

Friday, February 2, 2018 to Saturday, February 3, 2018

The Westin South Coast Plaza

686 Anton Boulevard, Costa Mesa, CA 92626

Meeting Room: 2nd Floor, San Felipe / San Carlos

Friday, February 2, 2018

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

8:00 a.m. to 9:30 a.m. Executive Committee Meeting

9:30 a.m. to 11:45 a.m. Closed Session

11:45 a.m. to 12:00 p.m. Executive Committee Meeting

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

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

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

Seasons 52

3333 Bristol Street, Costa Mesa, CA 92626

Saturday, February 3, 2018

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

8:00 a.m. to 12:00 p.m. Executive Committee Meeting

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

12:30 p.m. to 3:00 p.m. Executive Committee Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting 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.

- I. ORDER OF BUSINESS**
 - A. Roll Call**
 - B. Approval of the Agenda**
 - C. Public Comment**

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

- D. Calendar**
- E. Action Tracking**
- F. Local Senate Visits**

- G. Dinner Arrangements
- H. One Minute Accomplishment

II. CONSENT CALENDAR

- A. January 12-13, 2018 Meeting Minutes, Davison
- B. Theme for 2019 Exemplary Award, Beach
- C. Survey of Colleges Using Zero-Cost or Low Cost Educational Resources, Beach
- D. Statement of Activities – Updated, Mica
- E. Support for Students to Attend Plenary, Eikey

III. REPORTS

- A. President's/Executive Director's Report – 20 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, CCL, CFT, CIO, FACCC, and the Student Senate.

IV. ACTION ITEMS

- A. Update of the ASCCC Strategic Plan – 2.5 hours, Stankas
The Executive Committee will review and discuss the goals, objectives, and strategies for the 2018-2021 ASCCC Strategic Plan.
- B. Legislation and Government Update – 45 mins., Stankas
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
- C. Apprenticeship Minimum Qualifications – 20 mins., Freitas/Slattery-Farrell
The Executive Committee will be provided an update on these efforts and will provide direction and possible action on next steps.
- D. Local Senate Liaison Outreach and Listserv Access – 20 mins., Slattery-Farrell
The Executive Committee will discuss and provide guidance on ongoing outreach efforts of local senate liaisons as well as access to the designated liaison listservs.
- E. Communication Plan – 20 mins., Davison/May
The Executive Committee will review the communication plan called for in the strategic plan.
- F. 2018 Curriculum Institute Program – 20 mins., Rutan
The Executive Committee will review, provide feedback, and consider action on the theme and breakout sessions for the 2018 Curriculum Institute.
- G. Clarifications and Revisions to Local Senate Visits Policies – 20 mins., Eikey
The Executive Committee will consider changes to the local senate visits policies.
- H. California Community College Math and Quantitative Reasoning Task Force (CCC MQRTF) – 15 mins., May
The Executive Committee will consider the draft recommendations from the CCC MQRTF on meeting AB 705 and Quantitative Reasoning Requirements.
- I. Board of Governors Faculty Nomination Process – 15 mins., Freitas
The Executive Committee will review and consider action on proposed revisions to the Board of Governor's faculty nomination process.

- J. Disciplines List Revision Process – 15 mins., Freitas**
The Executive Committee will provide recommendations for targeted revisions to the disciplines list process.
- K. ASCCC Meeting Norms – 15 mins., Beach**
The Executive Committee will review and discuss the revised community and meeting norms and consider for approval.
- L. Vendor Notation in ASCCC Program for Institutes and Session – 15 mins., ASCCC Staff**
The Executive Committee will review possible solutions and consider action regarding vendor notation in ASCCC programs for institutes and sessions.
- M. Succession Planning – 30 mins., Stankas**
The Executive Committee will review, discuss possible revisions, and consider action on the updated Executive Director job description.
- N. Career and Noncredit Education Institute – 20 mins., Slattery-Farrell/Freitas**
The Executive Committee will provide guidance and consider action on the draft program for the Career and Noncredit Education Institute.
- O. 2018 Spring Plenary Session Preliminary Program – 1 hour, Bruno**
The Executive Committee will review, provide feedback, and consider for approval the 2018 spring session preliminary program.
- P. Proposed Event Dates for 2018-2019 – 15 mins., Mica**
The Executive Committee will review and consider action on the proposed ASCCC event dates for 2018-2019.

V. DISCUSSION

- A. Chancellor’s Office Liaison Report – 45 mins. (*Time certain on Saturday at 10:00 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 – 15 mins., Bruno/Stankas**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- C. CCC Guided Pathways Award Program – 20 mins., Bruno**
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program.
- D. Bachelor’s Degree Pilot Program – 10 mins., Stankas**
The Executive Committee will be updated on the Bachelor’s Degree Pilot Program.
- E. Revision of Paper on Faculty Hiring – 20 mins., Davison**
The Executive Committee will review and provide feedback on the revised draft of the Faculty Hiring Paper.
- F. AB 705 Update – 15 mins., Rutan**
The Executive Committee will receive an update on the AB 705 implementation at the CCC Chancellor’s Office.
- G. Ensuring Effective Online Education Programs: A Faculty Perspective – 20 mins., McKay**
The Executive Committee will review and provide feedback for the paper.

H. Meeting Debrief – 20 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. Basic Skills Committee, Davison
- ii. Educational Policies Committee, Beach
- iii. Equity and Diversity Action Committee, Davison
- iv. Part Time Faculty Committee, Foster
- v. Relations to Local Senates Committee, Eikey

B. Liaison Reports

- i. Accrediting Commission for Community and Junior Colleges, May
- ii. CCC Math and Quantitative Reasoning Task Force, May

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar		Month: February	Year: 2018
•Upcoming 2017-2018 Events		Item No: I. D.	
•Reminders/Due Dates		Attachment: Yes (2)	
•2017-2018 Executive Committee Meeting Calendar			
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Ashley Fisher	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Student Learning Outcomes (SLO) Symposium** – Costa Mesa – February 9, 2018
- **Accreditation Institute** – Anaheim – February 23-24, 2018
- **Executive Committee Meeting** – Chico – March 2-3, 2018
- **Area Meetings** – Various – March 23-24, 2018
- **Executive Committee Meeting** – San Mateo – April 11, 2018
- **Spring Plenary Session** - San Mateo – April 12-14, 2018

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

February 13, 2018:

- Agenda items for March 2-3 meeting
- Reports
- Action Tracking updates
- Spring Session: Pre-session resolutions due to Resolutions chair
- Spring Session: Second draft of papers due for reading at March Executive Committee meeting
- Career and Noncredit: Second program draft due for reading at March Executive Committee Meeting.

February 16, 2018

- Spring Session: Area Meeting information due to ASCCC Office Manager (Tonya Davis)

March 5, 2018:

- Spring Session: Final resolutions due to Executive Director for circulation to Area Meetings

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

- Spring Session: AV and event supply needs due to ASCCC Office Manager (Tonya Davis)
- Spring Session: Presenters list and breakout session descriptions due to Executive Director

March 9, 2018:

- Spring Session: Final program due to Communications and Development Director (Erika Prasad)

March 23, 2018:

- Agenda items for April 11 meeting
- Reports
- Action Tracking updates

March 24/25, 2018:

- Spring Session: Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 24, 2018; Area C & D March 25, 2018

REGIONAL MEETINGS DATES

- *September 15/16 – Fall OER Regional North/South
- *September 22/23 – Fall CTE Regional North/South
- *October 27/28 – Civil Discourse and Equity Regional North/South
- *November 17/18 – Fall Curriculum Regional North/South
- *February 9/10 – Spring OER Regional South/North
- *March 8/9 – TASSC Regional North/South

*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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
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 21, 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 20, 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 Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCC's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	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.
	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	June	2017	II. F.	Adams	January/February	In progress			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	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.
	Resolution Handbook	June	2017	II. I.	Stanskas	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.
	Leadership Survey	June	2017	IV. F.	Adams/Eikey	June/September	Completed	December	2017	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. The RwLS requested that the survey be sent to the senate presidents. 12/6/17 update - the survey has been sent and results will be discussed in RwLS. 1/16/18 update - RwLS have discussed the results of the survey and is using it to help inform breakout sessions at Plenary, Leadership Institute, and update the Campus Resources (as part of the Short Term & Long Term Planning (Objective 4.3 under Goal 4 of 2015-2018 Strategic Plan)
	ASCCC Professional Development	June	2017	IV. L.	Aschenbach	September	In progress			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
	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	II. 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.
	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.
	Career and Noncredit Education Institute	September 7-9	2017	IV. C.	Adams	January/February	Assigned			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.
	TASSC Regional Meetings	September 29-30	2017	II. C.	Beach	November	Assigned			Information about and registration for the events will posted on the website as soon as locations are determined.
	Update on Quantitative Reasoning	September 29-30	2017	IV. F.	Stanskas/May/Adams	November	In progress			The ASCCC and CMC3 North and South have formed the CCC Math and Quantita

	Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures	November 1	2017	IV. B.	Davison	Spring 2018	Assigned			Make approved revisions and bring back for spring plenary session 2018.
	CTE C-ID and Model Curriculum Workgroup	November 1	2017	IV. E.	Slattery-Farrell	January 2018	Assigned			Arrange for a meeting between chairs and directors and bring further discussion and action to the Board at a future meeting.
	Guided Pathways Regional Meetings	December 1-2	2017	IV. C.	Roberson	March 2018	Completed			Guided Pathways Task Force to discuss regional meetings further and bring to a future meeting for further discussion and action. January 2018 Meeting: will incorporate Guided Pathways into existing ASCCC events.
	Executive Director Succession Planning	December 1-2	2017	IV. D.	Bruno, Stankas, Freitas, Davison, Aschenbach, Eikey	February 2018	In progress			Four officers and two volunteer members to conduct research and provide recommendations to the group in February. Group also needs to make edits to the ED job description and bring to February meeting for review, discussion, and possible action.
	Future Direction of ASCCC Foundation	December 1-2	2017	IV. F.	Rutan	February 2018	Assigned			Foundation Board to discuss future direction and provide a recommendation to the Executive Committee in February.
	Board of Governors Interviews	January	2018	IV. R.	Bruno, Stankas, Freitas, Davison, Aschenbach, Eikey	March 2018	Assigned			All interviewees will be notified and provided feedback based on conversations in closed session. A letter will be sent to the governor informing him of the ASCCC recommendations.
	Legislation and Government Update	January	2018	IV. B.	Stankas	Fall 2018	Assigned			Work with CCLC and system partners to sponsor a bill regarding Open Educational Resources.

LOCAL SENATE CAMPUS VISITS 2016 – 2018

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield	Bruno	11/28/17			Collegiality in Action
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	1. IEPI PRT 2. Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16	Aschenbach/Rutan	11/17/17	1. Area A meeting 2. Discipline Conversation 3. Curriculum Regional – North
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto	May	3/2017			Area A Meeting
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	Freitas/May	10/4/17	May/Aschenbach/Bru no/Roberson	10/13/17	1. 10+1 2. Area A Meeting
Siskiyou, College of the Taft					
West Hills Coalinga West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/16	Aschenbach	10/20/17	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
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 Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives

Los Medanos					
Marin, College of	Davison	3/17/17	Davison	9/15/17	1. Curriculum Streamlining 2. OER Regional
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	McKay/Davison	10/19/17			Local Senate Visit
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			1. EDAC Strategic Plan Meeting 2. MQ
	Slattery-Farrell/Foster	3/10/17			
Skyline	Davison/Beach/LSF/McKay/Crump	10/21/16	John Stankas; McKay/Davison	1/25/17 10/13/17	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stankas/McKay/Smith/Davison	10/14/16	Rutan; Foster/Davison	2/16/17 10/27/17	1. Area B Meeting 2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach	11/8/16 12/07/16			1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force)

AREA C					
Allan Hancock					

Antelope Valley	Freitas/Slattery-Farrell	11/29/16			Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas	10/21/16	Davison May/Roberson/Eikey	10/5-6/17 12/18/17	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit 3. Resolutions Committee Mtg.
Cerritos					
Citrus					
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/17			Area C
El Camino	Executive Committee Meeting	2/3/17	Freitas	10/20/17	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting
Compton College	May/Roberson	8/25/17			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery- Farrell/Stanskas	6/9/17	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City	Rutan	9/22/17	McKay/Freitas	1/5/18	1. LACCD District Academic Senate Summit 2. Online Education Committee Mtg.
LA Harbor	Rutan	5/5/17			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					

LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley	Rutan/Aschenbach	12/9/17			Curriculum Committee Meeting
Moorpark	Freitas/Stanskas/Eikey	10/14/17			Area C Meeting
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	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. 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					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery- Farrell/Stanskas	8/29/17	1. Area D Meeting 2. Technical Visit
Chaffey	Slattery- Farrell/Freitas/S. Foster	3/10/17	Slattery- Farrell/Aschenbach Beach/Eikey	10/21/17 12/13/17	1. MQ Regional 2. CTE Regional 3. Educational Policies Committee Mtg.
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					

Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16	Davison/Foster	10/28/17	1. SLO Presentation 2. EDAC Regional
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	Aschenbach/Rutan	11/18/17	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Educational Policies
Moreno Valley	McKay/Stanskas	1/27/17	Executive Committee	9/29-30-17	1. Online Education Committee 2. Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/17			SI Institute
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	1. MQ South Regional Meeting 2. Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee	9/9/16			

	Meeting				
San Diego City					
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster	5/2/17	1. Area D Meeting 2. Top Code Alignment 3. Tech. Visit
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					
Santa Ana	Beach	8/23/17			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon	Davison/Beach/Rutan	12/8/17			Basic Skills Committee Meeting
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 Agenda Item

SUBJECT: Theme for 2019 Exemplary Award		Month: February	Year: 2018
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	Executive Committee will approve the Educational Policies Committee recommendation for the theme of the 2019 Exemplary Award	Urgent: No	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The following description of the Exemplary Award program appears on ASCCC website: “The Exemplary Program Award, established in 1991, recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award’s traditions. Up to two college programs receive \$4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and awardees are recognized by the Board each January. The Program Director of each program is invited to attend the Board meeting to receive the award.”

