, direction on how to proceed is needed. Alternatives include:

1. Bringing a resolution in support of the work group proposal endorsed by Exec in April.
2. Bringing two resolutions forward – one in support of the work group proposal, and one in support of maintaining the status quo (current MQs).
3. Others alternatives?

Whichever alternative is chosen, resolutions will need to be drafted in short order to place in the Executive Committee packet for discussion at Area meetings.

## **Apprenticeship MQ Revision Process and Timeline Updated March 30, 2017**

### March 2017

- Identify apprenticeship faculty to participate in work group.
- Get the group together to meet to review the California Apprenticeship Council (CAC) language from January 25 and develop a proposal to send forward to first hearing. Group might need to meet several times.

### April 2017

- Standards and Practices, Executive Committee review draft proposal at April meetings.
- Circulate draft proposal at Spring Plenary and announce special first hearings starting the week after plenary and concluding at the CTE Leadership Institute. There will be a hearing in the south scheduled for the week of April 23 (following plenary), and a hearing in the north to coincide with the CTE Leadership Institute in San Jose (May 4 or 5).

### May 2017

- Reconcile language if necessary through a “conference committee” of with representatives from the CAC, ASCCC (including apprenticeship faculty), and from the Chancellor’s Office to create a final draft proposal.
- Legal to take compromise language and turn it into draft Title 5 language.

### August or September 2017

- Executive Committee reviews draft Title 5 language.

### October 2017

- Proposal reviewed at Area meetings.
- California Apprenticeship Council takes action (not sure when their first fall meeting is).
- Late October - Agenda item prepared for November Consultation Council.

### November 2017

- Fall Plenary – Breakout session, second hearing, and action.

This would put us on track for Consultation Council in November, first reading at January BOG, and final reading/action at March BOG.

## **ASCCC Proposal for Revising the Credit Apprenticeship Minimum Qualifications**

### **Background:**

As you may know, efforts are underway to revise the minimum qualifications for credit apprenticeship instructors in Title 5 section 53413(a). This effort was initiated by the California Apprenticeship Council (CAC) last fall in response to Strong Workforce Task Force recommendation 14(f):

*Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.*

The CAC operates under the auspices of the Division of Apprenticeship Standards within the Department of Industrial Relations, and its role includes making policy recommendations regarding apprenticeship to the Director of Industrial Relations.

Education Code section 87357 requires the Board of Governors to rely primarily on the Academic Senate regarding faculty minimum qualifications. However, in reference to apprenticeship minimum qualifications, Education Code adds the condition that the Board of Governors “consult with, and rely primarily on the advice and judgment of, the appropriate apprenticeship teaching faculty and labor organization representatives.” As a result, the CAC asserted that it was the appropriate representative of both labor and apprenticeship faculty and adopted at its January 26, 2017 meeting, without consulting the Academic Senate, a proposal to significantly revise the credit apprenticeship minimum qualifications (attached). However, only the Board of Governors has the legal authority to identify representative constituency organizations, and it recognizes the Academic Senate, through Title 5 regulations and through its standing orders, as the representative of all faculty on all academic and professional matters. Therefore, the Chancellor’s Office recognizes the Academic Senate as the appropriate representative of apprenticeship faculty in discussions on the matter of apprenticeship minimum qualifications. Furthermore, the Chancellor’s Office has worked with the Academic Senate to establish a process and timeline for the Academic Senate and the CAC to agree on a final draft revision to the credit apprenticeship minimum qualifications.

On April 6, representatives of the Academic Senate met with five apprenticeship faculty and representatives of the Academic Affairs division of the Chancellor’s Office to review the CAC proposal and to determine if an alternative proposal was needed. The meeting included frank discussions about the role of the Academic Senate in academic and professional matters, the role of the Chancellor’s Office, and the concerns of apprenticeship faculty, particularly in regard to the difficulty in finding enough qualified apprenticeship faculty to teach apprenticeship courses. In the end, the result of this meeting was a proposal that maintains important aspects of the current minimum qualifications while incorporating interests of the CAC proposal that addresses concerns of the apprenticeship community. Attached is table that provides a

comparison between the existing apprenticeship MQ language, the CAC proposal, a Chancellor's Office proposal not endorsed by the ASCCC, and the ASCCC proposal.

### **Proposed Language Endorsed by the ASCCC Executive Committee**

The changes to Title 5 section 53413(a) proposed by the Apprenticeship Faculty Work Group on April 6, 2017 and endorsed by the ASCCC Executive Committee on April 19, 2017 are shown below. The entire section 53413 is provided to also show the existing noncredit apprenticeship MQs in 53413(b) and provide context with the ASCCC concerns about the CAC proposed changes to the credit apprenticeship MQs:

*(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following requirements:*  
*(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or*

*(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.*

*(A) The 12 units may be completed within two years of the date of hire; or*

*(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training for a minimum of ten years; or*

*(4) The equivalent.*

*(b) The minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:*

*(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or*

*(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.*

### **Rationale for the ASCCC proposal:**

- It's simple, with minimal conditional language, provides three clear "paths" to meeting the MQ for credit apprenticeship instructors, and explicitly allows for the use of equivalency.
- Preserves the clarity of existing Title 5 language that the credit apprenticeship MQs apply to credit apprenticeship courses only. The CAC proposal language is written in such a way that could be construed to mean that an apprenticeship instructor meeting the credit apprenticeship MQs could teach regular credit courses.
- Ensures that occupational experience in the subject matter being taught is required for each of the MQ "paths." One of the eight paths in the CAC proposal doesn't explicitly

require the occupational experience, only experience as an apprenticeship instructor for an approved apprenticeship training organization.

- For those who don't possess an associate degree, provides a compromise between existing requirement of 18 units of college-level degree-applicable coursework and the CAC proposal of 6 units of college-level degree-applicable coursework, and allows the 12 units of coursework to be completed within two years of the date of hire as an apprenticeship instructor. This addresses CAC concerns about apprenticeship instructor shortages, and reflects the unit requirement proposed in AB 2070 (Campos, 2014) that was ultimately pulled by the author and attempted to insert apprenticeship MQs in Ed Code. Also, completion of the required units within 12 years is consistent with a similar allowance in the faculty internship MQs in section 53502.
- Provides a clear distinction between the credit apprenticeship MQs and the noncredit apprenticeship MQs. The CAC proposal would actually result in path for credit apprenticeship that is actually less than the existing noncredit MQs.

**CAC Proposal to Amend section 53413 (credit apprenticeship only):**

*(a) In addition to the minimum qualifications for service as an apprenticeship instructor teaching a credit apprenticeship course adopted by the board of governors pursuant to Section 87356, a person may also satisfy the minimum qualifications for service as an apprenticeship instructor teaching a credit course by satisfying one or more of the following:*

*(1) The person has served as an apprenticeship instructor for an approved apprenticeship training organization for a minimum of ten years.*

*(2) The person has six years of occupational experience in the subject matter area to be taught, and is a graduate of an apprenticeship program as defined in California Labor Code Section 3070-3098 in the subject matter area to be taught, and shall have already completed 6 semester units of degree-applicable college level course work.*

*(3) The person has six years of occupational experience in the subject matter area to be taught, a journeyman's certificate in the subject matter area to be taught, and has completed 60 hours of professional education in classroom techniques and instructional development from an accredited postsecondary institution.*

*If the person has not completed 60 hours of professional education in classroom techniques and instructional development, the person may be an apprenticeship instructor on the condition that the person complete 60 hours of professional education in classroom techniques and instructional development within two years of being hired*

*OR*

*Had an education plan with an affiliated post-secondary institution to earn an*

*Associate's degree*

OR

*Has completed an instructor training program which covers classroom techniques and instructional development with a focus on apprentice and journeyman education at a nationally recognized and approved apprenticeship training organization*

OR

*Is currently engaged in an instructor training program which covers classroom techniques and instructional development with a focus on apprentice and journeyman education at a nationally recognized and approved apprenticeship training organization.*

OR

*Has received an appropriate credential from an approved educational program as recognized by the California Commission on Teacher Credentialing.*

*(b) The governing board of a community college (Local Education Agency) in consultation with an affiliated State or Nationally Approved Apprenticeship Training Program may provide policies that can authorize a person to serve as an apprenticeship instructor to teach a credit course in unusual circumstances.*

*Unusual circumstances include:*

*1) A shortage of qualified instructors that would impede providing classes to students (apprentices) in accordance with the education plan adopted by a Division of Apprenticeship Standards approved programs.*

*In these unusual circumstances an instructor would be required to have six years of occupational experience in the subject matter area to be taught, a journeyman's certificate in the subject matter area to be taught. Each instructor teaching under this unusual circumstances provision would be required to have an education plan that satisfies any of the requirements subsection (a) above.*

Note: The existing subdivision (b) states the noncredit apprenticeship MQs. The CAC did not propose changes to the noncredit apprenticeship and it is assumed that they are not seeking changes to the noncredit MQs. Under that assumption, the existing subdivision (b) would have to be relabeled as subdivision (c)

#### **ASCCC Concerns with the CAC proposal**

- The path in their proposed (a)(1) that allows for 10 years of experience as an apprenticeship instructor does not explicitly require occupational experience.

- The path in their proposed (a)(3) that requires for the completion 60 hours of education in classroom techniques, etc. is actually weaker than the current noncredit MQs. (The current noncredit MQs require a high school diploma and two years at the journeyworker level.) Furthermore, the exceptions allowed in the path in their proposed (a)(3) eliminate the requirement for actual completion of a degree (only an ed plan is required) or the completion of the 60 hours of education in classroom techniques (enrollment only required), and further weaken their proposed credit apprenticeship MQ relative to the current noncredit MQ.
- The CAC proposed subdivision (b) allows a governing board to declare “unusual circumstances” in the event of a shortage of qualified apprenticeship instructors. This grants boards exceptional leeway, and the resulting MQ would be 6 years of occupational experience and a journeyman’s certificate, and the possession of an education plan for completing the educational requirements (completion not required).

**Chancellor’s Office Proposal to amend section 53413 (credit MQs only):**

*(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following ~~two~~ requirements:*

*(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or*

*(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least ~~eighteen~~ ~~(18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.*

*(A) An instructor may be hired prior to the completion of 12 units of degree applicable college level coursework, but the coursework must be completed within two years of the date of hire. Until the 12 units are completed, each instructor approved under the provisions of this section shall be employed as a temporary faculty member under Section 87482.5 of the Education Code, or*

*(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for a national or state approved apprenticeship training organization for a minimum of ten years;*

*(A) An approved apprenticeship training organization is one that is approved by the U.S. Department of Labor Employment and Training Administration, Office of Apprenticeship or the appropriate state agency overseeing apprenticeship programs in a U.S. state;*

*(4) Or the equivalent.*

*(b) The Board of Trustees of a community college district in consultation with the local academic senate, consistent with the requirements of Section 87360 of the Education Code, and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach a credit course in an emergency condition.*

*(1) Emergency condition is defined as:*



(A) A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.

(B) Each instructor hired under this emergency provision must meet the educational requirements of either subdivision (a) (1) or (2) above within two years provided that the instructor possesses:

1. Six (6) years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught; or

2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.

3. Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary faculty member under Section 87482.5 of the Education Code.

(b) (c) The minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or  
(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

Note: The existing subdivision (b) on noncredit apprenticeship MQs would remain unchanged, except that it would be relabeled subdivision (c).

### **ASCCC Concerns with the Chancellor's Office alternative proposal**

While much of this proposal reflects the ASCCC proposal, and actually provides additional protections by deeming those apprenticeship instructors who haven't completed the 12 units of college coursework temporary faculty per Ed Code section 87482.5, the continued existence of an allowance of a board to declare an emergency condition is problematic because it expands the allowance for not completing the 12 units of college coursework in (a)(2) to also apply to partial completion of the associate degree required in (a)(1). This makes the MQ regulation more complicated than it needs to be. The ASCCC proposal that allows the 12 units of college coursework to be completed with two years of hire, and that explicitly allows for the use of local equivalency processes (which is already the practice), is sufficient. The ASCCC Executive Committee did not accept the Chancellor's Office proposal as it has determined that the compromise language of allowing someone with 6 years of occupational experience and a journeyman's certificate two years to complete 12 units is a generous compromise. If an allowance for someone within one year of completing the associate degree is needed, then it would be better to amend the faculty internship MQs to allow for faculty internships for apprenticeship.



DRAFT

**Comparison Chart – Apprenticeship MQs**

First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,  
 Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal  
 Fourth Column = Chancellor’s Office Proposal

<p><b>Current Credit Apprenticeship MQs in Title 5 Section 53413(a)</b></p> <p>(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:</p>	<p><b>CAC Proposal to change 53413(a)</b></p> <p>(a) In addition to the minimum qualifications for service as an apprenticeship instructor teaching a credit apprenticeship course adopted by the board of governors pursuant to Section 87356, a person may also satisfy the minimum qualifications for service as an apprenticeship instructor teaching a credit course by satisfying one or more of the following:</p> <p>(1) The person has served as an apprenticeship instructor for an approved apprenticeship training organization for a minimum of ten years.</p>	<p><b>Chancellor’s Office Proposal, based on Apprenticeship Work Group proposal, but with alternative language on emergency hires.</b></p> <p>(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:</p>	<p><b>ASCCC Apprenticeship MQ Workgroup Proposal of 4-6-2017, endorsed by the ASCCC Executive Committee 4-19-17</b></p> <p>(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:</p> <p>(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or</p>
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Comparison Chart – Apprenticeship MQs

First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,

Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal

Fourth Column = Chancellor’s Office Proposal

<p>(2) Six years of occupational experience, a journeyman's certificate in the subject matter area to be taught, and completion of at least eighteen (18) semester units of degree applicable college level course work, in addition to apprenticeship credits.</p>	<p>(2) The person has six years of occupational experience in the subject matter area to be taught, and is a graduate of an apprenticeship program as defined in California Labor Code Section 3070-3098 in the subject matter area to be taught, and shall have already completed 6 semester units of degree-applicable college level course work.</p>	<p>(2) Six years of occupational experience <u>in the subject matter to be taught</u>, a journeyman's certificate <u>where available</u> in the subject matter area to be taught, and completion of at least <u>eighteen-(18)-twelve</u> (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.  <u>(A) An instructor may be hired prior to the completion of 12 units of degree applicable college level coursework, but the coursework must be completed within two years of the date of hire. Until the 12 units are completed, each instructor approved under the provisions of this section shall be employed as a temporary faculty member under Section 87482.5 of the Education Code, or</u></p>	<p>(2) Six years of occupational experience <u>in the subject matter to be taught</u>, a journeyman's certificate <u>where available</u> in the subject matter area to be taught, and completion of at least <u>eighteen-(18)-twelve</u> (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.  <u>(A) The 12 units may be completed within two years of the date of hire; or</u></p>
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**Comparison Chart – Apprenticeship MQs**  
**First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,**  
**Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal**  
**Fourth Column = Chancellor's Office Proposal**

	<p>(3) The person has six years of occupational experience in the subject matter area to be taught, a journeyman's certificate in the subject matter area to be taught, and has completed 60 hours of professional education in classroom techniques and instructional development from an accredited postsecondary institution.</p> <p>If the person has not completed 60 hours of professional education in classroom techniques and instructional development, the person may be an apprenticeship instructor on the condition that the person complete 60 hours of professional education in classroom techniques and instructional development within two years of being hired</p> <p>OR</p> <p>Had an education plan with an affiliated post-secondary institution to earn an Associate's degree</p>	<p>(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for a national or state approved apprenticeship training organization for a minimum of ten years;</p> <p>(A) An approved apprenticeship training organization is one that is approved by the U.S. Department of Labor Administration, Office of Apprenticeship or the appropriate state agency overseeing apprenticeship programs in a U.S. state;</p>	<p>(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training for a minimum of ten years; or</p>
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**Comparison Chart – Apprenticeship MQs**  
**First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,**  
**Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal**  
**Fourth Column = Chancellor’s Office Proposal**

	<p>OR          Has completed an instructor training program which covers classroom techniques and instructional development with a focus on apprentice and journeyman education at a nationally recognized and approved apprenticeship training organization</p> <p>OR          Is currently engaged in an instructor training program which covers classroom techniques and instructional development with a focus on apprentice and journeyman education at a nationally recognized and approved apprenticeship training organization.</p> <p>OR          Has received an appropriate credential from an approved educational program as recognized by the California Commission on Teacher Credentialing.</p>		
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**Comparison Chart – Apprenticeship MQs**  
**First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,**  
**Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal**  
**Fourth Column = Chancellor’s Office Proposal**

	<u>4) The equivalent.</u>	<u>(4) The equivalent.</u>
<p>(b) The governing board of a community college (Local Education Agency) in consultation with an affiliated State or Nationally Approved Apprenticeship Training Program may provide policies that can authorize a person to serve as an apprenticeship instructor to teach a credit course in unusual circumstances. Unusual circumstances include:</p> <p>(1) A shortage of qualified instructors that would impede providing classes to students (apprentices) in accordance with the education plan adopted by a Division of Apprenticeship Standards approved programs.</p> <p>In these unusual circumstances an instructor would be required to have six years of occupational experience in the subject matter</p>	<p>The Chancellor’s Office proposed the following new subdivision (b):</p> <p><u>(b) The Board of Trustees of a community college district in consultation with the local academic senate, consistent with the requirements of Section 87360 of the Education Code, and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach a credit course in an emergency condition.</u></p> <p><u>(1) Emergency condition is defined as:</u></p> <p><u>(A) A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program</u></p>	<p>The CAC proposed subdivision (b) was deleted. The ASCCC Executive Committee did not endorse the Chancellor’s Office alternative proposal for subdivision (b) on emergency hires.</p>

Comparison Chart – Apprenticeship MQs

First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,

Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal

Fourth Column = Chancellor’s Office Proposal

	<p>area to be taught, a journeyman's certificate in the subject matter area to be taught. Each instructor teaching under this unusual circumstances provision would be required to have an education plan that satisfies any of the requirements subsection (a) above.</p>	<p>adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.  <u>(B) Each instructor hired under this emergency provision must meet the educational requirements of either subdivision (a) (1) or (2) above within two years provided that the instructor possesses:</u>  <u>1. Six (6) years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught; or</u>  <u>2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.</u>  <u>3. Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary faculty member under</u></p>
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**Comparison Chart – Apprenticeship MQs**  
**First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,**  
**Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal**  
**Fourth Column = Chancellor’s Office Proposal**

			<p><u>Section 87482.5 of the Education Code.</u></p>
<p><b>Current MQ language for noncredit apprenticeship, provided for reference. <u>No changes to the noncredit apprenticeship MQs have been proposed:</u></b></p> <p>(b) The minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:  (1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or  (2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in</p>	<p>Existing noncredit MQ subdivision (b) becomes subdivision (c).</p>		



**Comparison Chart – Apprenticeship MQs**

**First Column = Current Apprenticeship MQs, Second Column = CAC proposed changes,**

**Third Column = ASCCC Apprenticeship Faculty MQ Work Group proposal**

**Fourth Column = Chancellor’s Office Proposal**

<p>materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.  <b>Note: (2) is basically the pre-1990 provisional credential requirement, except for allowing the materials, methods, and evaluation component to be completed in the first year.</b></p>			
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Dear Colleagues,

The Academic Senate for California Community Colleges will conduct hearings on proposed changes to the credit apprenticeship minimum qualifications on Wednesday, May 3, 2- 4 pm at Los Angeles City College in the Faculty and Staff Center, and Thursday, May 4, 3-5 pm at the San Jose Marriott. The proposed change from the ASCCC Apprenticeship Faculty Work Group meeting of April 6, as well as the proposal from the California Apprenticeship Council and a comparison table, are available [here](#). Please bring this proposal to your academic senate for discussion, establish a position on this proposal, and provide testimony in support or in opposition. Testimony can be submitted in writing or orally, in person or by phone. If your senate is unable to take action prior to the hearings, it can submit written testimony after the hearings to Julie Adams at [julie@asccc.org](mailto:julie@asccc.org). The testimony will then be used to inform the discussions in our subsequent meeting with representatives of the California Apprenticeship Council.