Resolution F17 13.02 “Environmental Responsibility: College Campuses as Living/Learning Labs” calls for the ASCCC to support responsible stewardship of the natural resources of California community colleges and to work with the Consultation Council, California Community Colleges Chancellor’s Office, and policymakers to develop responsible practices for the conservation of natural resources, including wildlife, within educational and facility master plans. The Educational Policies committee has recommended that the 2019 Exemplary Program Award recognize outstanding community colleges who have taken actions to support similar goals.

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



Executive Committee Agenda Item

SUBJECT: Survey of Colleges Using Zero-Cost or Low Cost Educational Resources		Month: February	Year: 2018
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Executive Committee will approve the distribution of a survey of colleges regarding the ways they are designating sections of courses using zero-cost or low cost educational resources in their schedules.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution F17 13.01 “Recognition of Course Sections with Low-Cost Course Material Options” calls for the ASCCC to support efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students and to encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials. Prior to developing a plan to address the resolution, the Educational Policies Committee would benefit from a survey to determine the widespread use of designators in course schedules that denote sections using zero-cost or low-cost materials. In addition, the definition of “low-cost” is not set and a survey would provide additional information for future breakouts or Rostrum articles.

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

Zero-Cost and Low-Cost Educational Resources Survey

Intro

The College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) was intended to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER), and the Zero-Textbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs. The ASCCC is developing resources to support the field to advance the use of zero-cost and low-cost educational resources. Your responses to the survey questions below will help the ASCCC to determine what resources and information is needed.

1. College Name
2. Position on campus
3. How does your college designate that a section of a course exclusively uses “zero-cost educational resources” in your online schedule?
 - a. Symbol/logo
 - b. Letter or word designation
 - c. We do not have a way to designate zero-cost educational resource section
 - d. Other (other box below)
4. Has your college agreed upon a definition for a “low-cost” educational resource?
 - a. Yes
 - b. No

[the next question will only appear if the answer to question #4 is no]

5. If no, please explain what steps have been taken, if any, to create your college’s definition for low-cost educational resource.

[the next questions will only appear if the answer to question #4 is yes]

6. If yes, what is your agreed upon definition for a **course section** that is a “low-cost educational resource” section and how was that definition developed? [open-ended question]
7. Is your college using a designation in your online schedule to indicate that a section of a course exclusively uses low-cost educational resources”?
 - a. Symbol/logo (same as for zero-cost textbook)
 - b. Symbol/logo (different than zero-cost textbook)
 - c. Letter or word designation
 - d. We do not have a way to designate low-cost educational resource section
 - e. Other (other box below)

[the next question will appear for all respondents]

8. What resources would you suggest ASCCC provide the field for supporting the use of zero-cost or low-cost educational resources?



Executive Committee Agenda Item

SUBJECT: Statement of Activities – Updated		Month: February	Year: 2018
		Item No: II. D.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will review and approve the updated Statement of Activities.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the Budget presentation on the January 12-13, 2018 Executive Committee meeting, committee members requested to update the Expenses section of the ASCCC Statement of Activities sheet to further separate both “Reassign Time” and “Stipend” sections, under the Executive heading. The desire is to show expenses for Executive Committee member reassign time and stipends separately from non-Executive Committee members reassign time and stipends.

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



Executive Committee Agenda Item

SUBJECT: Support for Students to Attend Plenary		Month: February	Year: 2018
		Item No: II. E.	
		Attachment: No	
DESIRED OUTCOME:	Executive Committee will forward the Relations with Local Senates Committee’s recommendations on supporting student attendance at plenary sessions to the ASCCC Budget Committee to consider fiscal implications.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Executive Committee took action at December 2017 meeting to have the Relations with Local Senates Committee investigate strategies for working with local senates to identify students who could be active in the work of local and statewide senate issues. Many past attempts to work with the California Student Senate have not led to the results and engagement so ASCCC Executive Committee recommends investigating how to make these connections through the local approach.

The RwLS Committee has met and discussed this topic. Here are its recommendations:

- Invite student senates to participate on voting day, and announce this intention in communications about upcoming ASCCC events with the focus on inviting students from the north for fall plenary and south for spring plenary.
- Create a Saturday-Only Registration for Students-Only with special badges to indicate students.

The recommendations will be sent to the ASCCC Budget Committee is to discuss the fiscal impact of offering a reduced conference registration to all students who wish to attend. The item, with the recommendation by the Budget Committee, will be included in the agenda for the Executive Committee meeting in March.

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



Executive Committee Agenda Item

SUBJECT: Update of the ASCCC Strategic Plan		Month: February	Year: 2018
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will review goals, objectives, and strategies for next cycle.	Urgent: Yes	
		Time Requested: 2.5 hours	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Strategic Plan of the ASCCC, called for by resolution and adopted by the body in spring 2015 (SP15 01.03) is at the end of its three year cycle. At the December 2017 Executive Committee meeting, it was determined that we would extend the time of the January and February Executive Committee meetings in an effort to update the strategic plan to present to the body at the Spring Area Meetings, a breakout at the Spring Plenary Session, and possible adoption by the body.

Attached are the current strategic plan and the most recent annual report.

At the January Executive Committee meeting we agreed to revise the goals and objectives and also identified some strategies. That information has been captured and emailed to the Executive Committee for deliberation.

DESIRED OUTCOME:

The Executive Committee should be prepared to discuss the strategies and objectives of the Strategic Plan and finalize the document to go to the field.

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

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

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

Strategies	Actions	Lead	Support	Resource	Due Date
A. Establish and maintain relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Yes – travel	
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue/sponsor bills of interest.		Legislative Advocacy Committee Chair	Executive Director	Yes-Committee meeting costs	
C. Develop a public relations campaign to promote the visibility of the ASCCC.		Executive Director	Creative Director	Yes--Materials	
D. Research and attend state and national conferences related to academic and professional matters.		Executive Committee	Executive Director	Yes-conference attendance	
E. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA/CCA to discuss common interests and how we may mutually advance the critical policies of CCCs.		CoFO Representatives	Executive Director	No	

Objective 1.2: Expand advocacy and leadership opportunities for faculty and senates, including the Executive Committee.

Strategies	Actions	Lead	Support	Resource	Due Date
------------	---------	------	---------	----------	----------

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE
IMPLEMENTATION PLAN**

2018-2023

A. Include Legislative Advocacy topics at appropriate ASCCC Events including Leadership Institute for new Senate leaders.		Legislative Advocacy Committee Chair	Executive Director	No	
B. Expand leadership opportunities for faculty and senates including evaluation of liaison roles		Committee Chairs	Executive Director	No	
C. Encourage committee chairs to develop materials and provide resources to gain an understanding of the assignment and build relationships with other organizations		Committee Chairs	President	No	

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

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.	Reach out to CCCCCO and ACHRO regarding the efficacy of EEO revisions and resulting impact on faculty diversity	Professional Development Chair	Executive Director, President	Yes	
B. Design leadership development opportunities targeted to specific populations of faculty	Women’s Leadership Circle Summer 19	Faculty PD Chair, President	Executive Director	Yes	

C. Increase part-time faculty involvement at the local and statewide level	PT Institute	Executive Director		Yes	
D. Engage local senates to enable culture change to begin at the local level	Implicit bias training?				

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Review and revise the cultural competency plan.		EDAC Committee	Executive Director	Yes – committee costs	6/30/16
B. Develop and strengthen partnerships with organizations of faculty that specifically target racially/ethnically diverse populations	Umoja, Puente, EOPs, A ² MEND, TRIO – possibly linked to Guided Pathways work	Committee chairs	Executive Director	No -- scholarships	6/30/16
C. Identify disengaged faculty voices and develop recruitment and retention strategies		Executive Director, FPD Chair, EDAC			
D. Evaluate ASCCC infrastructure and processes in relation to this goal		Executive Director, President	Committee Chairs		
E. Evaluate ASCCC caucus structure		Executive Director, President	FPD Committee Chair		
F. Implement retention strategies to remove barriers to participation		Executive Director, President	FPD		

GOAL 3: ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, FPD Chair, Executive Director		No	
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.		President, VP, Executive Director		No	
D. Develop relationships and collaborate with other professional development organizations on events.		All EC members		No	
E. Maintain a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director		Yes	

Objective 3.2. Evaluate and Revise the ASCCC professional development plan.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Review and revise a comprehensive ASCCC Professional Development Plan.		FPD and Executive Director		Yes	
B. Ensure the professional development opportunities of committee members and the Executive Committee		President, Executive Director, Committee Chairs		No	

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

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners and other constituent groups					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Strengthen partnership with the Chancellor's Office Divisions.		EC Members			
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence and advance ASCCC goals and resolutions		EC Members			

Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE
IMPLEMENTATION PLAN**

2018-2023

A. Create a communication plan.		Executive Director	Executive Committee members	No	
B. Create a master calendar of events.		Executive Director	Staff		
C. Evaluate the role of liaisons, caucuses, and other groups to facilitate gathering input		FPD Chair, Executive Committee	Executive Director		

Objective 4.3. Visit all CCC colleges.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Maintain short- and long-range plan for local senate visits by ASCCC.		Local Senate Committee Chair	Executive Director	No	
B. Arrange college visits at times and days when local faculty may be present to engage the Executive Committee		Committee Chairs, Executive Director	Committee Chairs		

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

Objective 5.1. Realize a minimum increase in the Governor’s base funding to the ASCCC of \$250,000 per year.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Enter into conversations with the Chancellor’s Office about ways to increase ASCCC funding.		President	Executive Director		
B. Secure appropriate resources to implement the ASCCC’s		Executive Director	President		

comprehensive professional development plan.					
C. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.	Justify with a workplan	President, Vice President, and Executive Director			

Objective 5.2 Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Maintain current grants		Executive Director	President		
B. Seek additional grants in line with the ASCCC goals and strategic plan	OER	President, Vice President, Executive Director	Staff		

GOAL 6: SUSTAIN, SUPPORT, AND EXPAND THE ASCCC COURSE IDENTIFICATION NUMBERING SYSTEM (C-ID)

Objective 6.1. Stabilize funding stream to maintain C-ID system

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Enter into conversations with the Chancellor's Office about ways to secure stable C-ID funding.		President	Executive Director		
B. Create a 5-year workplan for C-ID with measurable goals and		Executive Director, C-ID Director, C-ID Curriculum Chair, CTE C-	President		

linkages to ASCCC and system goals		ID Curriculum Chair, MCW Chair			
Objective 6.2 Maintain and Optimize C-ID transfer functions					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and improve the 5-year curriculum review processes to ensure continuous quality improvement		President, Vice President, C-ID Curriculum Chair	C-ID Director		
B. Increase CCC, CSU, and UC faculty participation in C-ID processes		President, Vice President, Executive Director	Staff		
C. improve processes and functionality of C-ID	Survey AOs, Curriculum Chairs, Faculty groups	C-ID Director, C-ID Curriculum Chair	Staff		
D. Optimize technological support for C-ID Infrastructure		President, Vice President, Executive Director	C-ID Director		
E. Establish non-TMC based pathways for transfer majors with significantly greater lower division requirements	Chem, Physics, Biol, Computer Science, Engineering, Music	President, Vice President, CTE C-ID Curriculum Chair	Executive Director, C-ID Director, C-ID Curriculum Chair		

Objective 6.3 Expand C-ID CTE Efforts

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and recommend methods to improve CTE C-ID efforts		MCW Chair, CTELC Chair, Executive Director, C-ID Director, CTE Curriculum Chair	President		
B. Expand the number of certificate and degree Model Curricula		MCW Chair, CTELC Chair, Executive Director, C-ID Curriculum Chair, CTE Curriculum Chair	C-ID Director, Executive Director		
C. Evaluate and implement competency based models of student achievement in C-ID processes		MCW Chair, CTELC Chair, Executive Director, C-ID Curriculum Chair, CTE Curriculum Chair	C-ID Director, Executive Director		

Strategic Planning – Notes from Executive Committee Meeting – January 12, 2018

#1 Assert the Faculty Voice

- Goal 1 Expand advocacy roles at state and local levels.
- Expand Advocacy—Enhance advocacy and opportunities but recognize resources and capacity.
- Goal 1—Sponsor possible legislation with system partners (possible strategy).
- Goal 1 New Objective: Act as policy advisors to legislators.
- New 1.3 Build capacity of the ASCCC to engage in advocacy in a strategic and proactive manner.