**Background:**

As you may know, efforts are underway to revise the minimum qualifications for credit apprenticeship instructors in Title 5 section 53413(a). This effort was initiated by the California Apprenticeship Council (CAC) last fall in response to Strong Workforce Task Force recommendation 14(f):

*Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.*

The CAC operates under the auspices of the Division of Apprenticeship Standards within the Department of Industrial Relations, and its role includes making policy recommendations regarding apprenticeship to the Director of Industrial Relations.

Education Code section 87357 requires the Board of Governors to rely primarily on the Academic Senate regarding faculty minimum qualifications. However, in reference to apprenticeship minimum qualifications, Education Code adds the condition that the Board of Governors “consult with, and rely primarily on the advice and judgment of, the appropriate apprenticeship teaching faculty and labor organization representatives.” As a result, the CAC asserted that it was the appropriate representative of both labor and apprenticeship faculty and adopted at its January 26, 2017 meeting, without consulting the Academic Senate, a proposal to significantly revise the credit apprenticeship minimum qualifications (attached). However, only the Board of Governors has the legal authority to identify representative constituency organizations, and it recognizes the Academic Senate, through Title 5 regulations and through its standing orders, as the representative of all faculty on all academic and professional matters. Therefore, the Chancellor’s Office recognizes the Academic Senate as the appropriate representative of apprenticeship faculty in discussions on the matter of apprenticeship minimum qualifications. Furthermore, the Chancellor’s Office has worked with

the Academic Senate to establish a process and timeline for the Academic Senate and the CAC to agree on a final draft revision to the credit apprenticeship minimum qualifications.

On April 6, representatives of the Academic Senate met with five apprenticeship faculty and representatives of the Academic Affairs division of the Chancellor's Office to review the CAC proposal and to determine if an alternative proposal was needed. The meeting included frank discussions about the role of the Academic Senate in academic and professional matters, the role of the Chancellor's Office, and the concerns of apprenticeship faculty, particularly in regard to the difficulty in finding enough qualified apprenticeship faculty to teach apprenticeship courses. In the end, the result of this meeting was a proposal that maintains important aspects of the current minimum qualifications while incorporating interests of the CAC proposal that addresses concerns of the apprenticeship community. The proposed minimum qualifications language is attached.

The Academic Senate is following an expedited version of its Disciplines List revision process, with the required first hearings occurring in early May. Following the first hearings, this proposal will be brought forward to a meeting with representatives of the CAC later in May. Subsequently, the Disciplines List standard revision process will be followed, with anticipated action taken by the delegates at our Fall 2017 Plenary Session.

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Please be aware that this issue is highly politicized. The Academic Senate is committed to ensuring that minimum qualifications recommendations remain under Academic Senate purview. It would be detrimental to the instructional integrity and quality of California community college educational programs if minimum qualifications were to be legislated. In fact, there was an attempt to legislate apprenticeship minimum qualifications in 2014 that included problematic clauses, including stripping local senates of their role in determining equivalencies for potential apprenticeship instructors. Furthermore, the Chancellor's Office has agreed to adhere to the proposed timeline with the proposal going before the Board of Governors in March 2018. If the Academic Senate and the CAC fail to reach an agreement, the Chancellor's Office will make the final determination on the proposal. It is understandable if your senate has concerns with this proposal. Aspects of it do represent a fairly significant change from the current credit apprenticeship minimum qualifications. It is not ideal, but the Executive Committee has endorsed this proposal as an acceptable compromise to bring to the meeting with the CAC, and it is important that local senates review it and provide testimony.

Thank you for your time and consideration.

All the best,

John Freitas, Chair  
ASCCC Standards and Practices Committee



### Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: Sept. 29-30	Year: 2017
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

**BACKGROUND:**

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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





## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: Sept. 29-30	Year: 2017
		Item No V B	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	X

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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





## Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: Sept. 29-30	Year: 2017
		Item No. V C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: YES	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

*With \$150 one-time allocation in the 2017-2018 budget, the Governor and Legislature created the CCC Guided Pathways Award Program designed to support colleges in implementing the principles and elements of an integrated approach to serving students in a way that significantly improves outcomes. The program falls within the Chancellor's Office Institutional Effectiveness division and is connected to the Institutional Effectiveness Partnership Initiative. More information on the program including statute language defining the program, information on the guided pathways framework and resources for colleges may be found at <http://iepi.cccco.edu/Guided-Pathways>*

*The Academic Senate for California Community Colleges, in partnership with the Chancellor's Office, Career Ladders Project and the Research and Planning Group, is leading the effort to provide guided pathways workshops, capacity building at colleges, and an Applied Solutions Kit.*

*The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.*

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







## Executive Committee Agenda Item

SUBJECT: IEPI P3 Workgroup Update		Month: Sept. 29-30	Year: 2017
		Item No: V D	
		Attachment: NO	
DESIRED OUTCOME:	To understand the change in focus of P3 and which policies or system-wide practices may be re-examined for possible statutory changes.	Urgent: NO	
		Time Requested: 20 min	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

In the past, the Policy, Procedures, and Practice (P3) Workgroup for IEPI had a broad agenda and the activities included (among other things) overseeing IEPI communication strategies and the development of the applied solutions kits (ASKs). However, going forward, P3 will focus on policy more specifically, and work to identify, review, and prioritize the revision of policies and system-wide practices that impact student success. Many of the other functions will be moved to the IEPI executive committee or to the other workgroups, as appropriate.

The following issues are to be discussed at the September 15<sup>th</sup> meeting of P3:

- Tutoring/supplemental instruction
- Financial aid and encouraging full-time enrollment
- Regulatory changes to integrate SSSP/BSI/SE

An update on the change in focus for P3 as well as the topics above will be discussed.

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





## Executive Committee Agenda Item

SUBJECT: <i>University of California Transfer Pathway Degree Pilot</i>		Month: Sept. 29-30	Year: 2017
		Item No. V E	
		Attachment: No	
DESIRED OUTCOME:	Discussion of Progress	Urgent: Maybe	
CATEGORY:	Discussion	Time Requested: 10 minutes	
REQUESTED BY:	John Stankas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

*The Academic Senates of the University of California and California Community Colleges agreed to pilot a guaranteed admission program for transfer students. Community college students must complete an associate's degree with the UCTP (UC-Transfer Pathway) core as the major's preparation courses for Physics or Chemistry. The general education component of the degree is a modified IGETC pattern with two social sciences and two humanities courses delayed until transfer. Students who complete such a degree with a defined GPA will be guaranteed admission to the UC system in the major program completed and expected to graduate within two years of transfer. There is additional discussion about other major's and pathways.*

### DESIRED OUTCOME:

*The Executive Committee will be updated on the progress of the two system offices to generate a template for the degrees that will facilitate transfer.*

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





### Executive Committee Agenda Item

SUBJECT: CTE C-ID and Model Curriculum Workgroup		Month: Sept. 29-30	Year: 2017
		Item No. V F	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on the changes to the C-ID Model Curriculum Workgroup in terms of CTE	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Ashley Fisher	Action	
		Discussion	X

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

**BACKGROUND:**

The CTE C-ID process since its inception has attempted to replicate the non-CTE C-ID process by having faculty develop course descriptors that can be applied to common courses across the state. Due to a number of factors the process has been slow in providing the CTE field with a robust portfolio of courses and only a handful of certificates have been developed to date.

The Executive Committee will discuss.

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

# Course Identification Numbering System (C-ID)



## Statewide C-ID CTE Framework Process Steps to Implementation

The Course Identification Numbering System (C-ID) CTE Framework Process identifies key disciplines and programs that would benefit from a streamlined pathway for California community college students entering the workforce. The pathway provides a framework of core competencies and skills the student needs to be successful upon completion.

This integrated statewide effort is a collaboration between discipline faculty, the Academic Senate for California Community Colleges, Regional Consortia Chairs, and Sector Navigators. The framework process outlines the key steps to implementation once a program or discipline is identified.

**START**

**#1**

Once a discipline is identified to be part of the process, C-ID's discipline faculty will come together at a meeting to work on identifying core competencies and program learning outcomes (PLOs) for the discipline.

Input from industry partners are provided to faculty via the regional consortia and Sector Navigator

**#2**

After the meeting, faculty are selected to serve on the statewide faculty review group that will complete the work on the certificate. Simultaneously, Sector Navigators will fold in industry partners to review the competencies and PLOs and provide feedback.

**#3**

The review group will take the feedback and revise the certificate as needed. A statewide vetting of the certificate will take place. Once the vetting process is complete, the certificate will be reviewed and finalized.

**#4**

Work on descriptors for the framework certificate may begin once the certificate is completed and finalized.

**#5**

C-ID will work with colleges on implementing the framework at their institution. Colleges will complete a self-assessment of the comparability of their program against the framework model which will then be reviewed by C-ID Reviewers. Faculty are encouraged to complete the framework assessment in conjunction with their program review.

**#6**

The C-ID website will reflect all colleges that have agreed to the framework certificate and will be the repository for courses that are approved for C-ID.

C-ID will work with the discipline faculty to determine the modification process for the framework.



### Executive Committee Agenda Item

SUBJECT: Executive Committee Debrief		Month: Sept. 29-30	Year: 2017
		Item No. V G	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: NO	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

**BACKGROUND:**

*In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.*

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







# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Curriculum Committee Friday September 1, 2017 9:30 AM 11 AM

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**Members Present:** C. Aschenbach, K. Daar, D. Keller, L. Hector, C. Reiss, C. Rutan, A. Tran, E. Wada, and T. Winsome

Meeting called to order at 9:30 AM

**Committee Charge:** The committee reviewed the charge of the Curriculum Committee and does not plan to make any changes at this time.

**Committee Priorities:** C. Rutan presented the committee with a list of resolutions assigned.

- **Developing a Reference Document for Curriculum (9.01 F10):** The primary reference documents the committee will be updating at the Curriculum 101 modules from the Professional Development College (PDC) and the cccurriculum.net website. All committee members will review these resources and compile a list of necessary updates/revisions by the September 27 committee meeting.
- **Ensuring Availability of Major Preparation (9.04 F12):** The 2016-17 Curriculum Committee suggested writing a Rostrum article and C. Rutan will work with A. Tran on that article this fall.
- **Oppose External Honors Programs (9.11 F15):** The 2016-17 Curriculum Committee attempted to contact the Honors Transfer Council of California (HTCC) to determine if any further action is necessary, but no response was received. T. Winsome will work with her local honors coordinator to try and determine if the HTCC believes any further action by ASCCC is needed.
- **Placement Model for Statistics Using High School Transcript Data (18.02 S16):** The committee will begin developing a survey to the field at the September 27 meeting.
- **Student Learning Outcomes Assessment is a Curricular Matter (9.06 S16):** Members of the Curriculum Committee will work with members of the Accreditation Committee to update the ASCCC SLO Glossary and to develop a paper on Student Learning Outcomes. The following committee members volunteered to work on these projects: C. Aschenbach, D. Keller, C. Reiss, E. Wada, and T. Winsome
- **Local Senate Purview and Apprenticeship Programs (17.03 S17):** T. Winsome will work with C. Rutan to develop a Rostrum article in late fall or early spring. A breakout presentation will be part of the 2018 Curriculum Institute and additional presentations may be needed at plenary sessions and the fall curriculum regional meetings.

**Fall Regional Meetings:** The committee will be presenting regional meetings on November 17<sup>th</sup> (North) and 18<sup>th</sup> (South). Committee members in the north were asked to be available to assist at the November 17<sup>th</sup> regional and those in the south to be available on the 18<sup>th</sup>. Both regional meetings will include presenters from the Chancellor's Office. Development of the program for the regionals will be discussed at the September 27<sup>th</sup> meeting.

**Curriculum Institute Theme:** The Curriculum Institute theme will need to fit with the overall theme for 2017-18 ASCCC Institutes and Plenary Sessions, change. Committee members were asked to

think of possible themes and to be ready to decide on a theme for the institute at the September 27 meeting.

**Fall Plenary Session Breakouts:** C. Reiss and T. Winsome are both planning to be at the plenary session and are available to present. C. Rutan encouraged other interested faculty members to speak to their local administration to see if funding is available to attend plenary. Committee breakouts will be set at the Executive Committee meeting in Sacramento and C. Rutan will reach out to committee members to present once the breakout topics are determined.

**Schedule Future Meetings:** The next two committee meetings will be held via Zoom on September 27 (3:30 PM – 5 PM) and October 20 (8:30 AM – 10 AM). An in-person meeting to begin planning of the Curriculum Institute may not be possible until December or January.

Meeting adjourned at 10:54 AM

Respectfully submitted,

Craig Rutan

Approved September 8, 2017 (via email)



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Educational Policies Committee

August 22, 2017

2:00 PM - 3:00 PM

Dial your telephone conference line: 1-719-785-4469\*

Participant Passcode: 906517

\*Toll free number available: 888-450-4821

\*6 - Mute/unmute your line

## MINUTES

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- I. Meeting called to order at 2:02 PM. Present: Randy Beach (chair), Andrea Guillen Dutton (Chaffey College) Rebecca Eikey (ASCCC Exec/College of the Canyons); Holly Bailey-Hofmann (West Los Angeles College); Christopher Howerton (Woodland College). Not Present: David Lagala (Folsom Lake College). Committee members introduced themselves. Randy mentioned he met with David separately earlier in the day.
- II. Logistics:
  - a. [Membership Contact Info](#). The committee reviewed and update contact info. Randy explained the forms for requesting travel and reimbursement.
- III. The committee established a schedule of phone meetings and discussed face-to-face meetings for the coming year. The committee discussed a face-to-face meetings on September 22, 2016, October 6 and January 18. Randy will send out another Doodle poll to determine the days for face-to-face meetings.
- IV. [Educational Policies Committee Resolutions and Assignments](#). Randy asked the committee to review the assignments spreadsheet in preparation for the next meeting.
- V. [Educational Policies Paper](#). Randy asked the committee to review the draft educational program development paper in preparation for the next meeting.
- VI. Announcements and Events
  - a. ASCCC Executive Committee Meeting, September 7-9, 2017
  - b. ASCCC Executive Committee Meeting, September 29-30, 2017
  - c. ASCCC Area Meetings October 13 and 14, 2017
  - d. ASCCC Executive Committee Meeting, November 1, 2017
  - e. ASCCC Fall Plenary, November 2-4, 2017

The meeting was adjourned at 3:00 PM



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Educational Policies Committee

September 6, 2017

3:30 PM - 4:30 PM

Dial your telephone conference line: 1-719-785-4469\*

Participant Passcode: 185846

\*Toll free number available: 888-450-4821

\*6 - Mute/unmute your line

## AGENDA

- I. Call to order and adoption of the agenda
- II. 17-18 Meeting Schedule  
The Committee agreed to meet face-to-face for a full-day meeting on December 13, 2017 at a location to be determined. Randy will reach out to committee members to determine a location for the meeting.
- III. [Educational Policies Committee Resolutions and Assignments](#)  
The committee discussed several resolutions that have been assigned to Ed Pol and made the following determinations.

Year	Resolution	Resolution Name	Committee Action
F11	13.2	Supplemental Instruction Survey and Glossary	Randy will ask for survey results from ASCCC staff and reach out to 3CSN (Crystal Keikel) to determine what information has been provided to the field. Based on that information, the committee will decide on a course of action at the October meeting.
F12	17.01	Approval of Grant Driven Projects	Randy will request the survey results from ASCCC staff and bring back to the committee at a later meeting. Meanwhile, committee members whose colleges have similar policies will provide them to the Randy. Randy will review available policies, if any, provided by the Community College League of California (CCLC).
S12	21.02	CTE Program Review	Randy will reach out to the chair of the ASCCC Career TEchnical Education LEadership Committee (CTELC) for a volunteer to work with Ed Pol members to develop resources, which may include a Rostrum article or a plenary breakout. In addition, the Educational Program Development paper will touch on some aspects relevant to the resolution. Andrea will provide oversight over materials.

S13	19.03	Develop Training Guidance for Faculty Engaged in Peer Evaluations	A small task group of Holly, Rebecca and Randy will work with colleagues representing collective bargaining units to develop resources. Randy will reach out to the ASCCC president to communicate with COFO to assemble a task group.
F14	7.06	Re-enrollment Information for Admissions and Records Staff	Andrea and Rebecca will review title 5 language and report on the intent of the resolution at the next meeting. After that report, the committee will determine status of the resolution.
S15	7.01	System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty	Randy will reach out to the CCCCCO's Legal Office to determine if any steps have been taken on the topic.
S15	14.01	Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of Student Academic Dishonesty	Randy will request this item be discussed at the Community College's Chancellor's Office Curriculum Committee (5C) in September.
S16	9.02	Develop a paper on Effective Practices for Educational Program Development	The 2016-2017 committee prepared a draft of a paper. The 2017-2018 committee will continue to work on the draft with the goal of approval by the Spring 2018 plenary.
F16	9.02	Faculty Involvement in the Creation of Dual Enrollment Programs	No action.
F16	9.03	Investigate Effective Practices for Pathways Programs	Given the intense engagement of the CCCCCO, specifically the Institutional Effectiveness Partnership Initiative, and the creation of the ASCCC Guided Pathways Task Force, the committee will recommend to the president that this item is completed.
F16	18.01	Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)	No action.
S17	9.03	Addressing the Needs of Students Impacted by the Changes to Course Repetition	No action.
S17	12.02	Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development	No action.