Objective 1.1

- obj 1.1 “between the EC... organizations to assert faculty positions on statewide...
- Goal 1; Objective 1.1. Strategy: Past committee chair help new committee chair build relationship with const./leg rep for committee. Empower new committee chairs. Nurture, promote, support new relationship.
- obj 1.1—Should a strategy be with strengthening relationship with ACCJC?

Objective 1.2

- obj 1.2 Encourage and support faculty and senate at the local level to engage in state and national issues.
- Goal 1—obj 1.2—Expand advocacy and leadership opportunities for faculty and senate.
 - Strategy
 - Develop further liaison roles.
 - Expand roles of local advocacy.
- 1.2 Empower faculty voice by expanding training in matters of advocacy and leadership for faculty and senates.
- 1.2 Expand advocacy activities... or strategically prioritize advocacy activities.
- Objective 1:2 Expand engagement of faculty and senate in advocacy matters.
- Objective 1.2 Promote the training...
- 1.2 objective Possible strategy –Collaborate on Advocacy training and actual advocacy efforts.
- Just in time trainings for aca/prof. matters.

#2 Engage and Empower Diverse Groups

- Retention/mentoring of diverse faculty (objective?).
- Goal 2 Strategy—increase involvement of part time faculty in ASCCC events and training.
- Goal 2—Strategy—identify Barriers to participation (part time faculty, location, etc...).
- Objective: Increase ethnic diversity. Strategy—conduct bias trainings for senate leaders.
- Specify diverse faculty for objectives that can be specific.
- Identify where diverse faculty are underrepresented (objective).
- Build capacity/partnerships with groups/organizations to provide targeted P.D.
- Objective or strategy—Help local leadership development for diversifying faculty leadership.
- Do some research on what voices are not being engaged among faculty.

- Conduct an environmental scan to determine areas of focus.
- Evaluate ASCCC infrastructure needed to accomplish this goal/objective.
- Strategies: Look at structure and processes in recruiting faculty for ASCCC (and delegates).
- Goal 2 Strategy—PD on Hiring practices (Implicit bias training partnerships) and EEO plans.
- Goal 2—Strategy—partner with A2MEND for events/trainings. –What other partner are there? What voices are missing?
- Goal 2—Strategy (?)—Mentoring. Retain diverse faculty participation.
- Evaluate local college cultures and power structures in order to develop strategies for breaking them down.
- Build partnerships with organizations that serve underrepresented groups.
- Strategy—assess barriers and gaps.

Objective 2.1

- Strategy ob. 2.1 Sponsor events for designated faculty population to support retention and leadership development.
- Obj 2.1 Strategy: dedicate Rostrum issues to specific needs of African-America faculty, LGBT faculty, female faculty, etc...
- obj. 2.1 Strategy: partner with faculty organizations that work with specific faculty groups on events, Rostrums, policy statements.

Objective 2.2

- 2.2 2.1 strategy dialog/coordinate with senate and caucuses to plan PD and recruitment.
- Objective 2.? Strategy: Understand bias. Objective: Train local senate leaders on anti-bias.

3 Lead Faculty PD

- Implement and evaluate the P.D. Plan to ensure it meets the strategic Objectives of ASCCC.
- Reword Goal 3 Assert ASCCC leadership in faculty professional development... etc.
- Keeping the aspiration objective 3.1 is vital even if it can't be measured.
- Expand the collaboration with organizations that provide P.D.
- 3.2 Revise PD plan in light of Goal #2

#4 Enhance engagement with Local Senates and System Partners...

- Identify reasons and implicit reasons to attend colleges.
- Strategy—develop a calendar rotation for Area meeting so that all colleges in an Area host.
- Goal 4—strategy identify colleges not visited and share with Exec Members for meeting (Committee and Area).
- Goal 4 Strategy—ASCCC present at constituent group's meeting and conferences to help meet goals and resolutions.

Objective 4.1

- Strategy obj 4.1 Using Google Calendar and other technology resources to communicate events, meetups to the field.

Objective 4.2

- Goal 4/Obj 4.2 Expand and/or Support (targeted workshops, seminars, webinars) ASCCC Liaison positions.

Objective 4.3

- 4.3 Strategy—Request to visit local senate on days when faculty are around—during convocation days.

#5 Resources

- Delete Objective 5.1.
- Develop staffing plan to fulfil the objectives and strategies of this goal. (Conduct research, provide analysis, etc.).
- Demonstrate our work to justify more funding. Assessment of work and future needs.
- Increase ASCCC funding with Chancellor’s Office with demonstrated need and predication (Exec. Analysis).
- Goal 5 Objective: Realize an increase in funding/secure ongoing funding for C-ID.
- Goal 5 Objective Create an ASCCC staffing plan.

#NEW 6 C-ID

- Goal 6—C-ID Objective: Expand C-ID into CTE areas. Strategy: Develop a 3 year plan for C-ID CTE.
- C-ID Goals Strategy: Survey Articulation Officers, curriculum chairs about problems with C-ID to support C-ID strategic plan.
- Objective: Dedicated funding for C-ID.
- Leverage the C-ID infrastructure to expand the use of C-ID beyond the traditional/curriculum foundation.



Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: February	Year: 2018
		Item No: IV. B.	
		Attachment: Yes (9)	
DESIRED OUTCOME:	Discussion and Action	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

1. The Executive Committee approved at its January 2018 meeting to pursue legislation in support of a faculty led initiative regarding Open Educational Resources. Conversations with system partners have been supportive. The Executive Committee will be updated regarding the progress of this effort.
2. The release of the Governor’s Budget has sparked discussion throughout the system, particularly regarding funding model reforms, a possible online college, and combining categorical program funding streams. Utilizing the past positions of the ASCCC, a response has been formulated. The Executive Committee may wish to engage in further dialog regarding the budget process.
3. An update of current legislation is attached. The Executive Committee may wish to express its views on various proposed legislation.
4. The State of the System report has been released and will be circulated to legislators. The Executive Committee may wish to review and comment on the document.

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

ASCCC Legislative Report
January 17, 2018

Legislation with implications for academic and professional matters
Assembly Bills

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

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

^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.

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

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.

^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.

***AB 809 (Quirk-Silva) Veterans' priority registration for enrollment in nursing programs.**

AB 809 clarifies that veterans are granted priority enrollment for California Community Colleges and California State University nursing programs.

Status: Passed in the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee.

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

^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. The status of this bill is in question with the resignation of the author.

^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 1037 (Limon) Public Postsecondary Education: Student Financial Aid.** AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant, a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or private, non-profit campus, and perform a minimum of 300 hours of community service or volunteer work in each academic year. Recent amendments to the bill limit the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term.

Status: Passed in the Assembly Committee on Higher Education (9-3) and sent to the Assembly Appropriations Committee.

ASCCC Position/Resolutions:

^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 1803 (Choi) Postsecondary Education: career placement and job search services for graduates**

This bill would require any public or private institution that offers a bachelor's degree program to provide career placement and job search services for five years to students in order to receive state funds for student financial assistance.

Status: Introduced

ASCCC Position/Resolutions:

***AB 1805 (Irwin) Community College Placement Policies**

This bill would require districts to provide public notice of its policies regarding the placement of students. The bill also requires the notice to include placement policies regarding 1) threshold scores required on specified assessments, 2) requisite grades in specific high school courses, and 3) recommendations by an instructor or counselor.

Status: Introduced

ASCCC Position/Resolutions: !

***AB 1858 (Calderon) Student financial aid: Financial Aid Shopping Sheet.** AB 1858 adds a provision to the Donahoe Higher Education Act that would require public and private California colleges and universities to use the Financial Aid Shopping Sheet as developed by the U.S. Department of Education or a successor document identified by the Student Aid Commission to inform students about financial aid award packages.

Status: Introduced

ASCCC Position/Resolutions:

Senate Bills

^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.

^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.

^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

Bills of Interest

^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: Passed Assembly Higher Ed. Committee, sent to Appropriations

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.

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

January 12, 2018

In 2017, the Chancellor's Office was able to increase federal engagement over recent years. The Government Relations Division participated in four separate visits to Washington D.C. (February, June, October and December) to meet with Congressional offices and the Department of Education, and spoke at two Congressional briefings (February, June) focused on the priorities and goals of the California Community Colleges. As we enter 2018, the Division is focused on planning the 2018 National Legislative Summit delegation to Washington D.C, scheduled for February 12-14, in coordination with the Community College League of California and the Academic Senate for California Community Colleges. Additionally, the Division is in the process of finalizing plans for an ongoing advocacy presence in Washington D.C., and a 2018 strategy for engagement with the Federal Government, which will include a focus on the following priority issues.

HIGHER EDUCATION ACT REAUTHORIZATION

H.R. 4508 called the Promoting Real Opportunity, Success and Prosperity through Education Reform (PROSPER) Act, was approved by the House Education and Workforce Committee, and makes major changes to student financial aid, accountability, institutional aid, regulation of for-profit colleges, accreditation, sexual assault and free speech on campus. While there have been indications that changes will be made before the bill is brought to a vote of the full House of Representatives, the Division is actively monitoring the following provisions:

Federal Pell Grant Program

- Programs that are one-third to two thirds of an academic year would be eligible for Pell Grants and other Title IV student aid programs.
- The bill creates a "Super Pell" award - a \$300 annual increment (not indexed to inflation) provided to students who take 15 credits a semester, and 30 for a full academic year.
- While there are no cuts to Pell, there are no provisions for annual increases in the Pell Grant maximum award outside of the appropriations process.
- The current 12-semester (6-year) limit on Pell Grant eligibility is retained.
- Pell eligibility would be cut off after three payment periods with no credits earned, and mandate annual student loan and Pell Grant counseling.

Title IV Refunds/Risk Sharing/Student Aid Disbursements

- Students would "earn" their Title IV aid at increments of 25% of the period of enrollment. A student who completed less than 25% of the period of enrollment would earn no federal student aid; the student who completes 25% would earn 25% of the student aid.
- Consequently, only students who complete the entire term would earn 100% of their aid. This is a change from current law, under which students who complete 60% or more of the term receive the full amount.
- Colleges would be required to award federal student aid "like a paycheck," in equal installments each week or month. Colleges would be authorized to assess students 10% of the amount that they must return to the federal government.
- Under the umbrella of "risk sharing", colleges would be required to return to the federal government any Title IV funds that the student received but had not "earned."

Federal Loan Programs

- The Federal Loan Programs would be renamed the Federal ONE program. The existing in-school interest subsidy for undergraduate students who have demonstrated financial need would be eliminated.
- Student aid officers would be given discretion to reduce loan maximums for broad categories of students. Grounds on which loans could be limited:
 - Student debt levels that are excessive for program graduates (using Bureau of Labor Statistics regional average starting salary data)
 - Enrollment intensity (less than full time)
 - Credential level (degree or certificate)
 - Year of program
- Institutional cohort default rates and related sanctions would be replaced by program-level loan repayment rates. Programs with loan repayment rates below 45% for three consecutive years would lose Title IV eligibility. If a program has fewer than 30 students, a 3-year average is used.
- The Public Sector Loan Forgiveness Program would be eliminated and a single Income-Based Repayment (IBR) program would be created.

Campus-Based Student Aid Programs/Federal Work-Study

- The Supplemental Educational Opportunity Grant (SEOG) program would be eliminated with the funds being redirected into Federal Work Study (FWS). NASFAA estimates that this move would double the current FWS funding.
- The community service requirement in FWS would be eliminated; priority would be given to work-based learning opportunities.
- An amendment was added in the markup process that will allow apprenticeship programs to be eligible for FWS funds.

Institutional Aid

- Would authorize the continuation of the TRIO programs (outreach programs directed at students from disadvantaged backgrounds) but would make several significant changes to replace “prior experience” with “accountability for outcomes” and prohibit absolute, competitive, or other preference priorities to be used in awarding these funds. Ten percent would be set aside for new applicants. Mandates the addition of a 20% matching requirement for all programs that would have to be provided using non-federal funds. These changes likely put community colleges at a disadvantage when applying for TRIO funds. Their prior experience is not considered and many colleges will not be able to provide 20% matching funds. HR 4805 also changes the Hispanic-Serving Institutions (HSI) and Predominantly Black Institutions (PBI) programs by requiring a 25% completion rate.