**IV. Resolutions and Breakouts**

No discussion. Discussion will be conducted over email.

**V. Announcements and Events**

ASCCC Executive Committee Meeting, September 7-9, 2017

ASCCC Executive Committee Meeting, September 29-30, 2017

ASCCC Area Meetings October 13 and 14, 2017

ASCCC Executive Committee Meeting, November 1, 2017

ASCCC Fall Plenary, November 2-4, 2017

**VI. Adjournment**

The meeting adjourned at 4:33 PM

**Resources:**

[Membership Contact Info](#)

[17-18 Meeting Schedule](#)

Travel form at: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms at:

[http://www.asccc.org/sites/default/files/SenateReimbursementForm2016\\_1.pdf](http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf)



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Equity and Diversity Action Committee Meeting 25 August 2017, 9-10am

CCC Confer

Participant Passcode: 955961

Toll free number available

### Minutes

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- I. Call to Order: 9:03 AM  
Adoption of the Agenda—APPROVED with addition of the discussion item, “Discussion of Academic Academy in 2017-18 AY”
  
- II. Introductions – Dolores Davison (Chair), Foothill College; Randy Beach, English, Southwestern College (Former Chair); Eartha Johnson, Counseling, Victor Valley College; Michael J. Wyly, English, Solano Community College; Orlando Shannon, Lassen College, Counselor/Psychology; Sam Foster, (Second) Fullerton College (9:24 AM)
  
- III. Planned in-person meeting for September  
  
EDAC Future Meetings:
  - SEPTEMBER 20, 2017 (IN-PERSON to discuss EDAC Regionals), San Jose, CA (chez Dolores) or Solano Community College, TBD. For in-person meeting, Dolores will provide links to the forms for travel and food reimbursement from ASCCC.
  - October 25, 2017, 9-10:30 AM Phone Meeting/CCCConfer
  - Rest of dates to be set at in-person meeting on 9.20.2017.
  
- IV. Topics
  - a. EDAC Regionals on Civil Discourse (initial draft attached) – 27-28 October 2017
  - b. Breakout session topics
  - c. Other foci for general sessions
  - d. Speakers/possible topics?

Recently, ASCCC Exec has prioritized the topic of civil discourse and views the development of this topic through the lens of equity in effort to develop further dialogues re: civil discourse state-wide.

Preliminary dates are set for both North and South regionals. Oct 27, 2017 (North) and Oct 28, 2017 (South). ASCCC Exec will discuss further this topic at its next exec meeting to provide direction for equity-based conversations, including the forthcoming regionals. Committee reviewed preliminary/example draft of a possible program for 2017 EDAC Regionals.



The focus of last year's EDAC regionals was faculty diversity with a focus on diversity in hiring. Veronica Neal of Foothill College was the key note speaker. The content of her dialogue contributed to setting the tone for the day, including the facilitation of civil dialogue, as well as a focus on the role of Human Resources and professional development to promote civility and professional development and hiring.

2016 EDAC regional attendance was 60-70 participants in the North; the Southern regional was somewhat less attended.

Possible topics for the upcoming EDAC Regionals on Civil Discourse were discussed. The committee agreed to focus on how we might construct sessions which create the opportunity for good "take-aways" which participants may bring back to other campuses—i.e. how to empower attendees to bring back to campus. Possible topics discussed included: civic engagement; safe spaces for students; how to address cultural dissonance; tools for the college community to communicate more effectively, including the Trustees; difficulties with how to start conversations re: equity in a climate that may or may not recognize local need, including faculty-student disconnect; tools to initiate and continue conversations re: equity on local campuses. Committee to send additional possible breakout topics to Dolores by 8.28.2017.

At EDAC Regionals, the current plan to have a general session followed by two breakout sessions with two to three breakouts per session. Although the number of registered attendees may affect this plan, the committee will begin to plan for three breakouts per session, with at least one possible duplication.

e. Academic Academy

2017-2018 AY Academic Academy discussed. This event is typically co-sponsored by TASSC and EDAC. Regarding planning for a 2017 2018 AA, consensus of the committee is to wait on direction from ASCCC Exec, including time of year and identified common theme(s)/topics for EDAC and TASSC. The committee discussed concerns re: overlap of past Academic Academies with other professional conferences, and encouraged working to minimize future overlaps where possible, especially in conflict with any mandatory trainings. For the time-being, any future planning for the 2017-18 AA is TBD.

V. Other priorities this year

a. Email attachment

Review of EDAC Priority List—see attachment.

Committee discussed prioritizing the following items (All priorities are listed as HIGH):

1. Revision of paper on faculty hiring processes, including re-examination of procedures based on recs of CCCCCO. Response to ASCCC Resolution. Last updated in 2000. Process of paper writing discussed: analysis of 2000 version; compare with recommendations; discussion of how the committee will divide its work, to occur at September in-person meeting.

2. Dolores to work with ASCCC President for direction on support for marginalized students.
3. Support for DACA students might inform a topic for regionals.
4. Committee members invited to highlight any additional priorities, to send to Dolores for future agenda item.

VI. Other Items for Discussion

2017 Fall Plenary Breakout Topics for EDAC—EDAC members who attend are invited to present at an EDAC-specific breakout, possibly a Hot Topics session and/or a follow-up to EDAC 2017 Regionals.

VII. Announcements/Events

- a. OER Regional Meetings – 15 and 16 September
- b. CTE Regional Meetings – 22 and 23 September
- c. Fall Area Meetings – 13 and 14 October, locations vary
- d. Fall Plenary Session – 2-4 November, Irvine Marriott

VIII. Adjournment – 10:00am





**ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES**

**RELATIONS WITH LOCAL SENATES COMMITTEE**

**Friday, April 7, 2017**

**4:00 – 5:30 pm**

**Zoom Teleconference**

**Information**

**Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>  
Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600  
Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)  
Meeting ID: 546 255 0600**

**Minutes**

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- I. Call to Order: Sam Foster, Craig Rutan, Lara Baxley, Anna Bruzzeze, Berta Harris, Curtis Martin, Julie Adams
- II. Note Taker – Leigh Anne Shaw
- III. Approval of the Agenda – approved
- IV. Approval of Minutes of 1-21-17 - approved
- V. Feedback from March Executive Committee meeting
  - a. Accepted short- and long-range plan for local senate visits with slight modification
    - a. A 3 year period is too aggressive; prefer a 5-year period of time
- VI. Update on Spring Plenary
  - a. Newbie Breakout and welcome package
    - a. Thursday – first breakout
    - b. Peggy and Anna presenting with Sam
    - c. Will send slides – need them done by the 12<sup>th</sup>
    - d. Welcome package – contains Foundation bag, Academic senate 10+1 card, Local Senates Handbook, pin, lanyard, T-shirt. Send Letter of Invitation to the Newbie Breakfast and Newbie Breakout in advance of plenary.
    - e. Hand out welcome package at Newbie Breakfast and Newbie Breakout
    - f. Sign at check-in table to direct Newbies to Breakfast and Breakout
    - g. Berta will revise the letter and send it Julie by the 13<sup>th</sup>.
  - b. Tables for newbies at breakfast
  - c. Recruitment session for statewide service on Thursday –
    - a. After last breakout on Thursday at 4:45pm
    - b. Julie and Sam running recruitment session
- VII. New Senate President Coaching Program (Experienced Senate Leadership Resource Group)
  - a. Develop survey to distribute at the Leadership Institute to assess need
  - b. Questions to ask on survey:
    - a. Name and Area
    - b. Do you have access to experienced senate leaders at your local senate?
    - c. Does your senate routinely conduct a training for new senate members?

d. What things would you like to have guidance by an experienced senate member?

- i. Conducting meetings
- ii. Brown Act
- iii. Making committee appointments
- iv. Parliamentary procedure
- v. Relations with administration
- vi. Senate-union relations
- vii. Senate sign-off and timeframe for consultation
- viii. Other

e. Make Canvas PDC modules available

f. What Senate resources are you familiar with?

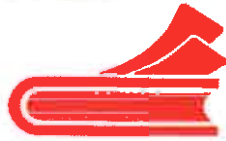
g. If you had access to a group of experienced Senate presidents to offer guidance, would you take advantage of that resource?

c. Leigh Anne can create draft of survey and send to Sam

VIII. Rostrum Articles

IX. Other Items?

X. Adjournment – 4:55pm



# Academic Senate for California Community Colleges

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## RELATIONS TO LOCAL SENATES COMMITTEE

August 21, 2017

3:15 PM – 4:00 PM

### Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/556248677>

Or iPhone one-tap (US Toll): +16699006833,,556248677# or +14157629988,,556248677#

Or Telephone: +1 669 900 6833 (US Toll) or +1 415 762 9988 (US Toll)

Meeting ID: 556 248 677

### DRAFT MINUTES

---

Members Present: Rebecca Eikey (meeting called to order 3:17 pm), Cheryl Aschenbach, Carrier Roberson, Lee Gordon, Peggy Campo, Leigh Anne Shaw

- I. Call to Order at 3:17 pm
- II. Introductions & Note Taker: Introduction of members present and Carrie Roberson is Note Taker
- III. Adoption of the Agenda: Approved as presented (not formal motion, by consensus)
- IV. Approval of Minutes from **April 7, 2017**: Deemed 'approved' as most current members not part of RwLS at that time.
- V. Orientation:
  - a. **Committee Charter**: no changes, reviewed committee charter
  - b. **Membership Contact Info**: two members not confirmed; information provided without phone numbers.
  - c. Travel Request form: <http://www.asccc.org/content/flight-and-travel-request>, reviewed policy with committee
  - d. Reimbursement form at:  
[http://www.asccc.org/sites/default/files/SenateReimbursementForm2016\\_1.pdf](http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf)  
reviewed policy with committee
- VI. Meeting Schedule 2017-2018
  - a. Teleconference/Phone meetings – September, October, March, April
  - b. In-Person meeting(s) – January 17, 2018  
RwLS will host one in person meeting (January) and other meetings will be via Zoom. The committee agreed that the above months for meetings would be fine. Rebecca will send a Doodle poll to determine best days/times.
- VII. Status of Previous Action Items
  - a. Assigned Resolution: S2015 Resolution 17.04 "**Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures**"- *The Plan is to write a Rostrum Article*

Committee discussed writing a Rostrum article that provides an update on SLO work in light of the AFT/CFT settlement with ACCJC, additional clarification from ACCJC on Standard I.B.6, and role of collegial consultation. Rostrum article can be written by faculty and does not have to be written by committee member. **Action**: Lee will provide a draft of the article and work with Rebecca.

#### b. Assigned Tasks

- i. Leadership Survey (Leadership Institute 2017): The Leadership Survey was given to attendees of the Leadership Institute (June 2017). ASCCC office is planning to

share results after redistributing the survey to the field in September. In reviewing the questions of the survey, the Committee would like to have access to the June survey results sooner so that resources for senate presidents could be identified. **Action:** Rebecca will follow up with ASCCC.

ii. **New Senate President Coaching Program (Experienced Senate Leadership Resource Group)**

The idea was to create a formalized group that can support new local senate presidents. Committee discussed the feasibility in terms of usefulness and actual coordination. The committee discussed that the June 2017 survey results could be useful in deciding if this work should be pursued. Peggy inquired about creating a repository of documents that would be useful for new senate presidents to have access.

VIII. **Status of Committee Priorities for 2017-2018: Short Term & Long Term Plan**

The committee reviewed the Short Term & Long Term Plan (as part of the ASCCC Strategic Plan). The committee discussed Short Term Plan Goal 1: "Identify and reach out to local senates that have not attended ASCCC events recently." **Action:** Rebecca will follow up with ASCCC for a list of colleges that have not had an attendee at an ASCCC event in the past year.

The committee also discussed that having a list of colleges who have not had an ASCCC visit in the past five years would be useful. There was concern over how to effectively use the RwLS committee for local visits, when requests for most local visits are more technical and include a request for ASCCC Executive Member. The committee thought it would be useful to reduce potential redundancy if they could focus on the colleges who haven't had a visit from ASCCC Executive Committee member. **Action:** Rebecca will follow up with ASCCC for a list of colleges that have not had an ASCCC visit in the past five years.

The committee also discussed that the Leadership Survey (June 2017) results may help in identifying the needs of local senates in terms of RLS visits.

IX. **Fall 2017 Plenary Planning**

a. **Break-out session topic(s)**

The committee would like to place hold 2 spots for Breakout sessions. One for "First-time Attendees and Delegates" and the other TBD. Ideas were generated as to whether the second breakout should focus on additional resources faculty would like ASCCC to provide or to create the breakout based on the Leadership Survey (June 2017) results. Another idea was to clarify the different types of visits ASCCC provides and how a visit from the RLS differs from a visit from ASCCC Executive Committee. **Action:** Rebecca will request two breakout session spots. **Action:** committee will review June 2017 Leadership Survey results at next meeting and determine valuable session for attendees.

b. **Newbie Breakfast**

The committee recommends that this be continued for Fall 2017 Plenary. The goody bag of resources (10+1 cards, Senate handbook, t-shirts) were well-received by attendees. The session allowed for newcomers to be welcomed. **Action:** Rebecca will recommend Newbie Breakfast be offered Fall 2017 Plenary.

c. **Recruitment session for statewide service**

The committee also like the idea of having a breakout session for Recruitment for Statewide serve. This could be the potential second breakout session.

d. **Other ideas**

The committee also discussed that new senate leaders could benefit by having access to files, such as senate retreat presentations. Carrie suggested a flashdrive with files could be part of the goody bag.

The committee questioned if the Message Board was useful (undetermined).

- X. **Announcements and Events**
  - a. ASCCC Executive Committee Meeting, September 7-9, 2017
  - b. ASCCC Executive Committee Meeting, September 29-30, 2017
  - c. ASCCC Area Meetings October 13 and 14, 2017
  - d. ASCCC Executive Committee Meeting, November 1, 2017
  - e. ASCCC Fall Plenary, November 2-4, 2017Committee reviewed the upcoming events.

- XI. **Adjournment: 3:57 pm**

### **Status of Previous Action Items**

#### **A. In Progress**

- 1. *Rostrum Article* related to Spring 2015 Resolution 17.04 "[Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures](#)"

#### **B. Completed**

- 1. February Rostrum 2017 Article <http://www.asccc.org/content/participatory-governance-face-initiative-fatigue>







# Academic Senate for California Community Colleges

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## STANDARDS AND PRACTICES COMMITTEE

Monday, August 28, 2017

3:00-4:00 PM

Zoom Teleconference

(See last page for teleconference information)

### MINUTES

---

- I. Call to Order and Selection of Committee Note Taker
  - Meeting was called to order at 3:08pm
  - In Attendance: Chad Lewis, Emily Berg, Lorraine Slattery-Farrell, Conan McKay, Kathy Schmeidler
  - Not Present: Julie Adams
  - Committee members introduced themselves.
- II. Meeting Calendar
  - JF will send out a doodle poll to determine best time to meet as a committee.
- III. Review of the Committee Charge and Responsibilities
  - Committee Charge: A discussion ensued about the responsibilities of the committee members. Some of the responsibilities of the committee are: Reviewing the Disciplines List, Minimum Qualifications, Faculty Role in Accreditation, and Review and suggestions of the Bylaws for ASCCC During the conversation regarding what was the responsibilities for the committee it was determined that JF would look at revising the committee charge and JF would send it out to the committee before being submitted to the ASCCC Exec.
  - a. LiveBinder overview (<http://www.livebinders.com/play/play?id=1833713>)
    - A discussion occurred about the LiveBinder committee page for Standards and Practices. JF stated that the committee members could find all the information needed for the awards regarding timelines and deadlines. Committee members could also find information on the ASCCC website under Standards and Practices committee. There members can find, past meeting agenda, past meeting minutes, past papers and all resolutions.
- IV. Review of Committee Priorities for 2017-2018 – see spreadsheet
  - a. Resolutions and Strong Workforce recommendations
    - The committee agreed to look at the resolutions at our first Face-to-Face meeting and prioritize the committee responsibilities: Resolutions 10.03 F16 to review the Disciplines revision Process, Strong Workforce Recommendations, Minimum Qualifications for Career and Technical Education (CTE) faculty, and the Standards and Practices Committee will oversee some of the work of the Taskforce that the Chancellors office is putting together.

- b. Task forces to address specific resolutions and Strong Workforce recommendations
  - i. Equivalency Toolkit
  - ii. Equivalency Effective Practices White Paper
  - iii. Subdisciplines
  - iv. Internships
  
- V. Fall plenary planning – Plenary is November 3-5
  - a. Breakout session ideas submitted – MQ/Disciplines List/Equivalency basics; Reimagining CTE disciplines/task force updates; other ideas.
    - No other ideas were discussed regarding possible breakouts. At this point Emily Berg, Chad Lewis, and Kathy Schmeidler are planning on attending Plenary for possible breakouts.
  
  - b. Possible resolutions
    - No new resolutions were discussed for bring to Area meeting or Plenary.
  
- VI. Announcements
  - a. Next meeting – Wednesday, September 27, 10-3 (approx.), Irvine Valley College
  - b. ASCCC Area meetings October 13 and 14, locations vary. Contact your area representatives.
  - c. [ASCCC Fall Plenary Session](#), November 2-4, Irvine Marriott.
  - d. Fall Regional Meetings – CTE, Open Educational Resources, and Curriculum.
  
- VII. Adjournment
  - Meeting was adjourned at 4:00pm

Respectfully Submitted by: Conan McKay



# Academic Senate for California Community Colleges

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## Transfer, Articulation and Student Services Committee

Wednesday, August 29, 2017

4:00 PM-5:00 PM

Dial your telephone conference line:1-719-785-4469\*

Participant Passcode: 942083

\*Toll free number available: 888-450-4821

Participant Conference Feature

\*6 - Mute/unmute your line

### MINUTES

I. Call to order 4:02 PM. Present: Randy Beach (Chair) David DeGroot, Maurice Geddis, Julie Land, LaTonya Parker (Exec) Jacqueline Stahlke, Clarisa Veras

II. [17-18 Meeting Schedule](#)

Committee discussed logistics of the October 13 meeting at El Camino College. Julie will work to secure parking passes and maps. Maurice and Clarisa may be only members flying in. They will check flights and let Randy know their arrival time.

III. ADT Course Substitution Paper

Dave and Randy have been working on edits for grammar and readability. Committee members are encouraged to review the "Scenarios" in Appendix C for accuracy and let Dave know if there is an inaccuracy or question. Randy is taking the paper to the September 7-9 Executive Committee meeting to ask if the paper can be considered a white paper, which will impact the paper's approval time and the time it takes to distribute it to the field.