Ability-to-Benefit Students

- All students who lack a high school diploma or its equivalent would become eligible for Title IV if they successfully take six credits at an institution.

Apprenticeships

- The Strengthening Institutions (Title III-A) program, a community college mainstay, would be eliminated and those funds would be used for a new grant program for apprenticeships. The maximum award would be \$1.5 million and would be awarded on a competitive basis to

industry-college partnerships. Federal funds would cover 50% of costs, as well as 50% of student wages.

Accreditation

- Critically, “student learning and educational outcomes in relation to the institution’s mission” would become the sole criterion that accreditors would be required to focus upon in order to be recognized by the U.S. Department of Education (ED) secretary. This would replace the current “student achievement” as the first of 10 standards that agencies had to meet.

Transparency/Graduation Rates/College Dashboard

- The current annual institutional graduation rate disclosure—150% of the “normal time” to completion—would be eliminated. Instead, Department of Education would create a new College Dashboard to replace the current College Navigator.

For-Profit Colleges/”Single Definition” of Institution of Higher Education

- The legislation would give for-profit colleges the same statutory status as non-profit institutions of higher education through creation of a “single definition” of institution of higher education. In addition, the current “90/10” rule, which requires that for-profit institutions derive at least 10% of their overall funding from non-Title IV sources, would be eliminated.

Gainful Employment

- The HEA’s gainful employment language (GE) would be eliminated. GE regulations promulgated by the Obama Administration have been extremely controversial within the for-profit sector, and did add reporting burden to community colleges. However, they clearly resulted in the closing of many subpar programs in the for-profit industry, to the benefit of taxpayers and students.

State Authorization

- The current state authorization regulations would be repealed and the government would be barred from regulating in this area. The law clarifies that, for federal purposes, the institution is located only where it is physically present.

Free Speech Protections

- Institutions of higher education will not be eligible for Title IV funds if they have a “free speech zone” or limit speech by other means.

Sexual Assault

- Campus Climate Surveys would be required not less than every 3 years. The education secretary is required to develop sample surveys. Colleges would be required to retain the services of qualified sexual assault survivors’ counselors, and must develop a one-page form for guidance to students who may be victims of sexual assault. The legislation requires the secretary to develop model forms. Colleges would be encouraged, but not required, to enter into MOUs with law enforcement agencies with primary jurisdiction.

On the Senate side, Republicans and Democrats say they are working together on the rewrite. Senators Lamar Alexander, the Tennessee Republican who chairs the education panel, and Patty Murray (D-Wash.), the ranking member on the committee, have already begun meeting on the rewrite, which they are aiming to mark up this spring. Senator Alexander has long been a proponent of simplifying the

Free Application for Federal Student Aid. He also supports the loan simplification provisions in H.R. 4805. Senators Jeanne Shaheen (D-N.H.) and Orrin Hatch (R-Utah) are pushing a bill that would hold colleges accountable for the rate at which their former students are successfully repaying their loans. Under the bill, S. 2231, colleges would have to pay back a share of the federal loans that their students are not repaying. One area that has much disagreement between Democrats and Republicans is the role of a college in campus sexual harassment and sexual violence. Advocacy groups and Democrats voiced concerns that some of the language in H.R.4805 may conflict with the Clery Act, which requires that colleges report crimes that happen on campus. They also say some provisions would allow schools to stall on investigations if police are involved.

DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

Another continuing resolution approved in December will keep the Federal Government funded until January 19, 2018. Congressional leaders of both parties and the President are currently negotiating to prevent a government shutdown. Immigration reform including a solution for those in the country under DACA has become key to these talks. After rescinding DACA last year and then seemingly coming to an agreement with Congressional Democrats, the President has since backed away from that stance and is now insistent that any extension of DACA will have to be attached to funding for a wall along the southern border of the United States and additional Border Patrol agents. A stall in immigration negotiations is beginning to create divisions within a bipartisan group of Senators who have been working on this issue, which could push the parties farther apart, making a solution more difficult. A similar situation is taking shape in the House but the spilt is with the Republican caucus members preparing to introduce legislation that is closely based on the priorities for the Trump Administration despite those priorities not having full support of all Republicans.

On Tuesday, January 9, 2018, the Federal District Court in San Francisco granted an injunction against the Trump Administration's rescission of the DACA program. In support of this case, the Board of Governors joined an amicus brief and Chancellor Oakley provided a declaration. The injunction requires the government to reinstate the DACA program, at least for individuals who were in the program on the date of rescission. The ruling will be appealed promptly. Until a stay or other order is issued by the Ninth Circuit Court of Appeals, individuals who are eligible to renew their DACA status, including those who have been unable to renew since rescission went into effect, should apply for renewal immediately.

DEPARTMENT OF EDUCATION CONVENES NEGOTIATED RULE MAKING ON GAINFUL EMPLOYEMENT RULE AND STUDENT LOAN FORGIVENESS

The Department's two negotiating teams on the Gainful Employment and Borrower Defense rules convened in December; each of the committees is scheduled to hold three negotiating sessions. On the borrower defense side, the negotiating team has now met twice and, recently, the Department unveiled draft regulations. The proposal was immediately met with concerns from student advocacy organizations that defrauded students would face too many obstacles for forgiveness options to be effective. The rules would also allow a practice previously banned under the Obama Administration, requiring students to sign arbitration clauses in enrollment contracts. The Department has argued that the rules are necessary to ensure a thoughtful and organized approach to loan forgiveness. The Gainful Employment negotiators convened in December to discuss a series of issue papers focused on the burden and appropriateness of the rule; no draft regulations have been released at this point.

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 1/12/2018**

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1											
AB	310	Medina	Part-Time Faculty Office Hours	N	x						Asm. Approps
AB	809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	x						Asm. Approps
AB	1037	Limon	Public Postsecondary Education: CA Dream Act 2011	S	x	x					Asm. Approps.
AB	1786	Cervantes	Community colleges: veterans (spot)	N							Introduced
AB	1803	Choi	Postsecondary education: career placement and job search services	N							Introduced
AB	1805	Irwin	Community colleges: placement policies	N							Introduced
AB	1858	Calderon	Student financial aid: Financial Aid Shopping Sheet	N							Introduced
SB	183	Lara	State buildings: federal immigration agents	N	x	x	x				Senate Floor
SB	817	Ed. Cmte	Postsecondary education: omnibus	N							Senate Rules
SB	691	Lara	Educational equity: immigration status.	N							Senate Rules
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2											
AB	1767	Cervantes	California Kickstart My Future Loan Forgiveness Program	N							Introduced
AB	1862	Santiago	Immigration service grants : El Salvador Temporary Protection Status	N							Introduced
ACA	21	Mayes	State infrastructure: funding: investment fund	N							Introduced
ACR	150	Limon	Dual Enrollment Week (March 18 - March 24)	N							Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3											
AB	1231	Weber	CSU: Salary Step Adjustments	N	x						Asm. Higher Ed.
AB	1743	O'Donnell	California Career Technical Education Incentive Grant Program (K-12)	N							Assembly Rules
AB	1754	McCarty	Pre-K for All Act of 2018	N							Assembly Rules
AB	1763	Chu	High school graduation requirements: college/career prep education course	N							Introduced
SB	320	Leyva	On-campus Student Health Centers: Abortion by Medication (UC/CSU)	N	x	x					Sen. Education
SB	816	Education Com.	Education Omnibus	N							Sen. Education
2-YEAR BILLS TRACKED BY CCCCCO (Note: Status Pending)											
AB	38	Stone	Student Loan Servicers: Licensing and Regulation	N	x	x	x	x	x		Senate Insurance
AB	227	Mayes	CalWORKs: Education Incentives	S	x	x	x	x	x		Sen. Human Services
AB	276	Medina	Postsecondary Education: Report: Cyber Security	N	x	x	x	x			Senate Rules
AB	387	Thurmond	Minimum Wage: Health Professionals: Interns	N	x	x	x				Assembly Inactive
AB	453	Limon	Postsecondary Education: Student Hunger	N	x	x	x	x	x		Senate Ed.
AB	700	Jones-Sawyer	Public Health: Alcoholism or Drug Abuse Recovery	N	x	x	x	x	x		Senate Health

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 1/12/2018**

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
AB 776	Harper	School district elections: school bond measures.	N	x	x	x	x	x			Senate Elections
AB 847	Bocanegra	Academic Senates: Membership Rosters	N	x	x	x	x				Senate Ed.
AB 931	McCarty	Suicide Prevention	N	x	x	x	x	x			Senate Health
AB 1196	Harper	School Bonds: Term of Bonds	N	x	x	x	x	x			Sen. Gov & Finance
AB 1435	Gonzalez	Athlete Protection Act	N	x	x	x	x	x			Sen. Bus. & Prof.
AB 1577	Gipson	Career Technical Education Access Plan	N	x	x	x	x	x			Senate Ed.
AB 1619	Berman	Private Postsecondary Education	N	x	x	x	x	x			Senate Ed.
SB 245	Leyva	Foster Youth: Sexual Health Education	N	x	x	x	x	x			Asm. Human Services
SB 317	Roth	Economic Development: California Community College	N	x	x	x	x	x			Asm. Higher Ed.
SB 346	Glazer	Public postsecondary education: the California Promise.	N	x	x	x	x	x			Asm. Higher Ed.
SB 424	Allen	California Regional Environmental Education Community Network	N	x	x	x	x	x			Asm. Education
SB 518	De Leon	California Clean Energy Jobs Act: Citizen Oversight Board	N	x	x	x	x	x			Asm. Natural Resources
SB 539	De Leon	Community College Student Achievement Program	N	x	x	x	x	x			Asm. Higher Ed.
SB 573	Lara	Student Financial Aid: Work-Study Program	N	x	x	x	x	x	x	x	Asm. Floor Inactive
SB 577	Dodd	Community Colleges: Teacher Credentialing Programs	C	x	x	x	x	x			Asm. Higher Ed.
SB 694	Newman	California Community Colleges: Veterans Resource Centers	N	x	x	x	x	x			Assembly Veterans
Status											
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.											
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.											
Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547											
Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov											



January 16, 2018

OVERVIEW

On January 3, 2018, the Legislature reconvened for the second half of the 2017-18 Legislative Session. Of more than 200 legislative measures introduced thus far, nearly two dozen affect higher education and the California Community Colleges (CCC). Members have until the February 16, 2018, deadline for bill introduction. Another key date is the January 19, 2018 deadline for each house to pass two-year bills, which are active bills pending from 2017. Currently, the Government Relations Division is tracking 21 two-year bills. Many are still viable as “vehicles” for other subjects; consequently, staff will be on alert for possible “gut-and-amends” (bills that are amended with entirely new content).

STATE BUDGET

The Governor introduced his 2018-19 Budget Proposal on January 10, 2018. The Governor continues to invest state resources on strategies that seek to improve student completion of certificates/degrees and transfer. A key development in the Budget is the \$20 Million in ongoing and \$100 Million in one-time funds for the development of a fully online college that will create and coordinate "accessible, flexible, and high-quality" online courses and programs in order to expand access to college for working adults and others. The Budget includes a CCC student-focused funding formula that will provide districts with additional funding based on the number of low-income students enrolled and the number of degrees and certificates awarded. In addition, \$46 Million is proposed to implement the California College Promise program, which can be used to waive some or all community college fees for first-time, full-time resident students or for other innovative ways to improve student success goals.

LEGISLATIVE ANALYST’S OFFICE REPORTS

The Legislative Analyst’s Office (LAO) has released a number of reports in recent months that relate to higher education funding and policies, including:

- On November 15, 2017, the LAO provided an updated economic forecast for the state projecting a positive near term outlook. With current revenue and spending estimates and no additional budget commitments, the state would end the 2018-19 fiscal year with \$19.3 billion in total reserves. This amount includes \$7.5 billion in discretionary reserves.
- On December 19, 2017, the LAO issued an interim report on the CCC Baccalaureate Degree Pilot Program, which includes a recommendation to allow students to enroll in the program until the 2023 sunset date. This action would encourage a greater number of students to enroll in the program. According to the LAO, a larger student enrollment measure would ensure the final evaluation provides better information to the Legislature with which to decide the program’s future.

- In the 2017-18 Budget Act, the Legislature tasked the Legislative Analysts’ Office with studying the possibility of a revised funding formula for higher education that would be similar to the K-12 Local Control Funding Formula, which provides supplemental and concentration funding for school districts based on the number of low-income, foster youth, and English language learner students. On December 20, 2018, the LAO released its’ report. The report provides an inventory of system-wide supplemental programs for low-income and first-generation college students at each of the three segments, an assessment of the current approach for supporting these students, and options for restructuring funding and support for these students. Specific to community colleges, the LAO found that numerous categorical programs exist to serve low-income and first-generation students, but the structure and approach for categoricals is “complicated, overly rigid, and administratively burdensome.” The LAO found that CCCs would benefit from a streamlined approach to provide more flexibility and local control for funding.