IV. Resolution Assignments for 2017-2018

The committee discussed the outstanding resolutions assigned to it and made the following determinations:

Year	Resolution	Resolution Name:	Actions
S08	13.04	<a href="#">Effective Practices for Online Tutoring</a>	TASSC members agreed to begin work on a paper as called for in the resolution. The chair will reach out to the chair of the Online Education Initiative to seek volunteers to work with TASSC on the paper.
F11	8.02	<a href="#">Faculty Advisors</a>	The committee was unclear as to why this resolution has been marked completed. The chair will follow up with past TASSC chairs to find that information and report back at a future meeting in order to update the website.

F11	11.01	<a href="#">Consultation Regarding Technology Tools Impacting Student Services</a>	The committee believes this resolution has been completed and no additional action by TASSC is needed. The resolution calls for the ASCCC to take the position to oppose technology tools that are implemented without faculty involvement, especially in the student services area. Passing the resolution and establishing the opposing position completes the work of the resolution. Given the age of the resolution, the committee did not feel that it was necessary to take any further action.
F14	20.01	<a href="#">Developing a System Plan for Servicing Disenfranchised Students</a>	The committee established a task group to review the survey in greater detail and to discuss what actions, if any, could be taken to accomplish part or all of the resolution. The task group includes Clarisa Veras, Maurice Geddis, Julie Land and Randy Beach. The chair will coordinate the first meeting.
S16	9.11	<a href="#">Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer</a>	The draft paper has been submitted to the ASCCC Executive Committee for review and direction. TASSC recommends the paper be deemed a "white paper" rather than a position paper by the ASCCC Executive Committee at its September 7-9 meeting, and appropriate steps for approval and distribution be taken at the September 29-30 meeting.
S16	18.01	<a href="#">Develop Retesting Guidelines for the Common Assessment</a>	TASSC agreed to delay action on this resolution due to the uncertain status of the Common Assessment Initiative. The chair will reach out to the faculty co-chair of the CAI for more information. If the CAI does begin moving forward, the committee recommended recruiting an assessment officer to assist in writing a Rostrum article on the topic.
S16	18.03	<a href="#">Local Determination of Advanced Placement Credit at California Community Colleges</a>	With the passage of AB 1985, the second resolved of this resolution has become moot for now, unless additional legislation is introduced to expand the requirement that students who wish to use an AP score to receive credit for a class to meet a general education requirement can do so with a score of 3 or higher. TASSC discussed writing a Rostrum article highlighting the importance of faculty engagement in review of standards around giving credit for advanced placement exams. Several committee members and the chair will meet to review the past paper

Link to the full TASSC resolutions worksheet [TASSC Resolutions and Strong Workforce](#)

V. Resolutions and Breakouts for Fall Plenary

The committee will discuss resolutions and plenary breakouts over email. Randy submitted several breakout ideas by the August 21 deadline.

VI. Survey on Existing Services for Disenfranchised Students

The committee discussed resolution F14 20.01 which prompted the [Survey on Existing](#)

[Services for Disenfranchised Students](#). The committee established a task group to review the survey in greater detail and to discuss what actions, if any, could be taken to accomplish part or all of the resolution. The task group includes Clarisa Veras, Maurice Geddis, Julie Land and Randy Beach. Randy will coordinate the first meeting.

VII. Announcements and Events

- a. ASCCC Executive Committee Meeting, September 7-9, 2017
- b. ASCCC Executive Committee Meeting, September 29-30, 2017
- c. ASCCC Area Meetings October 13 and 14, 2017
- d. ASCCC Executive Committee Meeting, November 1, 2017
- e. ASCCC Fall Plenary, November 2-4, 2017

VIII. Adjournment

Resources

[17-18 Meeting Schedule](#)

[Committee Membership](#)

Travel form: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms:

[http://www.asccc.org/sites/default/files/SenateReimbursementForm2016\\_1.pdf](http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf)



# Academic Senate for California Community Colleges

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## Transfer, Articulation and Student Services Committee

Tuesday, September 12, 2017

4:00 PM-5:00 PM

Dial your telephone conference line: 1-719-785-4469\*

Participant Passcode: 893920

\*Toll free number available: 888-450-4821

Participant Conference Feature

\*6 - Mute/unmute your line

### AGENDA

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- I. Call to order at 4:06 Present: Dave DeGroot, LaTonya Parker, Clarissa Veras, Jackie Stahlke, Julie Land

- II. Face to Face Meeting

The committee confirmed its meeting at El Camino College on Friday, October 13. Parking passes and maps will be sent prior to the meeting.

- III. OER Task Force Update

ASCCC OER Task Force chair Dave Dillon (Grossmont) gave an update to the ASCCC Executive Committee at its September 7-9 meeting. Randy provided an update for TASSC.

- IV. ADT Course Substitution Paper Update

The chair took the paper to the Executive Committee meeting on Sept. 7-9 for guidance and to determine if the paper was a position paper or white paper. The Executive Committee determined that the paper should be a position paper and that the position paper be brought to the spring plenary for approval. In the meantime, TASSC is instructed to create a resource document using the scenarios found in the draft paper. The document should include a brief introduction and the scenarios should be collated thematically based on the guiding principles. Randy and Dave will work on the document (C-ID Website Resource Document) for the website and the whole committee will look at the document at the face-to-face meeting in October.

- V. Academic Academy

The chair requested guidance from the Executive Committee at its September 7-9 meeting. The Executive Committee had previously decided to suspend the Academic Academy and it upheld that decision at the meeting. The committee suggested that TASSC consider offering a scaled down event on ongoing changes to computational requirements for transfer to CSU or in assessment/placement. TASSC might also consider regional meetings on Student Services and Guided Pathways. The committee agreed to plan two regional meetings in the spring on the topics of transfer and guided pathways. Ideally the two meetings would be Friday April 6 and Friday April 27, but April 27 and 28 are back up dates.

- VI. Resolutions and Breakouts for Fall Plenary

Clarissa agreed to work with LaTonya and Randy on the “Guided Pathways: A Student Services Perspective” breakout. Also, Dave and Randy will present a breakout on course substitutions in the ADT with a slide about the C-ID Resource Document and Position Paper on course substitutions.

**VII. Effective Practices for Online Tutoring Paper**

The chair conferred with the chairs of the ASCCC OEI Task Force (Aschenbach) and the ASCCC Online Education Committee regarding [Resolution SP08 13.04](#). Neither group has discussed the possibility of an effective practices paper for online tutoring, but each agreed the need for the paper is still relevant. The OEI chair agreed to provide a volunteer to work with TASSC on the paper.

**VIII. Task Group Update: Plan for Disenfranchised Students**

No Update

**IX. Task Group Update: Role of Faculty in AP Credit**

No Update

**X. Announcements and Events**

- a. Open Educational Resources, September 15 ([North: College of Marin](#)) and September 16 ([South: MiraCosta College](#))
- b. CTE Regional Meetings, September 22 ([North: Los Rios District](#)) and September 23 ([South: Chaffey College](#)), 2017
- c. ASCCC Executive Committee Meeting, September 29-30, 2017
- d. [Area Meetings](#), October 13 (Areas A and B) and October 14 (Areas C and D), 2017
- e. ASCCC Executive Committee Meeting, November 1, 2017
- f. [Fall Plenary Session](#), November 2-4, 2017, Irvine Marriott Hotel, Irvine
- g. Curriculum Regional Meetings, November 17 ([North](#)) and November 18 ([South](#)), 2017
- h. [Accreditation Institute](#), February 23-24, 2018, Wyndham Anaheim Hotel, Garden Grove
- i. Spring CTE Regional Meetings, March 9 ([North](#)) and March 10 ([South](#)), 2018
- j. [Area Meetings](#), March 23 and March 24, 2018
- k. [Spring Plenary Session](#), April 12-14, 2018, San Mateo Marriott
- l. [Faculty Leadership Institute](#), June 14-16, 2018, Sheraton Park Anaheim

Meeting adjourned at 5:03 PM

**Resources**

[17-18 Meeting Schedule](#)

[Committee Membership](#)

Travel form: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms:

[http://www.asccc.org/sites/default/files/SenateReimbursementForm2016\\_1.pdf](http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf)





**California Community Colleges Curriculum Committee (5C)**

**June 8, 2017**

**10:00 a.m. – 3:00 p.m. Chancellor’s Office Room 601**

Committee Members Present:	ASCCC: Cheryl Aschenbach, Nili Kirschner, Ginni May, Craig Rutan, Tiffany Tran, Katie Krolikowski  CCCCIO: Leandra Martin,  Liaisons: Kim Harrell (CCCAOE)  Chancellor’s Office: Jackie Escajeda, Marilyn Perry, Pam Walker
Committee Members Absent:	Valentina Purcell (ACCE), Robin Steinbeck (CIO), Adrienne Foster (ASCCC), Virginia Guleff (CIO)
Committee Members by Phone:	Kelly Fowler (CIO)
Guests:	Kirsten Corbin (CCCCO), Raul Arambula (CCCCO), Rachel Stamm (COCI), Mark Cohen (COCI), Pamela Shaw (COCI), Jillianne Leufgen (CCCCO), Randy Beach (ASCCC), LaTonya Parker (ASCCC-by phone)
Chairs:	Dolores Davison and Leandra Martin (for Virginia Guleff)
Meeting Location:	Chancellor’s Office Room 601

1. Welcome – Dolores welcomed everyone to the meeting. Everyone introduced themselves since some of the new 2017-2018 members were present.
2. Review of Agenda (All) – No changes to the agenda.
3. Review Meeting Summary from the May 2017 Meeting (All) – meeting summary reviewed and approved.
4. Initial Meeting Date for 2017-2018 (Davison/Rutan)  
Thursday, August 17 was agreed to as the first 5C meeting next year. The rest of the calendar will be determined at that meeting when more 2017-2018 members are present.
5. Constituent Group Reports:

ASCCC – Executive Committee Orientation was last week. Good news about CCC budget: C-ID will be funded through a grant to the Academic Senate, additional funding for Canvas will be included as will library system funding. There is also funding for mental health (\$10 million to CCCs, \$5 million each to CSU and UC). This is good news for our system. Next week is the Leadership Institute with an extra day for legislative training and a visit to both the capitol and the Chancellor’s Office. Curriculum Institute is July 12-15.

CIO – Everyone is busy on campuses wrapping up the year. CIO Board retreat is in July. They are also beginning planning for the fall CIO conference.

CTE Liaison – Written report provided (attached). May event sold out. Leadership Academy in June only has a few seats left. More and Better CTE forums at colleges have been popular. Planning now for November conference with the topic of pathways.

Noncredit – Written report provided (attached).

6. AP 1985 Policy (Arambula/May)

Draft FAQs for AP 1985 policy were distributed and feedback requested. There was some discussion; members were requested to send suggestions to Ginni ASAP.

7. High School Articulation Update (Davison/Escajeda)

Jackie needs to get the workgroup together. The proposed Title 5 revisions are close to being finished. The existing policy/Title 5 language stated that a student had to establish residency at a community college and complete twelve units prior to recording credit for articulated courses; this needs to be improved because it artificially created delays for students needing to record an entry class which served as a prerequisite to another course. The Board of Governors saw the initial proposed changes last summer, but members had questions that necessitated more changes. It has been put on the backburner for most of this year because of curriculum streamlining efforts, but Jackie will get workgroup members Dolores and Kim Schenk together soon.

8. Social Justice ADT Update (Davison/Escajeda)

Background: At point of creation, the intention was to allow colleges to have emphases within the Social Justice ADT (i.e. women's studies, ethnic studies, Africana studies, etc.). There was intention to allow colleges to have multiple Social Justice ADTs for each emphasis, but the Chancellor's Office has concerns. There could not be ADTs in the individual areas because there were not enough students in the programs to develop an ADT; the area of emphasis ADT was the solution.

Jackie and Raul are still needing to figure out how to track the multiple Social Justice ADTs a college might have because they all have the same TOP Code. They also need to figure out how to communicate these to CSU. There are not many graduates, but those who are earning the degrees want to earn multiple degrees with different areas of emphasis.

9. Documentation for Certificates of Achievement for GE Transfer Pattern (Escajeda/Kirschner)

Nili has asked in the past whether all CORs for courses included in the GE Certificates of Achievement have to be submitted to COCI with the certificates or whether just submitting the transfer pattern is sufficient.

The easiest way to deal with this may be to modify the system. Rachel and Mark said the

award type can be added in COCI and only a few specific fields utilized in order to avoid attaching all CORs; instead, CSU and UC-approved transfer patterns would be attached.

#### 10. UCTP Degree in Chemistry and Physics (Escajeda/Rutan)

Intersegmental Council of Academic Senates (ICAS) met yesterday. In the past, ICAS discussed the difficulty of trying to get chemistry and physics to fit into the 60-unit ADT requirement. Currently, UC is working with us to create a pathway for these two disciplines; their pathway would have admission guarantees for graduates meeting certain criteria. CSU was enthusiastic about a potential work-around for the ADT limitations; some comments made suggested students completing these 60-70 unit UCTP will be more prepared for the majors because of additional math. Some of the lower division GE will be completed at the transfer institution; this is common in STEM fields which have heavy major prep initially and then GE courses in later years. Another discipline to look at now is engineering, as is computer science and biology (computer science has fewer graduates like chemistry and physics but is the largest growth field in STEM; biology is more difficult because it has a lot of students, especially for pre-med).

Next steps are to establish what the GE pattern will look like (essentially a modified IGETC for STEM although it won't be able to be called that) and then determine submission requirements. Once we have these in place, then we can have discussions about leveraging these to remove the existing TMCs and ADT requirements in these disciplines.

#### 11. Workgroup Reports

- a. Low Unit Certificates – Has not met
- b. Catalog Rights – Has not met
- c. Title 5 Updates – Went to Consultation and was well received after it went to the Board of Governors. There was an ovation for Jackie and all those involved. Raul and Jackie met with Jake and want to get the workgroup back together to just quickly review revisions and address minor feedback before the revisions go to the next BoG meeting. They also need to address the exemption of ADTs from the certification process.
- d. Basic Skills/Noncredit – Has not met
- e. Others – None reported having met

#### 12. Curriculum Institute Update

Program is nearly completed. Final details are being worked on. Intent is to finish tomorrow and send out notification emails to all presenters. Dolores will also send a draft program to 5C members. Final program is due to Julie Adams by Monday, hopefully sooner, and goes to the printer next week. Event is July 12-15 in Riverside.

#### 13. COCI Update (Rachel)

Phase I colleges moved to using new system exclusively on May 24. Since then, additional problems are being identified as was expected. Biggest issues have been with integrity of Governet data, user experience or interface items, and legacy course/program associations. For programs, courses may not have mapped to programs or documents associated with those courses aren't accessible. The final data export from Governet is June 29, and at that point there won't be a user interface for that data but there will be ways to pull pieces of that data as needed.

Reviewer training will be next week. The week of 6/26 everyone will move to read only status in Governet, then 5-10 days later should go live in COCI.

Rachel commented that she has done hundreds of statewide software applications but has never worked with a group of people like the pilot colleges – the personnel involved have been terrific.

#### 14. Streamlining workshops (Davison/Guleff/Rutan)

Streamlining workshops are finished. All had different environments and questions. Twelve colleges were visited. Including the original North Far North meeting, 85 of the 113 colleges attended a workshop. There was some appreciation for doing workshops outside the “normal” places and regional locations. There are some questions that can influence training at Curriculum Institute. There were a lot of questions about the things not included yet, including requirements for documentation of ADTs. There have also been inquiries about more streamlining workshops in the fall, but maybe those can be integrated into regional meetings or webinars can be utilized in some way in the future.

#### 15. Chancellor's Office Update

WEDD (Jillianne Leufgen) – Certificates under 6 semester units will not count for 17% funding, nor will noncredit certificates under 48 hours. AEBG performance metrics are also being discussed. They want to include everything in the metric, so the question is whether there should be a floor at all, and if so, should it have the same 48-hour noncredit floor as 17% funding? Given some concern that the AEBG data and accountability committees may not have ASCCC-appointed faculty involved, no guidance was given.

Kirsten – The Noncredit Summit kicked off a community of practice, so monthly webinars are being scheduled. The first was Friday 6/2 and had about 100 attendees. They will be the first Friday of each month 12:00pm-1:30pm. The next is July 7.

Jackie – There is a lot going well within Academic Affairs Division right now. Staff works well together, advisory committees are active and helpful, curriculum is moving through the system much better than in the past, and a lot of work has been done. Dolores commented that it is appreciated that Academic Affairs staff right now are very supportive of the role of faculty in the work being done in the division.

#### 16. Announcements and Future Topics

**2017-18 Meeting Dates:**

Thursday, 24 August 2017 10:00am-3:00pm at Chancellor's Office





### CCCAOE Fall 2017 Conference

#### Pathways: November 1-3, 2017

- Registration opens July 1, 2017!
- Dr. Adolph Brown
- Dr. Daniel J Phelan
- Data: where it come from as well as how to use it
- CCCCO involvement
- Breakouts TBD
- President's Reception
- Expanded vendor participation
- Etc.

### More & Better CTE

- 4 M&B CTE Forums to date
  - San Diego
  - San Jose
  - Orange County
  - San Bernardino
- On average, 40 attendees at each forum,
- Presented by: a general presenter, a Sector Navigator and a LaunchBoard expert
- The questions have been amazing, the faculty (75% of attendees) are now beginning to understand how it all fits together!
  - Conference Attendee talking to Elizabeth Wallner, CCCAOE executive Director,
    - "I've been to so many PD opportunities on each of these, but this was when I finally got how all the pieces work together!"
  - CCCAOE Board Member:
    - "I was pretty dubious in the beginning, and yet the questions made me realize how much faculty don't know and how eager they are to understand."
- Made a 1-minute elevator pitch to the Regional Consortia meetings at the Spring Conference: **got 87 inquiries**. Only room for 25. As of June 5, 2017 - **10 (of the 25) already scheduled!** If your region is interested, visit [cccae.org](http://cccae.org) for more information (<https://www.cccaoc.org/professional-development/more-better-cte>).
- Requested that you send information to your faculty.

### Leadership Academy 2017

- June 13-16, 2017
- Embassy Suites, Sacramento, CA
- **A few seats** left (4 at this point)
  - Plenty of time to catch up on on-line course
- Based on feedback from last year, we'll have lots of time for networking, including a trip to the [da Vinci Machines in Motion](#) show! (Super cool!)

### May, 2017 CCCAOE Conference

#### CTE: Your Key to Equity & Access II - May 10 – 12, 2017

- 540 registered attendees – **sold out!**
- 103 speakers, 4 keynote speakers and a CCCCO panel, 42 breakout sessions, 2 student performers!