SENATE LEADERSHIP

The Senate Democratic Caucus unanimously selected Senator Toni Atkins of San Diego as its next Pro Tem. A formal Senate floor vote will occur in March of 2018, and Senator Atkins will transition into the new office.

LEGISLATOR RESIGNATIONS

In the State Assembly, the Democrats lost their super majority vote due to the departures of Assemblymembers Paul Bocanegra, Matthew M. Dababneh, and Sebastian Ridley-Thomas. While a two-thirds vote is no longer required for the state budget, it is still required for legislation that places an initiative on the statewide ballot or raises taxes. The special primary election to replace Assemblymember Bocanegra is on April 3, 2018. If none of the candidates receives over fifty percent of the vote, the run-off election takes place on June 5, 2018. Special election dates for the other two open seats have yet to be confirmed.

CHANCELLORS OFFICE SPONSORED LEGISLATION

In 2018, the Chancellor’s Office will be sponsoring two bills and seeking several smaller changes to the Education Code that we hope will be included in the higher education omnibus proposal.

- **Supervised Tutoring.** This proposal would increase student access to supervised tutoring by authorizing noncredit apportionment for supervised tutoring to assist students in credential/degree-applicable and transfer-level courses.
- **Data Sharing.** In order to facilitate the collection and analysis of wage outcomes for high school graduates using the Employment Development Department to enable program evaluations, this legislation would require the California Department of Motor Vehicles to enter into an interagency agreement on data sharing with CCC and the California Department of Education (CDE).
- **Additional Proposals.** The Chancellor’s Office is also seeking a number of smaller changes, including; changing the report due date for the Career Development and College Preparation Report to the Legislature, allowing the Foster and Homeless Student Liaison to verify homeless status, extending the date by which colleges must adopt a nonresident fee, and authorizing colleges to use the residency determination of another college. The Chancellor’s Office is also in discussions around the LAO recommendation to extend the student enrollment deadline in the Baccalaureate Pilot Program.

PRIORITY BILLS

The attached legislative matrix identifies all bills currently tracked by the Division and categorizes bills according to priority in various tier levels. The bills outlined below are priority bills with a direct impact on community colleges and the students our colleges serve. For details and copies of any bill, contact the Governmental Relations Division of the Chancellor's Office or visit the Legislative Counsel's website at <http://leginfo.legislature.ca.gov/>.

Faculty Issues

AB 310 (Medina) Part-time faculty office hours. AB 310 requires each community college district to report the total part-time faculty office hours paid divided by the total part-time faculty hours taught during the prior fiscal year and prominently post this information on its Internet Web site on or before August 15 of each year.

- Status: Passed in the Assembly Higher Education Committee (13-0) and sent to the Assembly Appropriations Committee.

Immigration Services and Undocumented Immigrants

SB 183 (Lara) State buildings: federal immigration agents. SB 183 prohibits Federal Immigration Enforcement (ICE) personnel without a valid federal warrant from entering California public schools and public institutions of higher education for purposes of performing surveillance, making arrests, or questioning individuals attending school or seeking state services.

- Status: Passed in the Senate Public Safety Committee (5-2) and sent to the Senate floor.

SB 691 (Lara) Educational equity: immigration status. SB 691 adds immigration status as a covered basis under the Equity in Higher Education Act. This bill specifically references immigration status as a protected class from discrimination in California's public higher education segments, and creates parity between higher education and K-12 public schools regarding state policies on educational equity.

- Status: Passed in the Senate Judiciary Committee (5-2) and sent to the Senate floor.

AB 1862 (Santiago, Carrillo) Immigration services: grants. AB 1862 adds legal assistance to the list of eligible services provided to individuals who fall under the federal Temporary Protected Status (TPS) designation. The United States Secretary of Homeland Security designates a foreign country for TPS status due to conditions in the country that temporarily prevent the country's nationals from returning safely or if the country is unable to handle the return of its nationals. This bill also appropriates \$10,000,000 from the General Fund to the State Department of Social Services for the 2017–18 fiscal year for purposes of providing grants to qualified organizations that provide legal assistance to individuals affected by the termination of the TPS designation for El Salvador.

- Status: Introduced

Student Services

AB 1803 (Choi) Postsecondary education: career placement and job search services for graduates. AB 1803 requires a public or private institution of higher education that offers a

Baccalaureate Degree Program, provide career placement and job search services to students, and receives state funds for student financial assistance to provide career placement and job search services to individuals for five years after they complete a baccalaureate degree at the institution.

- Status: Introduced

AB 1805 (Irwin) Community colleges: placement policies. AB 1805 requires a community college district (CCD) to provide public notice of its policies regarding the placement of students. The bill also requires the notice to include the CCD's placement policies regarding 1) threshold scores required on specified assessments, 2) requisite grades in specific high school courses, and 3) recommendations by an instructor or counselor.

- Status: Introduced

Tuition, Fees and Financial Aid

AB 1037 (Limon) Public Postsecondary Education: Student Financial Aid. AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant, a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or private, non-profit campus, and perform a minimum of 300 hours of community service or volunteer work in each academic year. Recent amendments to the bill limit the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term.

- Status: Passed in the Assembly Committee on Higher Education (9-3) and sent to the Assembly Appropriations Committee.

AB 1858 (Calderon) Student financial aid: Financial Aid Shopping Sheet. AB 1858 adds a provision to the Donahoe Higher Education Act that would require public and private California colleges and universities to use the Financial Aid Shopping Sheet as developed by the U.S. Department of Education or a successor document identified by the Student Aid Commission to inform students about financial aid award packages.

- Status: Introduced

Veterans

AB 809 (Quirk-Silva) Veterans' priority registration for enrollment in nursing programs. AB 809 clarifies that veterans are granted priority enrollment for California Community Colleges and California State University nursing programs.

- Status: Passed in the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee.

ADVOCATES LIST SERVE

If you have not already subscribed to the Government Relations listserv, where information is routinely distributed, you are welcome to join.

To subscribe, send an e-mail from the address to be subscribed to: LISTSERV@LISTSERV.CCCNEXT.NET and put **SUBSCRIBE ADVOCATES** in the body of a **BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.**

Proposal Summary: This proposal would increase student access to supervised tutoring by authorizing noncredit apportionment for supervised tutoring to assist students in credential/degree-applicable and transfer-level courses.

Background.

In December of 2016, Chancellor Oakley asked the field to identify common barriers to student success; the call resulted in leaders from across the California Community Colleges responding with specific statutes, regulations and guidance memos that work to inhibit student learning. Among the identified areas, apportionment and student referral for supervised tutoring rose to the top of named barriers. The Foundation for California Community Colleges Success Center conducted research and analysis of the issue and potential statutory and regulatory changes. The information contained in this document is derived from the Success Center's review.

Policy Discussion.

Supervised tutoring is a "method of instruction that involves a student tutor who has been successful in a particular subject or discipline or, who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill." Pursuant to Title 5 regulations, in order for a college to collect noncredit apportionment for students providing tutorial assistance to other students, the tutoring must be conducted through a designated learning center under the supervision of a qualified faculty member. Apportionment for supervised tutoring is limited to students in basic skills noncredit course or other "remedial academic" courses, and a faculty member or a counselor must refer students to a supervised tutoring course "on the basis of an identified learning need." As community colleges move towards the implementation of the guided pathways framework and implementation of assessment, placement and basic skills education changes as required by AB 705 (Irwin), Chapter 745, Statutes of 2017, supervised tutoring can play a critical role in student success.

Why does supervised tutoring matter? The Vision for Success and Guided Pathways framework call for, among other things, the need to engage students early and provide them with the academic support they need to achieve their academic and career goal. The goals and commitments outlined in the *Vision* stress a need for colleges to make decisions with students in mind and engage in efforts that foster a collaborative relationship between faculty and students. As such, supervised tutoring is an important academic support service and is considered an effective tool for colleges to support student in-class learning.

For example, a study by the Center for Community College Student Engagement identified tutoring and supplemental instruction as a promising practice for community colleges to sustain student success¹. The study cites other research that suggests students who participate in tutoring are associated with higher GPAs and pass rates; it notes that tutoring may increase the impact of classroom instruction by providing extra time for students to practice their skills. A related 2016 study on the effects of tutoring on student success by San Bernardino Valley College found students who received Success Center tutoring services during the 2012-2015 academic years had an overall success rate of 7% higher than the campus-wide average.² Among individual disciplines and courses, data showed greater increase in both success and retention measures for those students who utilized Center services. A similar study was conducted at Colleges of the Canyons (2014) and comparable results were observed.³ In another study of the Tutoring Center at Western Washington University, researchers found higher persistence rates and GPAs among entering freshmen who visited the Tutoring Center more than ten times in a quarter⁴.

¹ Center for Community College Student Engagement. 2012. "Promising Practices for Community College Student Success: A First Look." Austin, TX: CCCSE.

² Gabriel-Millette, Christie. 2016. "The Effects of Tutoring on Academic Performance." San Bernardino Valley College Research, Planning, and Institutional Effectiveness.

³ Parker, Catherine, Daylene M. Meuschke, and Barry C. Gibbons. 2014. "The Learning Center (TLC) Retention and Success Analysis – Fall 2012." College of the Canyons.

⁴ Cooper, Erik W. 2010. "Tutoring Center Effectiveness: The Effect of Drop-In Tutoring." Western Washington University.

What would the proposed statutory changes do? The proposed statutory changes would help align supervised tutoring with the guided pathways framework, especially as it relates to pillar one (clarifying the path) and pillars three (keep students on the path) and four (ensure student learning). Amending existing law to establish a tenth category for apportionment will help colleges provide needed support to students as they progress through program pathways developed by the colleges.

Are subsequent regulatory changes required? A regulatory change will be required to remove the prohibition for students to self-refer to supervised tutoring. This change should ensure more students will feel comfortable signing up for a supervised tutoring course. This is based on feedback from the colleges that suggest that students can feel ashamed or discouraged by the idea of asking a counselor or faculty for a referral. Instead, colleges said that going to tutoring should be a “private matter” for students and the colleges should create an environment where tutoring is perceived as beneficial for all students and “normal.” In addition, it will reduce faculty and counselor workload as they would no longer have to identify learning needs to provide support for referral to tutoring. This is especially important for colleges who wish to establish a more collaborative relationship between faculty and students under a guided pathways framework and as outlined in the Vision for Success.

How does this change align with the provisions of AB 705? In response to the recent enactment of AB 705, the Chancellor’s Office has established an Implementation Team that will consider the impact of changes to placement policies on emerging curricular models. Allowing colleges more flexibility to use supervised tutoring to support student learning could provide a streamlined and targeted option for students who are currently placed in basic skills English and math. AB 705 will provide many of these students the opportunity to place directly into more challenging, transfer-level courses, but under the current statutory and regulatory framework colleges would not be eligible to claim apportionment for tutoring support. Allowing apportionment in gateway and transfer-level courses provides colleges with the resources necessary to offer student that support.

Proposed Language.

Amend Education Code Section 84757, to read:

- (a) For purposes of this chapter, the following noncredit courses and classes shall be eligible for funding:
- (1) Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
 - (2) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
 - (3) English as a second language.
 - (4) Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training.
 - (5) Education programs for persons with substantial disabilities.
 - (6) Short-term vocational programs with high employment potential.
 - (7) Education programs for older adults.
 - (8) Education programs for home economics.
 - (9) Health and safety education.
 - (10) **Supervised tutoring to assist students in skill development as necessary for the student to be successful in certificate and degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the Board of Governors.**
- (b) No state apportionment shall be made for any course or class that is not set forth in subdivision (a) and for which no credit is given.

Proposal Summary. In order to facilitate the collection and analysis of wage outcomes for high school graduates using Employment Development Department (EDD) to enable program evaluations, this legislation would require the California Department of Motor Vehicles (DMV) to enter into an interagency agreement on data sharing with California Community Colleges (CCC) and the California Department of Education (CDE).

Policy Discussion.

Currently, CDE, CCC, California State University (CSU), and University of California (UC) systems have the ability to track graduates into the workforce using a data matching agreement with EDD. All three segments of higher education collect student Social Security Numbers (SSN), which is the required linking field for the EDD quarterly wage file. Authority for this match comes from Section 1095 of the EDD code, which authorizes these segments to receive and use these wage records:

1095. (ab) To enable the State Department of Education, the University of California, the California State University, and the Chancellor of the California Community Colleges, pursuant to the requirements prescribed by the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), to obtain quarterly wage data, commencing July 1, 2010, on students who have attended their respective systems to assess the impact of education on the employment and earnings of those students, to conduct the annual analysis of district-level and individual district or postsecondary education system performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and the Governor. The information shall be provided to the extent permitted by federal statutes and regulations.

CDE also has reporting requirements set forth in Ed Code to evaluate employment outcomes:

53013. The following are conditions of receipt of California Career Pathways Trust funds:

(e) A grant recipient shall annually collect and submit data on outcome measures to the department, which shall include, but are not limited to, all of the following:

(4) Transitions to appropriate employment, apprenticeships, or job training.

53071. The department shall administer this program as a competitive grant program. An applicant shall demonstrate all of the following to be considered for a grant award:

(B) Data reported pursuant to this paragraph shall include, but not be limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the following metrics:

(iv) The number of former pupils employed and the types of businesses in which they are employed.

In order to facilitate the reporting requirements set forth in Ed Code, the CDE needs to track its graduates into the EDD wage records database. However, CDE does not collect student SSN; it instead assigns a system-wide unique student identifier to its students (SSID). It does collect student names, birthdates, and gender. A handful of other States (notably Idaho) have identified records residing at the DMV as being the most effective “lookup” database that can facilitate the matching of records between CDE and EDD. Two years ago, CCCCCO requested an MOU with EDD to perform this match on an annual basis, to enable these two databases to be linked to each other. However, conversations to establish an MOU stalled. CCCCCO/CDE believe that enabling legislation (similar to SB 66, Leyva 2016) would best facilitate the creation of an MOU or interagency agreement to establish a data matching process.

The federal Family Educational Privacy Rights and Privacy Act (“FERPA”), and California Education Code generally prohibit the California Department of Education and the California Community Colleges Chancellor’s Office from disclosing student records containing Personally Identifiable Information (“PII”) without consent of the student or their parent/guardian. However, there is an exception for State Educational Authorities (SEA) when

the information is disclosed to an Authorized Representative of a SEA, and is used to carry out an audit or evaluation of federal- or state-supported education programs or comply with federal legal requirements that relate to those programs.

Implementation Discussion.

The actual fields involved in the match are listed below. The actual mechanics of data transmission and who matches what are still to be negotiated.

From CDE (Domain: All graduating students in an academic year, ~400-500k/yr)

- SSID (CDE-assigned student pseudo_id)
- Student first name
- Student last name
- Date of birth
- Gender

Matched with DMV:

- Student first name
- Student last name
- Date of birth
- Gender
- APPEND SSN FROM DMV FILE. Using a “fuzzy matching” process (TBD), the DMV would find all matching records in its database and append the SSN to the file. Idaho achieved an approximately 90% match rate using a matching algorithm. It is possible a lower rate would be achieved in CA, but it is not necessary to achieve a true 100% match rate for reporting purposes.
- CARRY FORWARD SSID FROM CDE FILE. The SSID would be carried forward in this file.

Matched with EDD:

- SSN (appended from DMV)
- Quarterly wage record (appended from EDD)
- SSID (carried forward from CDE)

Returned to CDE:

- SSID (SSN would be stripped from the record after matching.)
- Quarterly wage record

Proposed Language.

Section 1808.26 is added to the Vehicle Code, to read:

The Department of Motor Vehicles shall enter into an interagency agreement with the California Community College and the California Department of Education to share data for the purposes of measuring employment outcomes of students who participate in career technical education programs and recommend how these programs may be improved. Information made available by the department pursuant to this section shall not be used for any other purpose.

Comparison to Board of Governors Request

In September of 2017, the Board of Governors approved the 2018-19 Budget and Legislative Request, establishing funding and policy priorities necessary to advance the goals outlined in the Vision for Success. The priorities focused on base increase to provide flexible funding to support colleges, funding for Promise programs to assist students transitioning from high school to community college, financial aid that reflects the total cost of attendance to help students succeed, additional resources for faculty, expansion of online learning options and, support for a culture of data-informed decision-making. While the Governor’s budget proposal does not incorporate all of the Board’s requests, there are, as outlined in the chart below, many areas of alignment with Board goals and priorities.

Item	BOG Request	Governor’s Proposal
<i>Vision for Success Goal #1</i>		
General Operating Expenses	\$200 million	\$175 million (Funding Formula) \$60 million (1% Growth) \$161.2 million (2.51% Apportionment COLA)
Online Community College	(FLOW) TBD	\$100 million (one time) \$20 million (ongoing)
<i>Vision for Success Goal #2</i>		
Full-Time Faculty Hiring	\$75 million	
Part-Time Faculty Support	\$25 million	
Financial Aid Expansion	TBD (Cal Grant/GF)	\$32.9 million (Prop. 98 FTSSG/Completion Redesign)
<i>Vision for Success Goal #3</i>		
Basic Skills Transformation Grants (one-time)	\$25 million	\$20 million (Innovation Awards focused on Equity; one time)
Professional Development	\$25 million	
CCCCO Staffing and Development	\$2.5 million	\$2 million
<i>Vision for Success Goal #4</i>		
Adult Education Data Sharing	\$5 million	\$5 million \$20.5 million (COLA)
Workforce Preparation		\$30.6 million (Apprenticeship Shortfall; one-time) \$17.8 million (Apprenticeship COLA) \$2 million (Certified Nursing Assistant)
<i>Vision for Success Goal #5</i>		
Integration of Student Support Services	Statutory	Expresses support for CCCC integration \$7.3 million (COLA to specified categoricals)
Equal Employment Opportunity	\$5 million	
<i>Vision for Success Goal #6</i>		
College Promise	\$25 million	\$46 million



“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Title: Governor’s January Budget Proposal

Date: January 18, 2018

Contact: Frances Parmelee, Assistant Vice Chancellor for College Finance & Facilities Planning Division

ISSUE

The Chancellor’s Office will provide an overview of the Governor’s 2018-19 budget proposal as it relates to the California Community Colleges.

BACKGROUND

The Governor is required to introduce a budget to the Legislature on or before January 10th of each year. On January 10, 2018, Governor Brown released his budget proposal for the 2018-19 fiscal year¹. According to the Department of Finance, the outlook for K-14 education is positive. While we will receive additional details in the coming days and weeks, below are the key highlights.

Proposition 98

The budget proposal provides \$780 million in new Proposition 98 general fund spending for the California Community Colleges (CCC’s). The state general fund is estimated to increase by approximately \$5.8 billion, or approximately 4% in 2018-19. Proposition 98 is estimated to increase by approximately \$3.1 billion, or approximately 4% in 2018-19. Traditionally the CCC’s have received 10.93% of the Proposition 98 Guarantee. The 2016-17 and 2017-18 share were 10.99% and 10.93%, respectively. In 2018-19, the share is 10.93%.

Community College Budget Proposal

The Higher Education section of the Executive Summary focuses attention on some key priorities of the Governor, specifically continuing the commitment to keep student costs low, promote new technology and innovation, and improve graduation rates so that students achieve their educational goals. As you will see below, these priorities are reflected in many of the funding proposals, and align with the *Vision for Success* goals².

¹ The Governor’s January budget proposal is available in full on the Department of Finance website at <http://www.ebudget.ca.gov/>.

² A comparison of the Governor’s budget proposal to the BOG-approved 2018-19 Budget and Legislative Request is attached for illustrative purposes. The 2018-19 Budget and Legislative Request is available at: http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2017_agendas/September/2.4-System-Budget-Legislative-Request-Attachment.pdf

Apportionments

- \$175 million to support each districts' transition to a student-centered funding formula. The proposed formula would allocate base funds for enrollment, and provide additional funding in support for low-income students, as well as reward colleges' progress on increasing the number of certificates and degrees awarded. The proposed formula includes hold-harmless provisions.
- \$161.2 million for a 2.51% COLA to apportionments.
- \$60 million for 1% growth in access.

Educational Services

- \$46 million to support the implementation of the California College Promise (AB 19). The Executive Summary specifically calls attention to the statutory structure of AB 19, which authorizes colleges to spend Promise funds on an array of activities in support of student access and completion goals. Additionally, the Administration establishes an expectation that CCC encourage students to take 15 units per semester or 30 units per year, including summer, to qualify for a Promise grant once guided pathways have been implemented.
- \$32.9 million to support the consolidation of the Full-Time Student Success Grant and the Completion Grant programs, shift to a per-unit grant, and augment grant amounts. The proposed unit range would be between 12 and 15 units per semester or 24 and 30 units per year. Grant levels would increase based on the number of credits taken.
- \$7.3 million for a 2.51% COLA for the EOPS, DSPS, CalWORKs and the Child Care Tax Bailout programs.

Online and Innovation

- \$100 million (one-time) and \$20 million (ongoing) to establish a fully online community college to provide critical educational and economic opportunities to specified adult working learners.
- \$20 million for an Innovations Awards program to support innovations that close equity gaps. (one-time)

Workforce

- \$30.6 million to fund shortfalls in related and supplemental instruction (RSI) reimbursements provided to K-12 and CCC-sponsored apprenticeship programs between 2013-14 and 2017-18. (one-time)
- \$20.5 million for a COLA to the Adult Education Block Grant (AEBG) program.
- \$17.8 million to reimburse K-12 and community college-sponsored apprenticeship programs for estimated instructional hours provided at a new RSI rate.
- \$5 million to develop a unified dataset for adult learners served through K-12 and CCC AEBG consortia participants.
- \$2 million to increase the number of certified nurse assistants being trained through the Strong Workforce program. (one-time)

Facilities and Equipment

- \$275.2 million for the Physical Plant and Instructional Equipment programs. (one-time)

The Governor's budget proposal includes five new Proposition 51 bond funded projects and 15 continuing projects. The Governor proposed to focus on projects that address critical health and safety needs as well as improving existing instructional infrastructure. The new projects include:

- Redwood's Arts Building Replacement
- Mt. San Antonio's New Physical Education Complex
- Laney's Learning Resource Center
- Merritt's Child Development Center
- Golden West's Language Arts Complex Replacement

Chancellor's Office Staffing

- \$2 million of general fund to fill 15 vacant positions at the Chancellor's Office to support initiatives and investment made in the CCCs. This additional support will allow the Chancellor's Office to provide greater leadership and technical assistance to colleges.

Budget and Policy Considerations

With \$780 million in new Proposition 98 funding for the CCCs, the Governor's budget proposal represents a strong start to the budget season for our system. The Governor and his team continue to show tremendous support for the CCCs and our efforts to close equity gaps and improve student outcomes. As we begin the budget discussions with the Governor and the Legislature, here are a few thoughts to keep in mind:

- The Governor has made it clear he wants to see a more equitable and student centered funding formula than currently exists in our funding allocation model. While the Governor's budget proposal represents significant change for our CCCs, the underlying framework provides additional resources to support overarching system goals aligned with the *Vision for Success* and recognizes the need for funding stability for our colleges. We look forward to more discussion on this proposal, and we will continue to keep you informed as we learn details.
- According to the Legislative Analyst's Office's estimates, between 2014-15 and 2020-21, pension costs for the CCCs will increase by over \$670 million as the state reduces the gap between the assets and liabilities in PERS and STRS. While the Governor and the Legislature have not directed specific funding to support these shortfalls, the CCCs received \$525 million over the prior three fiscal years to increase our apportionments base with the expectation that these funds cover pension costs. The Governor's 2018-19 proposal continues this theme of flexible funding to colleges with the expectation that pension liabilities will be addressed locally.

- A significant proposal in the Governor’s budget is \$100 million (one-time) and \$20 million (ongoing) to establish a fully online community college to provide skills and credentials working Californians need to improve their social and economic mobility and move our state forward. This new, competency-based online college will be unlike any other public online education platform and will focus predominately on sub-associate degree credentials of value tailored to the needs of these working learners. This is an exciting opportunity to serve the millions of Californians who currently find themselves economically and educationally “stranded.” Detailed information regarding the proposal is available at www.ccconlinecollege.org.
- In 2017, Governor Brown signed AB 19 (Santiago), to create the California College Promise to increase the number of students enrolling in a community college directly from high school and completing a high-value degree or credential. For colleges that meet specified criteria, the bill authorizes colleges to provide up to one-year tuition waiver for full-time, first-time students. We are pleased that the Governor’s budget proposes to fully fund this important program. More information regarding the requirements and allowances of the California College Promise can be found on the Chancellor’s Office website, [here](#).
- Improving transfer continues to be a priority for the Administration. Last year, the Department of Finance suggested that the University of California (UC) Office of the President work with the Chancellor’s Office to improve transfer pathways consistent with the Associate Degree for Transfer program. The Governor’s budget further proposes changes to support transfer pathways for our students, and establishes expectations in the Cal Grant Program that private, non-profit institutions to make commitments to increase transfers and align with the Associate Degree for Transfer program.
- The Governor’s budget proposal includes a number of transitions in K-12, including full implementation of the Local Control Funding Formula and a focus on career education in the K-12 system. The Governor’s budget proposes more alignment in career education across schools and community colleges, providing a role for the established infrastructure in the Strong Workforce Program.

Next Steps

The next steps in the budget process will be collecting input from system stakeholders, a review by the Legislative Analyst’s Office, and an initial round of budget subcommittee hearings prior to the release of the May Revision. We will continue to provide updates along the way, but feel free to reach out to us with any questions, comments, or concerns related to the Governor’s budget proposal.