## ACCE Update, CCCCC Meeting, Sacramento, June 8, 2017

### AEBG Data and Accountability Committee

The State Chancellor's Office and the California Department of Education recently formed the AEBG Data and Accountability Committee. The committee includes 10 practitioner representatives, drawn from K-12 adult schools, community college credit programs, and community college noncredit programs, in addition to representatives from CDE and the Chancellor's Office.

The committee will meet four times between May and July 2017 to make recommendations regarding metric definitions, data tracking, and accountability reporting for AEBG. AEBG leadership will publish a summary paper and comprehensive documentation for AEBG grantees on data and accountability requirements by August 1.

Each meeting is held in Sacramento, as follows:

- Meeting One (Thursday, May 25, 10-3): Mapping student pathways within program areas
- Meeting Two (Friday, June 16, 10-3): Documenting participation in adult education programs
- Meeting Three (Monday, June 26, 10-3): Tracking and assessing participant progress within each pathway [note: the white paper for this meeting will be informed by recommendations created by separate ESL and ABE/ASE/ESL assessment workgroups]
- Meeting Four (Friday, July 21, 10-3): Tracking alignment and integration between K-12 and CCC systems

Dr. Madelyn Arballo, Dean of Continuing Education, MtSAC, and Valentina Purtell, Provost of North Orange Continuing Education, were invited to participate in the committee. In our contribution to the work of the committee, we want to account for noncredit practices of community colleges and to ensure that these practices are represented in the AEBG accountability framework.

Having attended the first meeting, we would like to share with you the proposed definition of the AEBG student and solicit your feedback on the two approaches to the AEBG accountability as summarized below:

**AEBG Student: AEBG Students for the purposes of AEBG reporting include, all students served in the 7 AB104 program areas for all K12 Adult and community college non-credit programs and short term for credit CTE certificates leading to employment.**

K-12 and CC leadership jointly developed the proposed definition of the AEBG student. It includes all students in specified areas regardless of the funding source, i.e., apportionment, WIOA, Perkins, etc., so it implies braiding of resources in terms of providing services and reporting outcomes.

Because the AEBG outcome framework will be applied to all K-12 adult education, CC noncredit and credit short-term CTE students, it should work for both systems.

The discussion of how we measure skill gain and completion led to the diversity of opinions. K-12 adult education uses standardized CASAS tests for basic skills and industry certification for CTE. Community colleges use course completion and success measures, progression through levels below transfer, and CDCP completion.

The group agreed on counting CDCP completion and third-party industry certification for CTE. However, when it came to basic skills gain, we had difference of opinions: should all adult education providers adopt the CASAS system or should community colleges be allowed to measure skill gain through course completion and progression through levels?

On one hand, adopting one system, such as CASAS, will ensure that we all speak the same data language and that the reported outcomes are consistent. It will also align the AEBG accountability with the Workforce Innovation Opportunity Act (WIOA) requirements. On the other hand, allowing noncredit programs to use the assessment system aligned with credit and other CC initiative will help articulate the progress of adult education students with post-secondary transition and will help colleges avoid doubling the efforts in assessing students and collecting data.

We would love to hear your thoughts on these two approaches to the AEBG (adult education) accountability framework. Please share your thoughts with Valentina Purtell at [vpurtell@sce.edu](mailto:vpurtell@sce.edu) or Madelyn Arballo at [marballo@mtsac.edu](mailto:marballo@mtsac.edu).



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

## Participate | Collaborate | Innovate

Institutional Effectiveness Partnership Initiative Advisory Committee  
 Sheraton Grand Sacramento  
 9/11/14 9:00 am - 1:00 pm  
 Meeting Summary

### Members in Attendance

ast	irst	rimar grp	ast	irst	rimar grp
Adams	Julie	PD	Johns	Krista	NA
Arballo	Madelyn	Ind	Johnson	Joyce	PD
Bandyopadhyay	Santanu	PD	Lamanque	Andrew	PPP
Barton	Michelle	Ind	Lamb	Eric	PPP
Beach	Randy	Ind	Lee	Matthew C.	TA
Bruno	Julie	PD	Leong	Tim	PD
Burke	Kathleen	TA	McKay	Conan	PD
Coleman	Laura	Ind	Messina	Kimberlee	TA
Dozier	Julia	PD	Meuschke	Daylene	Ind
Eikey	Rebecca	PPP	Michaelson	John	Ind
Fried	Sandy	PD	Pasricha	Isha	TA
Garcia	Valentin	TA	Roberson	Carrie	PD
Greaney	KC	Ind	Sandberg	Mary	PD
Gribbons	Barry	Ind	Skinner	Erik	Ind
Hastey	Brent	PD	Sokenu	Julius	TA
Hayward	Craig	Ind	Stanskas	John	Ind
Heyman	Jeff	TA	Stoup	Gregory	Ind
Jaffe	Louise	Ind	Tena	Theresa	PPP
Jarrell	Pauli	TA	Wah	Linda	PPP

### Resource Persons/Evaluators in Attendance

ast	irst	rimar grp	ast	irst	rimar grp
Bell	Autumn	PD	McNeice-Stallard	Barbara	PPP
Bianchi	Rico	PD	Milan	Theresa	Ind
Collins	Linda	PD	Nguyen	Alyssa	
Cooper	Darla		Pacheco	Robert	TA
Cox-Otto	Pamela	NA	Purnell-Mack	Rogair	
Dettman	Sarah	NA	Ramirez-Faghieh	Caroline	Ind
Fischerhall	Chase	TA/PD	Rodriguez	Mario	Ind
Fuller	Ryan	Ind	Schrager	Cynthia	PD
Harrington	Deborah	PD	Slimp	Ronnie	PPP
Howe	Michael	PPP	Spano	Jeff	PD
Jez	Su Jin	PD	Trimble	Brad	PPP

ast	irst	rimar grp	ast	irst	rimar grp
Johnson	Catherine	Ind	Ward	Teresa	PD
Larson	Erin	PPP	Wutke	Kevin	NA
Madden	Sean	NA			

## Guests in Attendance

ast	irst	rimar grp	ast	irst	rimar grp
Berliner	Rachel	PPP	Levy	Rita	PD
Dadgar	Mina	Ind	Metune	Laura	NA
de Anda	Rosa	PPP	Tyson	Sarah	Ind
Hoig	Todd	Ind	Urbano	Juan	PPP
Kretz	Andrew	PPP			

\*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

## I. General Session 1

- A. Krista shared an Education Moment.
- B. Matthew welcomed the new members, who briefly introduced themselves.
- C. Matthew asked members to engage in a brainstorming session at their tables on the following topic: Members' "ideas on how best to improve the general presentations IEPI makes annually on the overall nature, purposes, and impacts of IEPI. What would increase the likelihood that colleagues at your own home institution would a) attend the presentation, and b) come away from it with a richer understanding of IEPI?" After table discussions, Kimberlee, Randy, Tim, and others shared some ideas. The forms on which members wrote their ideas were collected, and will be tabulated and shared with the core group of presenters as they prepare for the next round of presentations.
- D. Theresa introduced the recently issued Foundation for California Community Colleges document, *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. She noted that members can go to the Board of Governors agenda to get a copy of the report, which reflects input from over 500 virtual town hall participants, among others. This document will be the Chancellor's Office's roadmap for the next five years, and the CCCCO sees Guided Pathways as a primary mechanism to realize the goals and commitments that it sets forth. She concluded her remarks by saying that we stand at a unique moment in time, with resources available to braid across a number of initiatives, and that the IEPI Advisory Committee will be critical to getting things right.

## II. Workgroup Sessions

### A. Institutional Effectiveness Indicators (Barry)

1. California Guided Pathways KPIs demo – Kathy Booth
  - a. The Pathways tab in Launchboard allows colleges to filter by First-Time Ever and students who were previously concurrently enrolled or started in the summer before the fall term.
  - b. The tool provides the ability to filter by Race/Ethnicity, Gender and Age.
  - c. KPIs for Pathways in Launchboard include: Earned 6 units in first semester, 15 units in first year, and completed college-level/transfer-level English and Math.
  - d. Barry added that the definitions are varying slightly with different groups and drifting apart from each other. We need to make sure they are aligned.
  - e. Adding historical trends and statewide trends.
  - f. Momentum points are all first year.
  - g. Consider backwards-mapping key indicators between Year 1 and Year 2 and indicators of work-based skills as outcomes.
  - h. We should consider measures for non-first time students, older students and displaced workers.
  - i. Kathy will send a list of prioritized metrics to Barry for distribution.
2. Data visualization examples, especially with Student Equity or Pathways
  - a. Reviewed data visualizations from the March meeting to help inform RFP process being led by the CCC Foundation.

- b. James Todd shared a visualization from Modesto.
  - c. KC Greaney shared a visualization from Santa Rosa.
  - d. Barry Gribbons shared a visualization of COC Enrollment Management and Program review, and a Heat Map visualization.
  - e. It's important to be mindful that some districts may not have the resources to develop these visualizations.
  - f. The foundation will put together an RFP to make an acquisition and has gathered data from a survey but have additional questions and will send out another survey shortly.
  - g. John Stanskas recommends talking to the chief instructional officers as well as the smaller districts.
3. Implications of Strategic Vision Goals (Erik Skinner)
    - a. This is a call to action for CA to meet economic and social gaps.
    - b. The goal is to increase completions by 20%, transfers by 30% in the next 5 years.
    - c. CCCCO will now work on action plans. One implication will be the indicator metrics.
    - d. How will the Strategic Vision goals be integrated with IEPI?
    - e. Erik stressed that these identify core commitments – one that data should be used to inspire change. These are not punitive, which is in alignment with IEPI values.
    - f. Barry added that we should look at the alignment of college goals and the goals in the new Strategic Vision.
  4. Strong Workforce Program (SWP) Incentive Funding Model Overview – Kathy Booth
    - a. Handout on metrics explaining funding model for different phases of implementation.
    - b. Barry added that some of these metrics are not leading indicators but more long-term indicators.
    - c. The Performance Based Funding 2.0 is a points system that allows colleges to better benefit by getting credit for students along the path.
    - d. Funding for 17% is outcomes-based as it evolves across phases (see handouts).
    - e. MIS, CTEOS and EDD are the only data sources.
    - f. There will be a special tab within Launchboard.
    - g. We need to encourage conversations about data and connections to other data like SSSP, IEPI, Scorecard, and ACCJC.
    - h. We need to look at points-based system for CCC bachelor's degree programs.
    - i. There are some efforts to stabilize the funding by adjusting numbers only every four years, which is going through a legislative approval process.
  5. Next meeting September 15, 2017
    - a. Discuss implications of Pathways data tab in Launchboard with the IEPI indicators.
    - b. Analyze where there's overlap and divergence in indicator system.
    - c. The committee will bring back ideas for visualizations.
- B. Technical Assistance Process (Matthew)**
1. The two new members introduced themselves: Student Senate rep Isha Pasricha and CCPRO rep Jeff Heyman. Chase Fischerhall of Career Ladders also attended.
  2. Members shared some follow-up comments on the brainstorming session.
  3. Matthew walked the group through the current status of PRT Cycles, including Mini-PRTs and the PRT COP.
    - a. The initial COP meeting will be in Redding on Dec. 6-7.
  4. Discussions of PRT Process evaluation reports will resume in the meeting of Sept. 15.
  5. Potential TA Enhancement Ideas from the Executive Committee Retreat
    - a. Members discussed the ideas for TA enhancements that arose at the Executive Committee retreat, June 26-27, 2017
      - i. Kimberlee suggested providing help to get ahead of the Guided Pathways (GP) needs. Chase indicated that Career Ladders had long experience in helping set up GP, and described briefly what they had learned from one such project. Matthew noted that at this point, GP assistance appeared to reside mostly within Professional

- Development's purview, with possible follow-up by technical assistance teams, perhaps along the lines of the PRTs.
- ii. Julius and others liked the idea of the initiatives "boot camp."
  - iii. Members would have liked more clarity on the functions and relationships implied by the term "focused coaching," and worried that assistance under that label might be viewed with more suspicion than are PRTs. Such coaching, housed in the CCCCCO, should fit into a revision of the menu of options for technical assistance originally developed in this group in May 2016. Coaching can be longer-term, as well as more available on short notice, for example via the telephone. We do not have the capacity for more than 15 new PRTs each semester, and a coaching system might help meet the institutional needs that exceed that capacity.
  - iv. Bob noted that the assumption that filling knowledge gaps will do the most to improve institutional effectiveness is not necessarily valid: There are often motivation gaps and structural gaps as well, and coaching could help fill those. Paul pointed out that the issue is more often will and capacity than knowledge per se. Bob recalled that one PRT client appreciated the PRT as a "deep bench" in assisting the institution to move forward.
  - v. Returning to GP, Matthew observed that different college will start at and reach different levels of implementation and effectiveness. Kimberlee asserted that the money that comes from the state often forces silos, and attempted implementations of GP will run up against those silos. Val suggested that truly integrated planning can still reduce silos, even given funding mechanisms.
- b. Matthew asked the group their opinion of recruiting non-CEOs as PRT Leads. After discussion, the consensus was that if the client's Areas of Focus are narrow, such that the expertise of, say, a CBO or CIO is a great fit for them, and if the client CEO approves, a non-CEO could be an excellent Lead. However, that should be an exceptional occurrence, rather than a common one.
6. Members walked through portions of the two online Applied Solution Kits (ASKs) that are now available. The following are highlights of their observations:
- a. Having the audio track and the text on the screen identical struck members as unnecessarily duplicative.
  - b. One suggestion was a set of two-minute videos, each hosted by a talented presenter.
  - c. Members desired practical, concrete examples of steps to take (e.g., revise mission and vision statements before updating major plans).
  - d. Onscreen graphics that one would expect to be hyperlinks were not; it was necessary to go back to prior pages to find the applicable link.
  - e. Forcing users to download linked items (e.g., literature review) struck members as unnecessarily clunky. A warning of the length of the download would be useful.
  - f. The content of the Integrated Planning (IP) video was good, but too basic for many prospective users, and the presentation did not have the high quality one would expect.
  - g. Examples of the logic models were useful.
  - h. Navigation of the IP site is problematic for use by PRTs: PRT members would have to click on every single item to know what would be useful for the client. A means of identifying the specific links most useful for PRTs would be helpful. The site does not provide a framework suitable to facilitate institutional use, either.
  - i. The Integrated Planning Process Improvement Guide looks promising for PRT use.
  - j. Members found the Data Disaggregation site much more accessible, and particularly liked the designations for beginner, intermediate, and advanced users.
  - k. Members suggested that analysis of the site analytics would provide some guidance on what features and content users were finding most helpful or engaging.

### **C. Professional Development (Jeff)**

1. Professional Development Evaluation
  - a. EdInsights compiled data looking at which of IEPI's four goals are being targeted by their workshops (as identified by conference providers and IEPI staff) and which of the four goals are usefully addressed by the workshops (as identified by conference attendees after-the-fact).
    - i. There is a positive correlation between how strongly a workshop targets a goal and how useful attendees find that workshop in addressing it. Workshops are effectively helping with the goals that they set out to address.
    - ii. IEPI workshops have heavily targeted student outcomes and, to a lesser degree, programmatic compliance. There has been very little targeting of accreditation and audit sanctions or fiscal viability.
  - b. The data on usefulness is based on self-reporting of attendees. There are plans to conduct follow-up surveys 6-12 months after workshop, as well as doing deeper dives with select institutions, in order to discern whether there are real-world results.
  - c. There was interest in discussing a theory of action for PD going forward in the next meeting: what short-, mid-, and long-term outcomes would we like to see from PD and how do we get there?
2. Professional Development Workshop Effective Practices
  - a. EdInsights also compiled a "Checklist of Successful Practices" for IEPI workshops.
  - b. IEPI hopes to use the checklist to develop a handout to give to conference providers that has successful practices that best capture "the IEPI way" of doing a workshop.
3. Overcoming the challenge of colleges submitting promising practices to the PLN
  - a. There was a very brief session in which ideas for increasing submissions to the PLN were brainstormed. Suggestions included:
    - i. Simplify the submission form (already in progress).
    - ii. Get resources from various conferences, and have staff ready to fill out the form on behalf of presenters/conference organizers.
    - iii. Reach out to award-winning programs, including those who were nominated but did not win.
    - iv. Find resources posted on the websites of statewide organizations.

### **D. Policy, Procedure, and Practice (Theresa)**

1. Joint meeting with PD Workgroup
  - a. Sandy Fried provided overview of Chancellor Oakley's "Vision for Success" report. Went over the six goals outlined in the report. Emphasized the report's focus on Guided Pathways. Report can be found on and downloaded from the Foundation for California Community Colleges website.
  - b. Andrew Lamanque provided brief history of evolution of the ASKs and why they came to be. ASKs can be found on the Professional Learning Network (PLN).
  - c. Theresa Tena introduced Brad Trimble to the group. Brad explained his role as ASK Coordinator with RP Group. RP Group is currently working with Design Media to better structure the ASKs as they exist on the PLN.
  - d. Question re Guided Pathways ASK and Guided Pathways Advisory Committee. Answer is that there will be both an ASK and an advisory committee.
  - e. Question re existence of mechanism for creating more ASKs. Answer is that yes, there is such a mechanism in place.
  - f. Question re how IEPI fits into "Vision for Success" report. IEPI has always worked towards what the report is advocating.
2. ASK Project updates
  - a. Current
    - i. Data Disaggregation (DD)  
(A)Phase 3 will be about maintenance. See handout for details.



- (B) Upcoming workshop in Burlingame on 10/13 at the tail end of the RP Strengthening Student Success conference.
- (C) Upcoming virtual workshop for Far North campuses on 9/15 (Shasta, Lassen, Lake Tahoe, Feather River, and Siskiyou).
- ii. Integrated Planning (IP)
  - (A) Phase 3 will be about integrating IP ASK with other ASKs. See handout for details. Barbara McNeice-Stallard invites group to join IP Advisory Committee. Survey that went out in the spring was very successfully received; lots of quality feedback.
- iii. Strategic Enrollment Management (SEM)
  - (A) Phase 2 will see expansion of SEM ASK team plus build-out of resources. Guided Pathways should be driving force behind SEM, states Michelle Barton. See handout for details.
- iv. Guided Pathways (GP)
  - (A) Self-assessment and multiyear planning template in development with CCCCCO, Career Ladders Project, ASCCC, and RP Group. GP touches everything and is cross-functional. Seven workshops to convene between end of September and end of October. Faculty are critical to successful GP implementation. Nationwide AACCC and CA GP Project work will help the Chancellor's Office to move forward with its Awards Program. We must design the GP ASK with the end in mind. We must keep students at the very center of this work.
- v. Change Leadership (CL)
  - (A) This newest ASK, still in an early stage of development, was born out of need for leadership development resources. Keren Stashower is still in the gathering phase, determining what we already know about the CCCs and what we still need to know. An advisory committee has been put together and will convene for the first time at the end of July. There will be a conference in October, and a summit next spring. Laura Hope, the new Executive Vice Chancellor of Educational Services at CCCCCO, will chair the Change Leadership Advisory Committee.
- 3. Guided Pathways Award Program updates [RAN OUT OF TIME; DID NOT DISCUSS]
  - a. Communications
    - i. Fliers
    - ii. Video
    - iii. Website
    - (A) FAQs
  - b. Self-assessment tool and multi-year planning template
- 4. Communications
  - a. Observation made that communications, especially internal communications, are so vital to making Guided Pathways and the ASKs in general a success. Communications serve to create momentum and garner buy-in.
  - b. Many of today's handouts were created by Interact. These materials have been vetted, and will undergo further revision tomorrow (7/20). Final version of the GP video with faculty to be released late July. It is now time to go beyond traditional messaging for IEPI. LinkedIn campaign in development. Focus groups to identify GP challenges at different types of CCCs (North, South, rural, urban). Intent is to follow up with focus group participants using ongoing survey (mix of qualitative and quantitative).
- 5. Review Charter (attached)
  - a. The charter was written in January 2015. Our P3 workgroup has focused over the last year and a half on the ASKs with some conversation about accreditation and policy matters. Theresa Tena will be stepping down from her co-chair role after this meeting; she will flit from workgroup to workgroup going forward. Stacy Fisher will be the new P3 co-chair. Rebecca Eikey will replace Ginni May as the other P3 co-chair. Discussion re ASKs will

likely be shifted to PD workgroup. The P3 charter might need to be tweaked as the workgroup evolves from this point forward.

6. Impact of Strategic Vision report [DID NOT DISCUSS]
7. Possible Collaboration with ACCJC
  - a. ACCJC handout explained. Partnership with ACCJC was a discussion item at IEPI Executive Retreat in late June. Potential areas of collaboration listed are just a start—the product of a brainstorm session.
  - b. Suggestion made that CCCCCO pay folks to be trained to serve on accreditation teams for ACCJC.
  - c. Observation made that colleges do not sufficiently understand ACCJC standards and expectations.

### **III. General Session 2**

- A. Barry, Matthew, Jeff, and Theresa shared highlights of their respective Workgroup sessions (see above).

### **IV. Adjournment**





**Institutional Effectiveness Partnership Initiative Executive Committee**  
**California Community College Chancellor's Office**  
**1102 Q Street Rm. 601**  
**July 20, 2017, 2pm – 5:00pm**

**Executive Committee**

Attendees: Matthew Lee, Krista Johns, Julia Dozier, Barry Gribbons, Theresa Tena, Pamela Cox-Otto, Cheryl Broom, Jeff Spano, Julie Bruno, Julie Adams, Catherine Johnson, Daylene Meuschke, Sandy Fried, Erik Skinner, DVH (via phone)

- I. Welcome
- II. Approval of Minutes
  - A. Retreat: Krista would like a note in the minutes that it was brainstorming. Barry will insert a comment about Day 1 being sharing of information and Day 2 about brainstorming. Next step is decision-making process.
- III. Strategic Vision Report
  - A. Erik provided highlights of goals from the Strategic Vision Plan
    1. Increasing number of certificate and degrees by 20% in the next five years. Transfers 35% in the next five years, closing achievement gaps in next 5 and 10 years and increasing employment in program study.
    2. Looking for IEPI to be an important part of moving the Vision Plan forward
    3. The plan calls for the CCCCCO to play a technical assistance role as opposed to a compliance role.
    4. The Pathways work will be a central part of the Vision Plan.
  - B. Barry added that there is good alignment with IEPI Indicators but not in all places. It will be good for the Indicators workgroup to review and see where adjustments are needed.
  - C. IEPI is well positioned to help promote effective practices.
  - D. IEPI needs to be prepared to answer questions about goal setting for IEPI Indicators and system goals.
  - E. Progress has to be at colleges and recognize that each college will progress at different rates.
  - F. Communication around the system wide goals and linking of Indicator sets is very important. Messaging will be important as well to encourage bottom-up conversation rather than top down. Goals need to be connected to promising practices, especially those targeting fundamental changes rather than small incremental change to drive progress on the goals.
- IV. Update from BOG Meeting
  - A. Framework of Indicators was adopted and comments were made that people appreciated that the earlier approval schedule is to give colleges more time to implement.
  - B. Contracts and Grants item
    1. Action has been taken to award Specialized Training to Chabot-Las Positas under a grant.
    2. Technical Assistance money for Guided Pathways will run through Specialized Training grant.
    3. Board approved allocation for Guided Pathways (release time, educational technology and funding for meetings).
    4. Awards will be given through apportionment.

5. Details will be forthcoming in FAQs.

## V. Executive Committee Retreat Debrief and Follow-up

### A. Ideas for Implementation

1. Recognition of PRT members
  - a. Krista suggested quantifying time served on a letter of recognition
  - b. Theresa noted that a recognition letter from the Chancellor's Office is under development.
  - c. Barry is working on certificates of recognition for advisory members, to be given annually.
2. Focused Coaching
  - a. Several questions about this from the TA workgroup. Matthew will bring back additional thoughts from the workgroup at the November meeting.
3. Item "G" – Matthew inquired about expanding the Leads pool to include CIOs, CBOs or others well-suited for a client's particular area of focus. The TA Workgroup's consensus was that if the client's Areas of Focus are narrow, such that the expertise of, say, a CBO or CIO is a great fit for them, and if the client CEO approves, a non-CEO could be an excellent Lead; however, they noted that it should be an exceptional occurrence, rather than a common one. The Committee concurred. DVH cautioned that not all colleges will have the same fiscal structure.
4. "Technical Assistance" is being called "Capacity Building"

### B. Barry wants to prioritize and develop a list of action items.

1. Julia said the PD workgroup and Specialized Training Assistance group are already taking action on establishing a "boot camp" for new statewide initiatives (section III).
2. Homework – we need to prioritize in advance of the next meeting. Send priority list to Catherine to compile.
3. We will provide a template that organizes the takeaways from the retreat, send it out to folks and then let them prioritize.
4. DVH suggested an annual survey of the field to find out what are the biggest challenges facing the field. This survey would be disaggregated by group (e.g., CIOs, Faculty, etc.) with the top three challenges they're facing.
5. Krista suggested that we build off of the information gathered for the CCCCCO Strategic Vision for Student Success.
6. The Executive Team will look at survey and focus group results used to inform the CCCCCO Strategic Vision for Student Success.

## VI. Indicators Update

- A. Kathy Booth presented on KPIs with emphasis on momentum points and Strong Workforce metrics.
- B. It was apparent that definitions are drifting apart from each other.
- C. Krista added that it would be great to align IEPI goals with ACCJC self-evaluation.
- D. Reviewed data visualizations that colleges might be interested in (Student Equity, Enrollment Management, HR Tracking, etc).
  1. Krista added that possible awards for visualizations could offer incentive

## VII. Professional Development Update

- A. PD and P3 combined for the morning session. These groups looked at the ASK process. Brad Trimble will have an "outpost" in the CCCCCO. Design Media is working on making the tools more dynamic on the PLN.
- B. Barbara McNeice-Stallard talked about the work on Integrated Planning. She reported on a survey they did.
- C. "Change Leadership" is newest ASK. Keren Stashower is the lead for that ASK, and the chair of its advisory committee will be Laura Hope.
- D. The next meeting will look at what the PD framework should be and how topics fit in.
- E. Workshops

1. Craig Hayward will be doing a disaggregated data workshop.

F. Professional Learning Network (PLN) Update

1. Exploring ways to reach out to folks instead of asking folks to come to the PLN.
2. Redesigning the submission process to make it a bit more user friendly.

VIII. P3 Update

- A. Interact is working on plan to gather information on where folks are at with Pathways (perhaps some who are far along and others who are just starting). Pam would like to start by November.
- B. Theresa added that new infographics are coming next week on the CCCCO website.
- C. Discussed revising charter with a focus on statutory and regulatory changes that can support student success.
- D. Stacy Fisher will co-chair P3.
- E. Rebecca Eikey from ASCCC will co-chair as well.
- F. Working on partnership with ACCJC.
- G. Barry asked about changes to Title 5 on allowing tutoring for non-basic skills courses.
  1. Legal folks could determine if we are interpreting it the way we should be.

IX. Partnership Resource Team (PRT) Update

A. Cycle 3B, Spring 2017 Update

1. Completed all 1<sup>st</sup> 2<sup>nd</sup> visits. Most 3<sup>rd</sup> visits will be in the fall and some in the spring.

B. Cycle 4A, Fall 2017 Update

1. Bakersfield is incomplete because they had a desire for a specific area of expertise and ML is still trying to recruit.
2. Julie Bruno will reach out to her folks on committee for retired CEOs to see if they will serve on PRT.
3. Approval of New LOIs: Long Beach, LA Pierce, and Grossmont (assuming that a full team can be fielded for Grossmont).

C. Mini-PRT Update

1. West LA gave feedback and it was very positive.

X. Community of Practice Update

- A. December 6-7 in northern CA.

XI. Next Meeting is September 14<sup>th</sup>, 2017

XII. Adjournment



## Telecommunications and Technology Advisor Committee Retreat

Monday and Tuesday May 1 -2, 2017  
The Dana on Mission Bay San Diego

**TTAC Members Present:** Gregg Atkins, Gregory Anderson, Jannett Jackson, Jay Field, John Freitas, Jose Fierro, Kevin McElroy, Kevin Palkki (for Robert Coutts), Laurie Vasquez, Mandy Davies, Paul Bishop, Tim Kyllingstad, and Wendy Bass.

**Chancellor's Office and Staff:** Beth Kay, Bryan Miller, Caryn Albrecht, Daniel Kaufman, Debra Connick, Gary Bird, Joe Moreau, Joseph Quintana, Laura Metune, LeBaron Woodyard, Lou Delzompo, Rico Bianchi, Russell Grant, Ryan Fuller, Scott Valverde, Stacy Fisher, Theresa Tena, Tim Calhoon, and Todd Hoit

### Welcome/Agenda Review:

The meeting was called to order at 10:02 am and members introduced themselves. John Freitas explained the TTAC Retreat was an opportunity to "think big" and pull ideas together into plans to move forward. Theresa Tena noted technology provides a critical intersection point which can help the community college system achieve its mission and goals.

There were five objectives for the retreat:

- 1) Orient new members to facilitate institutional knowledge
- 2) Maintain the tradition of getting updates on projects to think about appropriate next strategies for success.
- 3) Hear from Chancellor Oakley about his vision for the system and consider how that might connect to the work of TTAC.
- 4) Identify action steps to further the 2016 TTAC vision.
- 5) Think about how to apply technology to long term system challenges.

The group reviewed the agenda and set meeting norms. Laurie Vasquez also suggested it might be useful to revisit naming conventions for groups and committees to determine if they still fit.

### TTAC Timeline Activity:

To provide a review of TTAC history for new members, attendees posted three to five major moments onto a timeline for high level review. Around 1996 the first TTAC meeting occurred and Jannett Jackson, Joe Moreau, Gregg Atkins, and LeBaron Woodyard were all there. TTIP had funding from the state for libraries and learning resources which later went away during an economic downturn. There was also funding for connectivity training and for the first digital satellite receivers. The precursor to the TTIP program was a Strategic Telecommunications Plan in 1994-1995 that went to Finance in 1996-1997. The first three components were connecting the system in three ways internet, standardized video conferencing units, and digital satellites. In 2000, CENIC came to be from what had originally been intended to be the CCC Network but instead was joined with CSUNet to become 4CNet (CCC and CSU) which later melded with UCs, privates, and others. CENIC became an all-encompassing network for K-20 which now includes public libraries. This was probably one of the most effective connectivity projects in the state for a really reasonable price which was originally created mostly as a research component.

Before consolidation in 1997 there was a series of Telecommunications Modeled Application Projects (TMAP) which spawned individual applications for the use of telecommunications and technology. There were the three connections of satellites, video conferencing and internet, and the other side looked at how to use that infrastructure. @ONE, CCCApply, CCCTranscripts, and CCCConfer were all individually funded TMAP projects with eventually up to around \$43M in



funding; they were consolidated in the early 2000s with the economic downturn. The California Virtual University was renamed the California Virtual Campus (CVC) and five centers were created. One was an overseeing Professional Development Center that was transitioned into an effort to do a Common CMS which involved underwriting Etudes at various campuses. When the second crash hit, everything was consolidated further into TTIP North and TTIP South.

Around 2008, Tim Calhoun first presented a map of technology that later became the basis for many of the tools that are now being purchased and/or built or developed for OEI, CAI, and EPI. It was a map of a services oriented architecture including a portal where a student could log in via federated identity to explore careers, find programs, go through matriculation elements, apply to college, apply for financial aid, do an education plan, find courses in the CVC, complete an assessment, and maintain an e-portfolio.

The Student Success Task Force came under criticism regarding posting Scorecard results on the web where everyone could see them. There were great colleges with great funding that were ahead of others, but there was fear that technology was going to pull back the curtain. The current day version of TTAC emerged with launch of the OpenCCCID account in 2012 and CAI, OEI, and EPI a couple years later.

Canvas was selected as a common CMS in February 2015 after an extensive selection process. That process started in June 2014 with an RFI to gather information about existing vendors. Features and requirements for the RFP were submitted by 400-500 system stakeholders. There were about fifty voting members on the RFP evaluation committee, primarily faculty members, along with ten to twelve students who provided input into the process. After three days of demonstrations and a fourth day for deliberations, the vote was all but unanimous for Canvas. The process was thorough and participants were pleased with both process and result. There are now 104 colleges on Canvas with another five or six coming on by June and all 113 probably in the next academic year. Having a common CMS has been talked about for a very long time, including the attempt to build a system centered around Etudes originally developed by a member at Foothill, it went through several iterations and an attempt to merge it into the Sakai open source platform.

In the early days there was \$4M that went directly to campuses for libraries but now they get one fourth of that and some is embedded in the constitution with Prop 98. There can be challenges with funding and how the CCC is organized. The Technology Center has done some great things that are unique like putting together the library consortium purchasing, Canvas for OEI, or education planning for EPI. Sometimes colleges are willing to compromise if the system pays for it. The projects have changed the dynamic of what was possible from seven years ago when there was just some individual campus library money and getting circuits paid for.

Lou Delzompo felt the system needed flexibility to build, buy, or partner to get the right technology, but the CCC would be considered a terrible market for software development because it can't pay very much, isn't very loyal, and as a result, in general doesn't get the best of the best solutions. The only way vendors that serve this market can survive is by buying up weaker companies and forming a larger one. Without at least the ability to threaten to build it, the CCC will get a poorer solution. In the last few years the system now does have that flexibility and economic might if it bands together as an organization. Theresa Tena thought there would need to be continued conversations about building a "state team" and an evolution built on trust and rooted in what is best for students moving forward. The history and discussion with Chancellor Oakley will provide a context for conversation about strategic visioning.

## **Discussion with Chancellor Oakley:**

Chancellor Oakley thanked members for their work on TTAC and on behalf of students. He provided an overview of where the system should be going aimed at serving students and improving their outcomes. Use of technology is a way the system leverages resources and finds

economies of scale. Conversations are converging about using technology, whether to access or visualize data about students, look at how 72 districts and 113 colleges use resources to do a better job of understanding their students, and build platforms across the system. Those platforms range from implementing a common LMS, looking at the Common Assessment Initiative and the Online Education Initiative, to everything under the sun. There are also the struggles of all 113 colleges to keep up and make sense of the use of technology to do better jobs and not create more work for different sets of individuals.

Chancellor Oakley still had vivid recollections of the nightmare of implementing an ERP at Long Beach City College from ten to twenty years ago. The same conversations are happening now, but everything moves faster. How does a college implement an ERP system to make the lives of employees easier and to make it easier to use data to serve students? Everyone knows it never quite materializes that way, particularly in the first few years. New systems are put on top of an organization while forgetting to change the organization, the systems, and the practices.

Resources to implement technology and data tools are available, but the system hasn't taken the time to step back and make their use as effective and efficient as possible, while making sure the organizations can support the work they are trying to accomplish. Additionally, all of the colleges have challenges in trying to recruit talent to put all of these technologies in place and support them. It is important to make better use of both technology and funding to leverage the opportunity. This is a moment in time, with a window of opportunity to really move student outcomes. Otherwise the next time the system goes to the legislature, they won't be there or will ask what was done with the last billion dollars? At this point, the billion the system received has barely moved the needle and that can't continue. A large portion of that money hasn't been invested in people, it has been in technology: Starfish, Canvas and now colleges are diving into big predictive analytic data solutions like Civitas, EAB, etc. Many vendors are coming and saying they have solutions for the system and now that the CCC is working on guided pathways, there are big guided pathway product packages.

As a system it is important to first converge work to provide a common fundamental baseline for every college. College of the Siskiyous and Long Beach City College should have access to a common set of tools that helps them better understand their students, better implement solutions, and be able to evaluate them. Beyond that there is a need to bring sense to the marketplace of technology solutions. There needs to be a level playing field for colleges. The Guided Pathways framework will cause every college to ask questions and to dig into their data. Everything from looking at course taking patterns, to being able to look at key performance indicators for all students and then inform planning processes, inform strategic plans, and inform everything. This won't be successful if the system can't find a way to make the best use of technology in pursuit of what everyone is trying to accomplish as a system, because the system is 113 colleges and it doesn't always do that well. Instead there is focus on what is good for one college and use of their expertise and resources, which needs to continue to happen, but it is also important to leverage all 113 colleges to build a foundation for all.

Chancellor Oakley will push staff in the system office, which will in turn push the system to bring together conversation from silos to focus on both scale and integration. It won't be possible to move the needle until the system really tries to achieve both. The environment has to be looked at differently. Currently the system is competing for resources with a lot of other organizations for the same talent in IT, for example. In research analysis the same thing is happening. There has to be a smarter way to organize the system to take advantage of regional opportunities and start thinking in terms of regions when setting up back office services and server architecture. Colleges have the same basic infrastructure to maintain and are looking for the same basic talent. Those are the conversations Chancellor Oakley is going to be pushing for the system to have. No one can afford to be inefficient anymore. In a few years the resources are going to dry up and people will be tired of the excuses the CCC is putting on the table for why it isn't making a difference. He is trying to begin this convergence in the Chancellor's Office asking questions about how and why the Chancellor's Office is organized as it is, since it seems to replicate the same silos that exist at

colleges. They are going to try to change the makeup and culture of the Chancellor's Office by organizing themselves around primary functions the system is trying to get to, and being able to provide the technical support, the framework, the advocacy, that colleges need in order to achieve what the system is trying to achieve.