VISION FOR SUCCESS

Goal 1

INCREASE the number of students earning credentials by at least **20%**

Why Is This Goal Important?

This increase is required to meet the career goals of students and the future workforce demand of California. By increasing the number of students achieving their academic goals while simultaneously making sure those goals meet the workforce needs of the state, both benefit—ensuring our colleges serve as an engine of economic growth and social mobility.

How Do We Measure It?

This goal is measured by the number of students who acquire degrees, credentials or certificates, or are skills builder students with a wage gain. Because this metric is based upon the number of students and not the number of awards, students are counted only once and only for their highest level of achievement. Because of the manner in which skills builders are measured, the data are lagged by several years. For this report, the skills builder figures are from 2014-2015.

Guided Pathways

The 2017-18 California state budget provided \$150 million for the expansion of the Guided Pathways framework across the system over the next five years. The Guided Pathways model creates a highly structured approach to student success that provides students with a set of course-taking patterns that promotes better enrollment decisions, and makes it easier for students to get the help they need during each step of their community college experience.

Some of the key elements of Guided Pathways include redesigning and integrating basic skills/developmental education classes, proactive academic and career advising, responsive student tracking systems, structured onboarding process, programs that are fully mapped out and instructional support and co-curricular activities.

Strong Workforce

In 2017, the Chancellor's Office secured \$200 million in additional annual funding for Career Education programs as part of the Strong Workforce Program. Focused on increasing both the amount and quality of career training, colleges and regional consortia submitted proposals that documented how their investments relate to regional job markets. Projects covered a wide range of topics, including developing work-based learning programs, purchasing updated equipment and making curricular improvements that will ensure students are prepared for high-demand jobs such as nursing, welding and information technology. In future years, Strong Workforce Program allocations will include incentive funding based on completion, employment and earnings outcomes.

2021 PROJECTED MIDDLE SKILLS JOB GAP



WHY IS THIS GAP SO LARGE?

When the Vision was released, the projected gap for middle skills jobs was approximately 20 percent. At that same time, it was noted that the federal government was in the process of changing how it measures job openings and that the change would likely lead to new projections. The new Bureau of Labor Statistics (BLS) measurement significantly increases the number of projected openings, which explains the gap. Additional information on the methodological change and why it has substantially increased projected demand can be found at the BLS Employment Projections web page (www.bls.gov/emp/ep_separations_faqs.htm).

The California Community Colleges Board of Governors plans to review and revise the 20 percent goal in June 2018.

Spotlight

Giselle Romo

SOUTHWESTERN COLLEGE



Inside the Mathematics, Engineering, Science Achievement program at Southwestern College, Giselle Romo has devoted herself to learning all about the program's 3D printers. Romo, an engineering major, is just getting started with 3D printing but she's already wondering how she can

parlay it into her dream of working in the aerospace industry.

"I never had access to technology this advanced, ever," Romo said. "The fact that Southwestern College has it right now, it's providing an opportunity to all the students, and it provided that opportunity to me."

Romo originally planned to go straight to a university out of high school, but landed at Southwestern after an illness. Her perspective of community college changed when she found dedicated mentors and met other students with similar goals and ambitions.

"It's not your second choice; it's your second chance," she said. "It doesn't matter what you've gone through, what you've done or what happened to you, this place can give you an opportunity."



Executive Committee Agenda Item

SUBJECT: Apprenticeship Minimum Qualifications		Month: February	Year: 2018
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and provide recommendations for possible next steps.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas/Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In November, the Chancellor’s Office brought a proposal for changing the apprenticeship instructor minimum qualifications forward to the November Consultation Council meeting to be considered for first reading at the January Board of Governors meeting (see attached). The item was pulled from the Consultation Council agenda to allow representatives of the ASCCC to work with representatives of the California Apprenticeship Council (CAC) on apprenticeship MQ language. An update of the current status of these efforts, along with relationship-building efforts with the apprenticeship community will be provided, with possible direction on next steps and action provided by the Executive Committee.

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



Executive Committee Agenda Item

SUBJECT: Local Senate Liaison Outreach and Listserv Access		Month: February	Year: 2018
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and provide guidance on ongoing outreach efforts of local senate liaisons as well as access to the designated liaison listservs.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

ASCCC has developed a number of local liaison positions in recent years (CTE, Noncredit, Legislative and Guided Pathways). During a breakout session on liaison activities at fall plenary, it was suggested the Executive Committee develop tools for more active engagement of designated liaisons. Furthermore, the Executive Committee will discuss the process for gaining access to the liaison listservs and the feasibility of making these two-way lines of communication.

The Executive Committee will discuss and take action as necessary.

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



Executive Committee Agenda Item

SUBJECT: Communication Plan		Month: February	Year: 2018
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the communication plan called for in the strategic plan.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

As part of its 2015-18 Strategic Plan, the ASCCC was tasked with creating a communication plan. This document was initially presented to the executive committee in fall but concerns were raised that the plan was too unwieldy and presented both internal and external communication plans. Exec agreed to revise the plan to more accurately meet the requirements of the strategic plan; that document is included with this agenda item.

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



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Academic Senate for California Community Colleges Communication Plan

DRAFT VERSION 1.0

Erika Prasad
COMMUNICATIONS AND DEVELOPMENT DIRECTOR

Introduction

Purpose of Communication Plan

The purpose of the strategic Communication Plan is to support the objectives and goals of the Academic Senate for California Community Colleges (ASCCC) through the promotion of the organization's programs and advocacy efforts. The plan will serve as a guide for ASCCC staff and the Executive Committee to effectively communicate strategic messaging to stakeholders and the public at large. The goals of the communication plan include fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of ASCCC. It serves as the first formal communication plan and provides a framework for the management and coordination of external communications regarding the organization. The plan further serves as a guide on effective practices to communicate using proper brand procedures, understanding the use of various communication platforms, and engaging with key target audiences.

All communication processes and initiatives will align with the overall plan's strategies governing the efforts to communicate messages to various audiences. Specifically, it meets and enhances the overarching strategic goals identified in the 2015-18 Strategic Implementation Plan listed below:

Goal 1: "Assert the faculty voice and leadership in local, state, and national policy conversations."

Goal 1, Section C: "Develop a public relations campaign to promote the visibility of the ASCCC."

Goal 4: "Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups."

Goal 4, Objective 4.2: "Create a communication plan."

About the Academic Senate for California Community Colleges

Formed in 1970, the Academic Senate for California Community Colleges is a 501(c)6 nonprofit organization, created for the promotion and advancement of public community college education in California. Its general purposes are:

- i. To strengthen local academic senates of California community colleges;
- ii. To serve as the voice of the faculty of the California community colleges in academic and professional matters of statewide concern;
- iii. To develop policies and promote the implementation of policies on academic and professional matters of statewide issues; and
- iv. To make recommendations on academic and professional matters affecting the California community colleges.

The ASCCC's authority to represent and work with California community college academic senates statewide comes from the California Code of Regulations Title 5 § 53206:

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Organizational Mission

The Academic Senate for California Community Colleges fosters the effective participation of community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California Community Colleges.

Values Statement

Leadership

The Academic Senate champions the leadership role of faculty at their colleges and at the state level, and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Academic Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

Empowerment

The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.

Voice

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and

district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

Audience Analysis

The ASCCC has many potential stakeholders or audience members both internally and externally. Understanding the different audiences and their relationships to the organization is a key component to the creation and implementation of the communication plan. The following list is by no means exhaustive and is informed by interactions within the field. The list may be expanded or revised upon further review from the ASCCC Executive Committee and leadership.

Faculty: Faculty, for the purpose of this communication, include full-time and part-time or adjunct faculty. The ASCCC currently has over 58,000 faculty members that are part of the membership through their college's local academic senates and are a primary target audience for communicating priorities. Faculty members represent a wide range of disciplines and are influential at their local senates, colleges, and in statewide matters. Faculty choose delegates to vote on their behalf and elect the Executive Committee; they also volunteer through the ASCCC and serve on ASCCC committees and task forces, and to serve on other statewide groups. At the fall and spring plenary sessions, delegates direct the work of the ASCCC through the resolution process. Policies are informed by the body and are advocated at the state level. The primary challenge of reaching this group is that communication channels used by the ASCCC do not always reach all 58,000 members. There is often direct communication to college leadership (academic senate presidents, curriculum chairs, liaisons, and administrators such as chief instructional officers, etc.) while the forwarding of messages from the ASCCC directly to faculty is left to the discretion of the college leaders. It is essential that when using communication channels to faculty, the messaging is coordinated and scheduled to ensure that members are not overwhelmed or desensitized to the information they receive. Suggestions to increase deeper engagements will be addressed in the Logic Model.

Administration and Classified Professionals: Administrators for the purpose of this communication include deans, staff from the instructional offices, and others who work directly with faculty or are otherwise associated with the college's instructional and student services offerings. Because of their close relationship to and support of faculty, administrators are an important target audience. In addition, administrators are the final decision makers at the colleges. Classified professionals are employees of a district not in faculty or administrative positions, including administrative staff, computer and program technicians, instructional aides, accountants and maintenance personnel, supervisors, and others; they hold positions in support of the variety of programs and services offered at local colleges. Many classified professionals work in labs and other areas that put them in direct contact with both faculty and students. Classified professionals may also be involved in a wide variety of shared governance committees at their local colleges. Though these groups are not directly targeted in messaging efforts, it may be beneficial to target this audience for greater attendance at events such as the Curriculum Institute, Accreditation Institute, and plenary sessions.

Legislators: As the faculty voice in academic and professional matters, the ASCCC advocates on behalf of the 58,000 faculty members in the California community colleges, supports or opposes legislation based on resolutions, and attends hearings and other venues with legislators and legislative staff to communicate legislative priorities. Because advocacy is a fundamental element to the existence of the ASCCC, it is in the organization’s best interest to develop and cultivate relationships with legislators. Moreover, based on objective 1.1 outlined in the ASCCC Strategic Plan for the 2015-18 year, the charge for the Executive Committee was to “Develop and strengthen strategic relationships between [the committee] and at least five legislators, system partners, or organizations involved in statewide or national education policy.” To fulfill this objective, the ASCCC increased its relationship with legislators and their staff during the year through legislative advocacy days, working with the Chancellor’s office, and making calls to legislative aides to invite legislators to events such as the plenary sessions and the Faculty Leadership Institute.

Partner Organizations: As stated in Objective 4.1 from the Strategic Plan, the Executive Committee is charged to “Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.” The ASCCC is instrumental in engaging with partner organizations by leveraging opportunities in areas of professional development, development of resources, and legislative priorities. The ASCCC partnered with the Career Ladders Project, the California Community College Chancellor’s Office, the RP Group, and other groups to grow attendance at partnered events, to assist with creating networks amongst faculty, and to increase the organization’s brand identity. The ASCCC cultivated relationships and worked with lobbyists and representatives from FACCC, CFT, CCCAOE, and CCA to communicate priorities, common interests, and mutual alignments to advance policies of the California Community College system.

Communication Vehicles

Digital, Print, and Media Publications:

Media, digital, and print publications serve as a resource to reinforce the authority of local academic senates in academic and professional matters. Academic Senate (or ASCCC) papers reflect the official views or positions of the Academic Senate on statewide and local issues. In addition, Academic Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Through regular publications such as the *Rostrum* and the President's Update, the Academic Senate seeks to keep local academic senates informed on current issues and strengthen communication between the Executive Committee of the Academic Senate and local academic senates. The following table, is a breakdown of the primary communication channels used by the ASCCC to message out to stakeholders.

Type of Communication	Description	Target Audience
ASCCC Website	The main platform where most communication channels are housed. It features all forms of publications, the Professional Development College (PDC), and outside links to projects and subsidiaries overseen by the ASCCC.	All faculty, partner organizations, and the public.
President Updates	A monthly newsletter addressed to the field from the ASCCC President. The newsletter highlights ASCCC work, legislative updates, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Curriculum Chairs, Part-Time Faculty, ASCCC listservs
Weekly Updates	A weekly newsletter addressed to the field from the ASCCC office. The newsletter highlights updates from system partners, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Curriculum Chairs, Part-Time Faculty, ASCCC listservs
<i>Rostrum</i> Articles	A quarterly collection of articles written to keep members apprised of the latest developments throughout the Academic Senate and the greater field. The publication is shared with college constituents – faculty, administrators, and staff. The publication is available online and is also shipped to colleges in hard copy form.	All Faculty, Administrators, Staff
Printed Publications/Academic Senate Papers	Papers adopted by the body at the plenary sessions which reflect the official views or positions of the Academic Senate on statewide and local issues. Senate papers offer	All Faculty, Administrators, and Staff.

	recommendations and effective practices for the work of faculty in governance and student success. Printed publications cover a broad range of topics from curriculum that share effective practices and professional development to the field. Publications are typically disseminated at ASCCC events and can be mailed by request.	
Listsersvs	One-way messaging platform that is intended to deliver timely messages to the entire field.	Over 100 different listsersvs are available to address specific target audiences based on programmatic and informational needs.
Social Media	Social media, including Twitter, Linked In, Facebook, and Instagram, used to promote projects, events, and programs.	All faculty, administrators, partner organizations, students, and the public at large.