The Chancellor's Office cannot improve student outcomes, only colleges can improve student outcomes. Chancellor Oakley is asking questions about why the Chancellor's Office does what it does. One clear filter is how items impact student outcomes. If something doesn't help colleges improve student outcomes, it needs to be rethought. There are no sacred cows; if there is a better way to organize and allocate resources, he will be open to those ideas. The structure may not change overnight, but they will keep working to make a fundamental change, not just in the margins. The reality is that making changes will probably upset everyone in the system at some point in time. Chancellor Oakley is looking forward to hearing from the system about how to improve what is happening and how to achieve an economy of scale in the system that helps every college improve. A great example is Canvas; there is great potential in the system if every course is on a common LMS. Finally, the environment is more dynamic than ever, so it is important not to be locked into long term stagnant solutions and environments; platforms have to be dynamic to keep up with the changes that are coming.

Generally speaking most college presidents are excited about this opportunity, but of course, the challenges will be more real when it gets to the level of making difficult decisions at the local campus. Chancellor Oakley wants to provide the best tools for making decisions and recognizes that even if colleges are shown all the data for change, it doesn't mean it will happen. A structure for change and risk taking has to be provided. It will be also be important to look at the way colleges are funded. The greatest agenda possible can be launched with the greatest initiatives but if the right environment within regulation, funding and the way it is structured and organized to support it is not created, it is not going to stick. So, there will need to be conversations about the funding formula and various regulations. For example, changes are being implemented in the curriculum process. The Chancellor's Office won't be in the business of approving curriculum anymore; that responsibility belongs at the college. However, that means colleges will be held more accountable than they are today. Change is needed and obviously that won't happen overnight. More flexibility will be pushed down to colleges, and colleges will also need to accept more responsibility.

Joe Moreau thought it was important to use momentum from successes with CCCApply, CCCID, e-transcript CA, Canvas, and soon CCCAssess. The system is gaining a level of comfort with standardized systems. There is an opportunity to capitalize on momentum with a system wide approach to analytics or even an ERP. Chancellor Oakley agreed there is a window of great opportunity and there are pockets of great work happening across the state. The challenge is to bring the pockets together and make it scale. It makes sense to find areas where there is a path forward to get that economy of scale or to start converging or integrating planning around some of the initiatives. He would like to hear from TTAC where those opportunities might be, but also cautioned that ideas for innovation tend to take a while to get packaged to move forward and by the time they have, the environment has changed. The system can't use stagnant solutions. It doesn't work to deliver something and say, "It's done." The system must recognize and be comfortable in an environment of change.

Chancellor Oakley explained the legislature tends to puts forth ideas after the CCC and Chancellor's Office have ignored and tried to resist them for years. Everyone in the state of California should be aware of and connected to the regional economy they operate within. Strong Workforce is an example where the legislature mandated some degree of regionalization, but how it was crafted gave the CCC an opportunity to work internally with various constituent groups to put it to work. There was great value in how that was done, it is a good model. It has taken a while to get to the 17% piece, in looking at how to do that and recognizing it is something new for the system, but he thought opportunities for future funding would likely follow a similar platform and ask similar questions about what it means for the region, no matter what funding stream is

involved. One size fits all frameworks have been created for the CCC system, but they don't work. There should be common outcomes but the framework should fit the needs of each particular region. That balancing act is one the CCC hasn't always embraced, but needs to try to achieve. The Chancellor hopes to convince the legislature to allow flexibility to implement any new funding source in a way that allows recognition of the needs of various regions. There is flexibility so far in the Guided Pathways framework to look at where colleges are in terms of needs in their particular regions, rural colleges versus urban colleges, or single college districts versus multi-college districts.

It is important to get into a mode of looking at individual needs, regional needs, and statewide needs, and to have funding mechanisms that support all those goals. The system needs to get away from simple formulas based on being completely funded on FTEs or splitting between all the colleges. The Chancellor put emphasis on three underlying themes: continuing to honor local autonomy since no one knows better what that community needs; being part of an economic fabric in a particular region and CCC students being part of an economic ecosystem in a region; and the needs of the state for the CCC system. In a lot of things those three areas will align, in others they will diverge a bit. The system needs to be flexible enough to serve individual needs, but centralized enough to deliver what the state needs.

Debra Connick noted a real hunger in the system because of a constrained talent pool to leverage resources centrally or regionally for IT, software, hardware and security support. There is also a key awareness of the need to help serve students better but colleges are constrained by resources. The Chancellor agreed but also noted the need to answer difficult questions like whether all the things being done need to be done. There are tremendous opportunities in certain data or technology tools that can drive and produce tremendous results but unless the organization is set up to take advantage of them it doesn't help. He thought a survey of the capacity of technology purchased versus capacity used would show the system is probably harnessing only 20-30% of the capacity it has purchased and tried to implement. It is important to look at the base of technology each college needs to deliver fundamental change. Then the Chancellor's Office needs to do the best it can to provide those tools either directly, like it has with Canvas or the Common Assessment data base or to create a situation where the cost is brought down low enough so every college can purchase at a relatively low cost.

The Guided Pathways framework should help as twenty to thirty colleges are introducing, understanding, and delivering guided pathways. There will be a set of common performance indicators that can probably be delivered to every college with the current technology platforms and current data. The Chancellor advises college presidents to hold off purchasing any major data or analytics tools until they implement key performance indicators and see if they can be attached onto an existing module and existing data systems already in use, so every college has access to data that will help make a difference on the ground. The goal is to do this in a cost effective way that can be delivered to every college regardless of where they are on the spectrum of having technology infrastructure or research team, whatever capacity they have. From there, they will look at vetting tools that can perform well in the environment being created and try to bring down the cost of those tools to the colleges. They want to maintain autonomy for the colleges to make decisions, but at the same time they want to make the best use of the funds given to the system.

There has been a fundamental change in the technology around the data analytics model, and Lou felt vendors had overpriced the value of new tools relative to what they can deliver. The Technology Center and Foundation have shown that depending upon how much implementation and configuration have to be done for a tool, either the Foundation model for bulk purchase or the Technology Center model where help with the implementation and configuration is provided, can dramatically lower the cost. There is a lot of technology right now that isn't at a stage where it will do what vendors are promising, despite their demos. It is not just having the economic might and saving money; it is also about knowing the right time to buy the tool. Some colleges will go forward anyway, but it is important to provide as much information as possible about vendors that



might deliver on their promise better than others. Vendors also try to sell tools that don't fit the needs of the CCC; they serve many markets: two and four year schools, outside of California and inside of California, etc. The system needs to model what the CCC needs for our colleges. The requirements of the CCC as an organization are sometimes unique enough a product can't be bought and no one would build it. The Chancellor cautioned against always trying to create our own solutions; the track record for government institution delivery on technology projects isn't the best. We have the talent, but can get bogged down by our constituent wants, needs, and desires. Lou agreed it would be better to have a vendor and CCC collaboration to build a better product that meets CCC needs; there are vendors that are open to that and honest about it, while others just pay lip service to the idea.

Integration of tools without changing underlying business processes can result in job creep with one person handling many different tasks. Wendy Bass for example is the DE Coordinator, which means that she is also SPOC and campus administrator at a Consortium college. As systems are being integrated into Canvas they end up being her responsibility because she is associated with Canvas and gets every call. The Chancellor agreed problems can't be solved by just throwing data tools and technology on top of existing organizations. It is important to question what is needed, how everything is organized, etc. Those conversations aren't comfortable, but it is important to organize around needs of students and work that happens in and around the classroom. How does the system better support faculty, student services and everyone who supports students in the classroom? Then leverage the opportunity technology provides to be better able to serve students where they are and to be able to customize education in ways that we've never been able to do before. Every student learns differently, so how do we create a classroom that allows a faculty member to serve various needs all at once? How do we increase capacity of each faculty member? How do we increase capacity of student services to reach students on a real time basis? The capacity exists but it can't be delivered on if we continue to be organized the way we are today. Some existing structures and roles are stagnant and aren't working with different requirements. Conversations about making changes are not happening simultaneously or in any coordinated fashion. It doesn't mean taking away from the roles of faculty, counselors, advisors, and college presidents, but conversations need to be reshaped to provide organization that is needed to really be able to deliver effectively. Changes can't be made while clinging to the organization that exists, they won't work together long term. Jose Fierro agreed and added the need for Title 5 clean-up. Currently everything just gets added on top of existing structures at colleges and in regulations. They may have worked at some point but now they don't; they act as barriers. He thought before there was an investment in consortia and additional technology there needed to be a synchronized effort to free up resources and do updates to policies and procedures. The Chancellor agreed with the concerns but emphasized things would need to be worked on in parallel tracks. The plane is flying and rebuilding needs to happen in flight. The Chancellor's Office is going to staff up on talent and expertise to really look at regulation, what is done today, and how to make revisions without causing a revolution in the system. At the same time there are elements that can be changed today, that can't wait. There are things that work better than what exists now, which may not be perfect, but will get the system further down the road. There will be a need to push in areas and clean up along the way. Part of that begins with the way the Chancellor's Office was created and organized, which has to change and the field has to want it to change. There is a need for the Chancellor's Office to create the environment for and the expectation to change and clean things up. The goal is to see colleges do things differently while making it easier for them to do so. There is no expectation that different results will happen overnight, but the system has to be comfortable with taking risks and making changes in order to actually get continuous improvement.

John Freitas asked about how the Chancellor would work with other state departments and what impact that might have on cross-departmental collaboration. The Chancellor felt that if the Chancellor's Office begins to work on "getting its act together" it would provide leverage when going to other boards and organizations to discuss the need to do things differently. John also asked about the likelihood of the system getting the \$10M in ongoing funding for OEI. The Legislative Analyst does his job and the best thing for the CCC to do is look at how to really scale

up OEI. With or without the Legislative Analyst, the project will be forced to move that way whether by choice or not. The May revise may have some language to give more impetus, but realistically it is an existential issue for the CCC. Even if there appears to be a problem with enrollment now, if the CCC doesn't improve the way it reaches working age adults, non-traditional students, and students of all types by expanding the way education is delivered, it will suffer even more over time. Others will come into that space, do it better, and will take students from the CCC. Most of the criticisms from the Legislative Analyst are related to whether the CCC is organized in the best way to deliver results. It is a fair question because the CCC has a tendency to sprinkle a little bit of money on a lot of things. Chancellor Oakley felt that of the three systems, the CCC is in the best position to leverage OEI and OER and the direction it is going.

## **Taking Stock of Where We've Been:**

## **Information**

### Initiative Updates

#### Education Planning Initiative (EPI):

The MyPath system wide student portal was developed to also be college configurable. It provides a structured pathway for students and will make recommendations to students with an "Amazon-like" recommendation engine. There is also a messaging system built in to nudge the student in the right direction. MyPath is live at Santa Rosa Junior College, and there are six more colleges implementing and expected to go live in the next sixty days. Career Coach from EMSI has also been built into the platform. A release on May 8<sup>th</sup> will introduce new interface elements especially for the Chancellor's Office version for unattached students who haven't yet applied.

Hobsons/Starfish is the Education Planning/Degree Audit system. It also includes Early Alert, case management, and scheduling components. There are now seven colleges live and nineteen implementing Early Alert, fifteen implementing Degree Planner, six colleges pending in kickoff mode, another thirteen colleges will be live by the end of June, and another twenty-six or so by the end of the year. Starfish is independent of the SIS. There are another forty-six colleges in the pipeline for the Hobsons/Starfish product.

E-Transcript California started in 2007. It is important to bring in transcript information from previous coursework for education planning. E-Transcript California just passed one million transcripts delivered to more than 120 institutions in California, including almost all of the CSUs, about eighty community colleges, UCs, USC, University of Phoenix, and others. The challenge with transcripts is that states each have their own networks which don't talk to each other. The Technology Center has been working with the Postsecondary Electronic Standards Council (PESC) to join networks together in EdExchange which provides a way to directly connect between networks and also directly connect institutions without a vendor. That work has been rolling out in pilot and is being used at Ventura College and Foothill-DeAnza for the OEI Course Exchange. The Course Exchange will be able to use EdExchange to transfer course record information from teaching college back to the home college when a student completes a course.

The Chancellor's Office Curriculum Inventory (CO-CI) system has been rebuilt. There will be a May 5<sup>th</sup> release will be rolling out in three cohorts. All colleges are expected to be on by June when the old system will be gone. The same kind of thing is happening with C-ID.

The group discussed whether branding of the tools would be under vendor names, Chancellor's Office branding, or something else. Laurie Vasquez thought it was important to align branding with the needs of the students in a way that made sense to them, for example avoiding the use of meaningless acronyms. For OEI each pilot college branded Canvas for themselves and it also says it is "A Service of the California Community College Chancellor's Office." It makes sense to think about how tools are talked about and to provide a strong overall look and perspective for students as they navigate through systems. Work was also done with Canvas/Instructure on using CCCID to blend the student experience so they can see all the courses they are taking at the community colleges. CTOs at the CSUs and UCs are talking about how that common

experience might be preserved as students go on; to see if they can keep that familiar Canvas environment.

#### Common Assessment Initiative (CAI):

Common Assessment is focused on their fall release to the twelve pilot colleges. They have done a lot of work on testing in the platform and on items. Last year there was slippage in release date from fall of last year to fall of this year, and the pilot release has been scaled back from the forty college implementation that had been artificially inflated due to pressure as a result of the Compass sunset. That pilot release has been scaled back to the original twelve pilot colleges.

A machine scored writing sample RFP went out recently, and went to McCann Associates. A survey is out now to gather more information on what colleges are currently doing for ESL Listening. Assessments are being run through pilot testing with field testing starting the end of this month. The goal is getting the entire data and assessment package together and sent to the Assessment Committee and Burros for review. Last fall some challenges were evaluated to make sure all the right subcomponents were done in the right order.

Multiple measures have always been envisioned as part of the Common Assessment System. The Multiple Measures Assessment Project (MMAP) with various multiple measures models based on high school transcripts was funded by CAI. The Chancellor's Office and project are watching AB 705 which seems to have some flexibility built in, but is calling for high school performance and guided self-placement to be used in placement. CCCAssess, the common assessment test, is just one measure in a suite of measures to be used for placement. However, there are a lot of students that don't have high school information, so having a test as a component for those that need it is important. This new test will also give some diagnostic information on competencies; students will know what they need to learn, and instructors will get some aggregate information on areas of weakness for their students.

Timing is an issue on using high school data for placement because by the time colleges get data even from CalPASS, students have already registered. Mandy Davies is hoping for an opportunity through this initiative or another to access course specific data and to incorporate it earlier into the student's education plan. Debra explained the need to be careful about pending legislation; the Chancellor's Office is encouraging flexibility as much as possible, because placement is not "one size fits all." There are a lot of assets the CAI has put in place regarding how data is leveraged and collected. Getting high school transcript data sooner (between the time students leave high school and register for classes) would help. A Budget Change Proposal request has been put together for a system to get high school transcripts but that requires lobbying and getting the K-12 system to send the transcripts. When transcripts come in twelve months later they are useful for research but not for placement. Maybe a change in nomenclature could help, "transcript" has a very specific meaning; maybe the CCC could get "information for placement" first, and then the transcript later. The EPI work on EdExchange will eventually help colleges get transcript information to and from other colleges more efficiently, but getting it from high schools has been an ongoing problem.

#### Online Education Initiative (OEI):

The OEI Course Exchange is moving into production. It has two parts, the MOU agreements between participating colleges which have been vetted by the Chancellor's Office, and a piece of middleware allowing any SIS to talk to any other SIS. The Exchange is in production at five schools, and the other three initial pilots are coming on as quickly as they can. This is a big change for IT, asking them to allow writing to their SIS from a third party system directly to their database. About two dozen real students were able to register for real classes in the system. OEI is looking at streamlining financial aid in the next big version. Simultaneously, they are working with LeBaron and his team on language changes needed to allow colleges to accept California residency from each other. Currently the residency piece requires waiting for an approval process that takes twenty-four hours or more, the new process will take minutes rather than days. After the eight initial pilots are all on, the other sixteen pilot colleges for fall will be lined up.

As of last week 104 colleges are on Canvas with a few more in the process of finalizing their decision, and a few more that are not quite ready yet. There are a number of other resources OEI has available, and many colleges both inside and outside the pilots are making use of them. NetTutor has been made available to pilots and also at a reduced rate to other colleges. Cranium Café supports online counseling and advising, and the team is working on setting up a counseling network for all students, not just online students. Proctorio is used for online test proctoring, and OEI is working on developing a proctoring network for any colleges interested in participating. VeraCite is being used by some of the pilot schools for plagiarism detection, and is putting up good competition for another large vendor.

Over the next year OEI will be scaling up the Course Exchange and ending the pilot phase. The Steering Committee and the Consortium will be working on bringing more colleges into the fold of the Consortium, which is the set of "I agree to play nicely" agreements and the Course Exchange which is the "I agree to meet these standards" agreements. Over time, the Consortium and Exchange will no longer be in the pilot phase but it will just be "business as usual." Potential success or failure of OEI is dependent upon the great work of the Academic Senate on C-ID. Without articulation between courses, nothing would be possible and while it is great to have C-ID for ADT courses, it is important to look at all of the other courses in the system and at curriculum in a broader sense. Joe Moreau noted OEI is beginning to see colleagues at CSU and UC that are adopting Canvas and having conversations about possible use of the CCCID across system. The Governor's Office is hosting an intersegmental online education meeting in June to look at whether the systems might want to look at "playing nicely" with each other. LeBaron also highlighted the need to have courses articulated between colleges whether in certificate or degree programs.

Sometimes there are items that look like impediments that aren't technological. For example, early on in the Consortium discussions, there were mistaken beliefs about what Title 5 and Ed Code really allowed and disallowed. There need to be further conversations about regulations, curriculum, and course articulation.

#### Data Governance:

Tim Calhoun and Lou Delzompo have been working with the Chancellor's Office to inform and articulate setting up a data governance initiative. A draft was given to the committee for review and discussion. The vision is for the CCC to maintain the most comprehensive data governance program in the education industry aligned to support education outcomes, compliance with state and federal laws, data driven decisions, and fiscal responsibility. The Technology Center recommends that this work be divided in half with a Data Governance Advisory Committee (DGAC) to make recommendations and set policies and procedures, and a Data Governance Office (DGO) which will work with data stewards to apply policies set by the Chancellor's Office in consultation with the DGAC.

These groups would work on setting the appropriate flow of questions, comments, and decision points as well as defining important data, etc. They would leverage strengths across the system and define when leveraging data makes sense and doesn't. There is still a significant amount of work to be done on charters for these two new groups.

#### Accessibility:

There are two aspects of progress on improving accessibility for the CCC. The first includes setting up a work group to develop an accessibility standard, which will essentially be a toolkit and document outlining expectations from both a federal and state perspective on accessibility of instructional materials within the system. Then second, to partner with IEPI on system wide professional development on accessibility and making all materials accessible.

Work began with capturing goals in a needs statement. TTAC reviewed that needs statement earlier this year and provided feedback, especially related to composition of the work group. Scott Valverde and Daniel Kaufman reached out to constituent groups: High Tech Training Unit, Butte



Accessibility Center, the Academic Senate, CISOA, etc. Together they developed a project plan and timeline. The group met once virtually, and has scheduled three in person meeting dates. Each representative group provided perspective on the big and small picture questions that need to be answered by developing this standard. The goal is making it as easy to understand and follow as it can be. The standards, regulations, guidelines, and legal requirements all exist regarding what needs to be done from a technology standpoint to make sure instructional material is accessible. What is missing is pulling it together and showing colleges the pathway and resources and making it easy to understand, because it can be pretty complicated. It will also be approved by the Chancellor's Office. Heightened visibility can be brought to the issue with a professional development plan for phase two.

At this point they are envisioning a toolkit which is a combination of FAQs, resources, and meaningful scenarios. They are doing a deep literature review of federal, state, and other sources, including individual recent settlement agreements that provide a pathway to how local colleges can institutionally develop systems and processes to ensure material art is accessible. Talking points for work group members to use in presentations are also being developed and they will be soliciting more feedback. The goal would be to provide information above and beyond the minimum for a state audit.

Tim Kyllingstad felt this effort should be called Instructional Materials Accessibility Standard. There are many additional areas of accessibility that need to be addressed, including websites that aren't used for instruction. This is a current source of lawsuits. Daniel explained instructional materials are only be the first phase, the work group will also be working on identifying priorities that need to be address.

## Looking to the Future Part 1:

## Discussion

Committee members self-selected one of four areas in order to discuss: priorities moving forward, barriers standing in the way, how to address the barriers, and how this area aligns with the Chancellor's vision. It was suggested that groups think about what "wild success" would look like in each area to better define where TTAC is trying to go.

### Accessibility:

The Accessibility group thought priorities should be taking stock of existing resources, communicating the current standard widely and clearly, self-assessment of where the system/colleges current are, and structured in a way that is easy to use/modules. They thought it would make sense to use a multi-phase approach looking at: instructional materials, library resource support, initiatives, and accessibility centers. Other steps could include: @ONE Train the Trainers, online library, teaching accessibility code in programing classes, including accessibility in course curriculum, and having accessible way-finding on campus with tactile maps.

They felt this work was aligned with the Chancellor's vision in being non-duplicative, involving changes in business processes, integrating efforts, silo breaking, and changing the view to an institutional approach. Barriers included funding, having vendors and publishers that were unwilling to comply, coordination of local efforts with state initiatives, and conflicts with local interpretations of what accessibility means. Those barriers might be addressed with focus groups, unofficial audits of volunteer colleges, dedicated funding, and making access to existing resources easier to get, like DECT embedded electronic requests for captioning. Additionally, it would be useful to have a system wide assessment of websites and procurement policies and standard breach of contract language related to accessibility in agreements with vendors. Vendors could also be required to produce third party accessibility certification to be eligible to submit an RFP response.

Actions could include better defining phases and focusing on instructional materials that are closest to students first. Feedback from stakeholders should be solicited and vetted. The

purchasing power of the system should be leveraged to hold companies accountable. There should also be guidance around prioritizing what colleges can do when facing resource and/or funding limitations. Accessibility should also be embedded within course curriculum. Jannett Jackson suggested that rather than being prescriptive with a line item in grants, instead accessibility should be addressed and incorporated into the grant application itself.

Seamless integration and navigation:

The group discussed a number of priorities related to expanding C-ID. More courses need a C-ID designation and all or most CCC courses need to be articulated. C-ID should be tied to education planning systems, connected to curriculum inventory, and seamless clearing of prerequisites. Tools used in the system, particularly student facing tools should be assessed to make sure they are meeting modern user expectations.

This work would align with the Chancellor's vision by developing better methods for assessing student motivation and interest rather than trying to fit them all into a few boxes, and would help scale up the technology around the Course Exchange from OEI and work in regional course collaborations. The expansion of C-ID will take a significant amount of faculty time. Additionally, some components of educational regulations are antiquated and legislation requires collection of admissions data which doesn't do much to help students. It would be helpful to streamline admissions requirements from a data perspective, and to make adjustments to Ed Code and Title 5 particularly related to non-credit students. There should also be support for development of meta-majors and a funneling process allowing students to start in large subject matter interest areas and over time to gradually narrow their focus.

Instructional technology infrastructure:

It is important to make sure the system has continuing support and funding for technology initiatives like OEI/Canvas the way CENIC now exists. There are infrastructure needs around classroom/campus wifi. There should be better marketing for available technology solutions. The technology provided in classrooms directly impacts student performance and success. However, individual campus finances and manpower are limited, and a minimum standard for technology infrastructure doesn't exist. It would be helpful to create a minimum standard for classroom and/or campus technology infrastructure built into facilities planning. Funding should be provided for colleges to move toward that minimum standard, perhaps through mini-grants since some colleges need manpower and some need hardware.

Suggested actions include: creating a recommended standard for classroom technology, wifi, presentation systems, and so on, providing an instructional infrastructure assessment for districts based on the standard, and providing grants for districts to come up to the standard.

Data Governance Advisory Committee and Data Governance Office:

The group decided priorities and next actions in the area of data governance should be to: define terms of success, finish charters, get the DGAC and DGO set up, and have the first DGAC meeting. It is also important to look at information security and encryption. This work will involve changing policies and procedures and should move toward guided pathways. There is also a need to address the question of who makes final decisions about data governance.

**TTAC Business Session:**

**Action**

March 24, 2017 Minutes:

Gregg Atkins corrected the March minutes; he was not on the call.

***The committee approved the minutes.***

TTAC Charter:

Gary reviewed revisions in Charter wording made at the March TTAC meeting. Additionally, on page three under "Terms" John Freitas suggested removal of number one since it is covered under number two; all members may be replaced by their constituency organizations.

On page 5 under subcommittees: There will be a System-wide Advisory Committee (SAC), the Chair of SAC shall be appointed by the Vice Chancellor of Institutional Effectiveness in consultation with the Co-Chairs of TTAC. The purpose of SAC is defined in the SAC Charter which was approved at the March 2017 meeting.

The group discussed how the Data Governance Advisory Committee and Accessibility Work Group should be handled under the charter and decided for the time being to leave reference to "other subcommittees and work groups may be formed as needed." Theresa would like to discuss it further at the next meeting since Data Governance will be an ongoing Advisory Committee. John also suggested having an appendix of subcommittees to include with the TTAC Charter.

Theresa noted that DEETAC is its own entity and is now gearing back up. She thought a TTAC subcommittee discussion would fit into looking at how the system office is organized in its committee structure and finding appropriate integration points. This will be an appropriate placeholder for looking at that integration and whether there are any gaps.

#### **Action Items**

Theresa would like to discuss how to handle ongoing committees of TTAC at the next meeting  
Gary will make updates and post the TTAC Charter to the website

***The committee approved the revised TTAC Charter.***

#### **Data Governance Representation:**

The committee held a discussion of appropriate representation and process for starting the Data Governance Advisory Committee. Members suggested starting with the roles and constituencies defined for an initial meeting and then through development of the DCAG Charter finalize which roles are needed all the time and which could be resources called upon when needed. The group discussed inclusion of CAPED, DSPS, CACCRAO, and HR members either on the committee or as resources when needed. Members also talked about the balancing act of providing enough of the right representation without having the group become too large or unwieldy.

It might be useful to focus on DGAC as the group to discuss larger scale ideas which could call in more practitioners to provide additional resources and input when they are needed. There isn't necessarily the need to have complete coverage of every group on the DGAC because the data stewards will be involved with the other group, the DGO. The intent is to have the DGAC set policy and include legal representation to ensure laws are followed, and that will guide the efforts of the data stewards and the DGO. Having a Data Governance Advisory Committee and a Data Governance Office is a common model recommended by Gartner.

TTAC agreed to have the initial DGAC be to talk about the charter and would include core representation from the first (left) column of the draft charter (possibly with the addition of Librarians, CAPED, and CACCRAO). TTAC members who are interested in volunteering will speak to Debra Connick, then approval/other representation as needed from appropriate constituency organizations will be sought. John Freitas suggested that initial meeting be set up in a retreat format to discuss what the data stewards might need from DGAC. Laurie Vasquez suggested other resource experts (from the second, right side list) might be useful in that kind of a retreat format discussion.

The Charter should be ready in the next couple of weeks then requests for appointments will be sent out. The initial meeting might end up in early July.

## **Sourcing the Next Big Idea:**

## **Discussion**

The group discussed potential positives and challenges of other "big ideas" TTAC and the CCC system might consider in the future. A common Enterprise Resource Planner (ERP) is an enormous one, which would be a tremendous challenge, but which would also have tremendous

benefits. ERP vendors like Oracle, Banner, DataTel, etc. (which integrate SIS, HR, systems and so on) raise their rates on a regular basis. Having a common ERP could provide even more massive savings than what came from having a common LMS in Canvas. There would be significant monetary savings along with operational efficiency. However, it would need to be much better than what currently exists. It is important in light of LAO criticism that resources saved are not necessarily being redirected to student support, that savings be used toward ensuring students are "getting in, getting through, and getting out." A member brought up the need to explore the extent to which schools operate similarly or differently from other schools using the same or different ERPs. It might also be useful to consider exploring what should be provided at the local versus regional versus state level.

Every college in the system will need to do a migration in the next five years, whether to a new ERP or a new version of an existing one. It can be done locally, or at a statewide level. This means it would be useful to look at alignment of business processes which would not be an easy process, but is something that OEI has been doing with the Consortium and Course Exchange. Making an attempt to move toward default implementations instead of customized ones would be very beneficial. If each college is doing a customized local implementation, the net result is a tremendous amount of effort going into those implementations system wide. Centralized operations are often met with suspicion and concern, but over time they can save each institution money, time, expertise, and in not needing multiple iterations of contracting, budgeting and accounting. It would take time to identify the scope of the work in buying, building, or partnering on a common ERP and on work required to align business practices. Identifying that scope would need to be done before moving that direction. Completely customized systems are inefficient, but moving toward common systems requires colleges giving up elements in order to gain massive cost and time efficiencies. Today this kind of change is unimaginable, but the system may be able to move toward more aligned business processes in a modular way, one at a time. Additionally, if regulatory changes can be made, it may simplify what needs to be done and encourage alignment of processes. Right now the number of students on different ERPs makes about a 50/50 split between PeopleSoft and Ellucian tools. The number of colleges on Colleague is number one at about fifty or sixty colleges, with a slightly smaller number of colleges on Banner. There are a very small number of colleges on PeopleSoft, but they are very large districts.

Members highlighted the importance of tying work back to student outcomes. Students in college now urgently need change that benefits them, not change that will come in ten to fifteen years. There is a moral imperative to make progress on what students need now, and the legislature is losing patience. It is important to focus on the ability to graduate students in two or three years; six or seven years are unacceptable and everyone is frustrated with that.

Business Process Analysis (BPA) is something colleges are doing partly as a result of the initiatives. It is taking time, and colleges also expect BPA to happen system-wide. OEI colleges in the Consortium/Course Exchange had to work on aligning business processes, and as they expand and more colleges participate they will do that as well. Technology alone does not change student success, but technology can support the learning enterprise. The focus must be on students and how the technology contributes to student success or nothing will change. For example, Jose Fierro works with two teams on his campus: one is working on solutions they hope will be successful six years from now, and the other focuses on making sure that what is being offered today is better than what was available last year. Tim Calhoon suggested tying together all of the data from all of the Chancellor's Office outcomes to create a citizen data science platform that people could use to try to learn new things to improve the CCC system.

Student success and availability of classes is critical; students need to know the class they need to take, and that class needs to be available. Lou explained that OEI is potentially the solution to that availability. It would change the system if every college was on the OEI Course Exchange and the CVC, with 18,000 or 20,000 courses already listed as DE, is available. What if tomorrow every student could get credit for any course in the CVC at their home institution?

Private schools are providing “just in time” education. If one or two students need a class, to graduate they find a way to offer it, maybe online, maybe as independent study. Students going to the private schools get out in the amount of time promised; they have a plan, students are monitored to make sure they follow it, and courses are offered just in time if needed. Mira Costa increased enrollment by 5% by taking students from the waiting list and creating courses for them on the fly. They communicated with students by social media or texting, “The course is available.” Those ideas about how to get students out in a short amount of time need to come up in the system.

Knowing what classes to take can be difficult. Paths can be created but they are complicated and they need to be simple. CSUs and UCs have different GE paths, and now some CSUs are adding additional rules for impacted majors. It is confusing and the reality is that some colleges will never have enough counselors to have a decent counselor to student ratio. Technology needs to provide assistance to students who don’t need as much help, so counselors can help students that need access to services. There are also scheduling and staffing considerations that come into play. There needs to be a system wide view, and there isn’t a single silver bullet. It is about acceleration, multiple measures, developmental education, designing paths that are easy for students to understand, looking at job opportunities and employment rates. It is the entire package, not just one element. Change is needed at the college level and at the system level and technology is needed as a partner; the human and technical pieces need to complement each other.

Digital literacy is also important. Students can’t graduate from the CCC without any exposure to technology because at the CSU or UC they have to know how to register for their classes online, most of the requirements are online, and assignments are submitted online. Students don’t necessarily have to take CCC courses online, but web enhancing has to be given.

## Looking to the Future Part 2:

## Discussion

Three groups met to look toward what might be needed as TTAC moves forward and reported back on what success would look like, what future needs might be, and how they might be met.

### Data Governance:

The first group discussed the future of data governance which would include partnering with external research organizations and would bring machine learning to extracting relevant data to inform things like guided pathways and student success. It would also find a way to have better alignment between OEI/CAI/EPI to make data more seamless. Project Glue is working toward that integration.

In this future state, a common ERP would help students because it would be possible to align processes for everything related to students. Everyone could adopt best practices for registration and get students enrolled into classes if there was a common way. There are many elements in ERP but registration is the biggest, and time and money could be saved. Additionally, for every college that does particular things really well, there are five to ten that don’t. With a common ERP, best practices could be leveraged. It would also streamline the ability to take courses at another college. Finally, articulation would streamline classes and help get students to their goals sooner.

The DGAC and DGO will look at some of the more promising practices in place throughout the system and Canvas implementation will drive Glue connectivity to every college. It will be important to look at data architecture and to update data dictionaries/crosswalks to prepare for data integration opportunities.

### Sustainable Instructional Technology Infrastructure:

The second group talked about sustainable instructional technology with better pathways and connections from K-12 to facilitate student entry and the need to acknowledge that not all



students will persist on traditional paths. Machine learning could also help the system meet students' disparate reasons and goals for being in the CCC; it could also help identify the kind of classes needed and when they are needed. There need to be student facing services that are similar across campus that are simple, intuitive, and easy to use. There should be seven day a week access to library and other support services. The ideal system accommodates transfer, skill building, and one-time class availability based on data, long-range need, and types of students.

Students will need clear direction, easy application and registration, and to get needed classes. They need "choice of path" tools which are highly flexible, easily used, and inter-active. Faculty and staff needs training, including making online training on technology available. Faculty, administrators, and students all need digital literacy skills. There need to be system level regulatory change in Title 5 and Ed Code to bring them into the 22nd Century, including changed funding models.

Seamless Educational Navigation:

The third group discussed how seamless educational navigation could help eliminate the achievement gap. Degrees and certificates to meet the needs of California would be available. To get students in, the system could make sure they are making informed choices and could provide seamless matriculation customized for each student with nudges and counseling when appropriate. To get students through, Early Alert and case management with faculty and counselors working together could help with education planning, information about resources, schedule management and pathways aligned to outcome goals (CSU, workforce, etc.). To get students out, the system could track employment, provide future ongoing learning for career advancement, and the student could carry an e-portfolio.

There needs to be stable funding to accomplish this. Students need to have clarity on their goal and the path to get there. The system office will need to monitor accountability and outcomes and will need to remove financial competition between colleges. Allowing the home college to pay the teaching college with a new model, could allow a smaller college like Shasta to supplement by offering online courses.

Daniel noted that a lot of the needs identified were not necessarily technology fixes, but almost all require coordination with other groups that are not in this room. The challenge is to get ready and to determine how to build connections within the system for cooperative efforts to tackle these bigger challenges. The group discussed potential next waves of changes in education in a variety of areas. How social media is changing how people interact in the world and how that might change education away from group based formats. How Khan Academy, skills based online coursework, and sixteen week career boot camps might change higher education possibly including badging and micro-credentialing. Whether a variety of different types of online offerings might result in a unified definition of what effective and quality online education is, which doesn't penalize effective courses in financial aid audits.

Last year TTAC finished the Retreat with five big ideas that have now been consolidated into four and two of them have formal structures moving forward. In January, TTAC identified a work group for Accessibility and the kernel of Data Governance. The other big ideas are Seamless Integration and Sustainable Instructional Technology Infrastructure. Theresa suggested Seamless Integration would fit in with Guided Pathways work being done in the Chancellor's Office and with Instructional Effectiveness. They often set up "Applied Solution Kits" in overarching thematic areas and she felt Seamless Integration would fit into that model. Those are all constituent group driven so it will probably end up with some kind of subcommittee.

Laurie Vasquez suggested that conversations about sustainable instructional technology infrastructure might be appropriate within the Accessibility Work Group. John Freitas noted the other part of instructional technology would be setting a baseline standard for the system, talking about purchasing power, and defining what should be included in instructional infrastructure.

## **Wrap Up:**

Each member talked about what they were excited about and what they were still wondering about at the conclusion of the retreat. Members were excited about seeing action and elements coming to fruition on work from last year, the focus on student needs, potential for a common ERP, increasing potential uses of data, common accessibility, and classroom standards. They were also excited about more system acceptance of centralized solutions and making some of those pieces part of the infrastructure and facility rather than add-ons, and the energy of working with so many people who want to bring positive focus toward finding solutions. Overall, members wondered about: identifying resources, funding, and the political will to make changes, including regulatory change. They also wondered about the challenges and feasibility of some elements discussed, including a common ERP; sustained funding for technology, how to change direction with a system this size, how to best make sure communication happens within the system about baseline standards discussed; what the best solutions are for serving the greatest number of students at the state, regional, and local levels; and how to take energy from the retreat and maintain it.

## **Adjournment**

The meeting was adjourned on Tuesday May 2<sup>nd</sup> at 12:45pm.