Publication Guidelines

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide information to local academic senates, faculty, other organizations, and stakeholders in order to coordinate the actions and requests of the faculty of the California community colleges and to reflect the official views or position of the ASCCC on statewide and local issues.

Purpose

Publications, written or electronic, are designed to:

- Improve and strengthen communication;
- Showcase academic research;
- Highlight the many creative talents of community college faculty;
- Promote discussion on academic and professional topics; and
- Ensure clarity and professionalism, especially of adopted papers.

Development of a Position Paper

Position papers generally originate through the resolution process during a plenary session. Resolutions to develop a position paper typically come from ASCCC committees and task forces, the Executive Committee, and faculty on statewide advisory committees. Position papers may also originate through direction of the Executive Committee. Once initiated, these steps will be followed:

1. The Executive Committee shall review the resolution for feasibility. On rare occasions, if the call for a paper is deemed not feasible, the Executive Committee shall report its decision and rationale to the delegates via *Rostrum* article, President's Update, or a breakout session at an ASCCC event. If deemed feasible, the Executive Committee shall typically assign the position paper to an ASCCC committee or task force.
2. After appropriate study and deliberation, the assigned group shall communicate to the Executive Committee using the Prompts for Paper Development (See Appendix 1). These paper prompts provide background information including resolutions, feasibility, research required, as well as a proposed approach or direction for the paper. Once the Executive Committee approves the approach, the next step is for the group to propose an outline for the paper and include any significant background information. Drafts require at least two readings before approval by the Executive Committee. All drafts must be submitted through the normal agenda process.
3. During a full, substantive review at an Executive Committee meeting, the Executive Committee members will provide feedback regarding the outline. It is important for Executive Committee members to provide detailed feedback on the outline as this document will drive the work of the group. At this time, the Executive Committee may act to approve the outline with given edits, or the Executive Committee may ask for a revised outline to be brought back for approval.
4. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the first draft. The paper process will not be well served if significant changes in direction are provided at a later date or during the next reading. Input from appropriate persons in the field on draft position papers may also be sought. Draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field. However, the president may allow papers to be shared with others if necessary to inform the paper.

Three actions are likely at the first-reading stage: (1) The Executive Committee will agree that the paper is ready to advance for a second reading at a subsequent meeting. (2) If the suggested changes are substantive enough, the paper will be returned to the group for additional revision and then resubmitted to the Executive Committee for further review. Only when approved will a paper be advanced to a second reading and its consideration by the field and proposal for adoption. (3) The general direction or findings of a paper may call for radical revision, necessitating a delay in its progress.

Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such sections are to be marked "Draft for Discussion Only; Not an Official Position Paper of the ASCCC" and shall bear the name of the writing group, the chair, and contributors to the draft.

5. At the second reading, a position paper shall be reviewed only for minor technical changes. Approval by majority vote is required to advance the paper for adoption at the next plenary session.
6. Position papers that have been approved by the Executive Committee must be included in the information sent to the Area meetings before they will be considered for adoption. The vote of approval by the Executive Committee constitutes a resolution for adoption of the position paper by the plenary body. Papers will be considered the position of the ASCCC only when adopted by the delegates at a plenary session. These papers are marked "for adoption..."

Authority/Responsibilities

The Executive Director is responsible for the publication and distribution of all ASCCC publications (i.e. journals, newsletters, or articles, printed or electronic) that represent the viewpoint of the ASCCC. After adoption of the paper, the Executive Director will review the document and work with the chair of the group to finalize the document for publication. At this point only typographical corrections or clarification can be made. Substantive changes must be reviewed by the Executive Committee and may need to go back to the body for correction. Layout and production decisions will be the responsibility of the Executive Director working in conjunction with the Creative Director.

The Executive Director works with the Creative Director to develop timelines for submission, production, and distribution. The responsibilities include:

- Developing timelines for submissions.
- Making recommendations on printing and distribution process.
- Making recommendations for layout and design.

Editorial Guidelines for the *Rostrum*

- The *Rostrum* is a quarterly publication of the ASCCC, which provides content to inform faculty about statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the ASCCC. The Executive Committee submits the majority of contributions for each edition and these articles primarily reflect statewide activities and issues. *The Rostrum* reflects the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication. Typically, Executive Committee members submit one article per quarterly edition, written by the Executive Committee member, co-authored with other members, or authored by other faculty.
- Articles are on topics that concern the academic and professional life of California community college faculty.
- Articles are short and clearly written, usually of no more than 1500 words.
- All articles must be of general interest to community college faculty.

- The *Rostrum* content editor (a faculty Executive Committee member or faculty member designated by the President) or the copy editor (Executive Director), in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes or statements of opinion will be cleared with the author before publication.
- Letters to the ASCCC and unsolicited articles by faculty members are welcomed.
- Manuscripts will be evaluated for appropriateness and interest.
- There will be four (4) *Rostrums* produced and distributed each year.
- Each issue of the *Rostrum* will be published to the ASCCC website.

Other Official Documents

Recommendations for the development of “other” official documents must be considered by the Executive Committee for publication. The Executive Committee may direct the initiator to take a resolution forward to delegates for deliberation. In rare instances, the Executive Committee can consider other official documents that are not adopted positions of the ASCCC. In this case, an agenda item will be brought forward to the Executive Committee with a rationale about why the information should be an official document of the ASCCC without a resolution.

The Executive Committee will use the following criteria when considering if an “other” document should be an official document of the ASCCC:

- Impact on resources
- Potential for eliciting confusion (duplicating or contradicting)
- Contrary to an existing ASCCC position
- May undermine the work of the ASCCC with system partners
- May be prescriptive in nature and undermines the principle of local control
- Timeliness or timelessness of issue or topic



Executive Committee Agenda Item

SUBJECT: 2018 Curriculum Institute Program		Month: February	Year: 2018
		Item No: IV. F.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will approve the theme for the 2018 Curriculum Institute and provide feedback on sessions for the institute.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The 2018 ASCCC Curriculum Institute will take place on July 11 – 14, 2018 at the Riverside Convention Center. The proposed theme is **Reimagining the Student Experience**. The program includes a pre-session on the afternoon of Wednesday, July 11. The institute includes 72 breakout sessions broken into the follow strands:

1. Basics of Curriculum
2. Beyond the Basics
3. Let’s Get Technical
4. All Things Pathways
5. Programs
6. Building and Maintaining Relationships
7. Student Success and Equity
8. Statewide Issues
9. Curricular Innovations

Additionally, the program includes four general sessions. The closing general session, presented by ASCCC and the CO, will be training the curriculum committee about curriculum streamlining. There is a proposed general session on the work being done by the ASCCC Math Task Force. The other two general sessions are not set and the curriculum committee welcomes suggestions.

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

2018 ASCCC Curriculum Institute
Reimagining the Student Experience
Riverside Convention Center
Riverside, CA

Wednesday, July 11, 2018

1 PM – 2 PM: Pre-Session Registration

2 PM – 5 PM: CI Pre-Session

1. New/Newer Curriculum Chairs
2. New/Newer Administrators
3. New/Newer Curriculum Specialist

Thursday, July 12, 2018

7:30 AM – 8:30 AM: Breakfast

8:30 AM – 10 AM: Welcome and New Mathematics Pathways Aligned with AB 705

10:15 AM – 11:30 AM: First Breakout Sessions

1. Curriculum and Public Documents (including Online Catalogs)
2. Credit for Prior Learning and Competency Based Education
3. Placing Courses into Disciplines
4. Transitions Between Noncredit and Credit
5. Importance of Local Associate Degrees
6. Trustees and Curriculum Streamlining
7. Use of Multiple Measures for Student Placement
8. Assist Next Gen
9. Creation of New Apprenticeship Programs

11:45 AM – 2 PM: Lunch and State of the Senate and Chancellor's Office

2:15 PM – 3:30 PM: Second Breakout Sessions

1. COR 101
2. Articulation Basics for Curriculum Committees
3. Credit Hour and Development of Local Policy
4. Pathways to CCC Baccalaureate Programs
5. Development of New CTE Programs
6. Roles and Responsibilities of Administrators in Curriculum
7. Financial Aid and Curriculum

8. Using the Curriculum Inventory
9. New Options in Quantitative Reasoning

3:45 PM – 5:00 PM: Third Breakout Sessions

1. Importance of Coding in the Curriculum Review Process
2. Evaluation of DE Curriculum
3. Submission of ADTs and Double Counting
4. Course Sequencing and Program Mapping
5. Stackable Certificate Programs
6. Succession Planning
7. Supplemental Instruction, Learning Centers, and Tutoring Programs
8. Implementation Requirements for AB 705
9. Zero and Low-Cost Course Materials

Friday, July 13, 2018

7:30 AM – 8:30 AM: Breakfast

8:30 AM – 9:45 AM: Fourth Breakout Sessions

1. Balancing Flexibility and Compliance in the COR
2. DE and Equity Considerations
3. CO Program Submission Requirements
4. Role of Curriculum Committee in Pathways Development and Evaluation
5. Dual Enrollment and High School Articulation
6. Working with Advisory Committees and Regional Consortia
7. Civic Engagement
8. Noncredit Streamlining
9. Corequisite Courses

10:00 AM – 11:45 AM: Fifth Breakout Sessions

1. Basics of Noncredit
2. Accreditation and Curriculum
3. Applying TOP Code Alignment Principles Throughout All Curriculum
4. GE Bloat and Sequencing of GE
5. Program Review Driving Curricular Revisions
6. Conflict Resolution in Curriculum
7. Financial Aid and Curriculum (Repeat from 2nd Breakout Session)
8. PCAH and Title 5 Updates
9. Reimagining Basic Skills Sequences

12:00 PM – 2:00 PM: Lunch and ????

2:15 PM – 3:30 PM: Sixth Breakout Sessions

1. Curriculum and Public Documents (including Online Catalogs) (Repeat from Breakout #!)

2. Counseling, Articulation, and Curriculum
3. Credit Hour and Development of Local Policy (Repeat from 2nd Breakout Sessions)
4. Building Meta Majors/Clustering of Topics
5. Area of Emphasis AA/AS Degrees
6. Roles and Responsibilities of Curriculum Specialists
7. Use of Multiple Measures for Student Placement (Repeat from 1st Breakout Session)
8. Legislative Issues and Curriculum
9. Distance Education and Noncredit

3:45 PM – 5:00 PM: Seventh Breakout Sessions

1. Creating Curriculum Handbooks
2. Implementing Inmate Education Programs
3. Placing Courses into Areas of Noncredit
4. Course Sequencing and Program Mapping (Repeat from 3rd Breakout Sessions)
5. Course Substitution and Reciprocity
6. Link Between the Curriculum Committee and Academic Senate
7. Cultural Competency Across the Curriculum
8. Using the Curriculum Inventory (Repeat from 2nd Breakout Sessions)
9. Corequisite Courses

Saturday, July 14, 2018

7:30 AM – 8:30 AM: Breakfast

8:30 AM – 9:45 AM: Eighth Breakout Sessions

1. Local Curriculum Approval Processes
2. Prerequisites
3. TOP, CIP, SOC, and CB Codes
4. Incorporating Experiential Learning (Co-Op/Internships) into Courses and Programs
5. Noncredit Certificate Programs
6. Impact of Curriculum Decisions Beyond the Classroom
7. Helping Students Choose a Major/Career
8. Q&A with the Chancellor's Office
9. Reimagining Basic Skills Sequences (Repeat from 5th Breakout Sessions)

10:00 AM – 11:45 AM: Curriculum Streamlining and Training the Curriculum Committee, Closing Remarks

11:45 AM: Institute Ends

2018 ASCCC Curri	
Basics of Curriculum	
COR 101	
Curriculum and Public Documents including Online Catalogs (2)	
Importance of Coding in the Curriculum Review Process	
Balancing Flexibility and Compliance in the COR	
Creating Curriculum Handbooks	
Basics of Noncredit	
Local Curriculum Approval Processes	
All Things Pathways	
Pathways to CCC Baccalaureate Programs	
Course Sequencing and Mapping (2)	
Role of the Curriculum Committee in Pathways Development and Evaluation	
Transitions from Noncredit into Credit	
GE Bloat and Sequencing	
Building of Meta Majors/Clustering of Topics	
Incorporating Experiential Learning (Internships, Co-Op) into Courses and Programs	
Student Success and Equity	
Use of Multiple Measures for Student Placement (2)	
Financial Aid and Curriculum (2)	
Helping Students Choose a Major and Carrer	
SI and Tutoring Programs	
Cultural Competency Across the Curriculum	
Civic Engagement	

Curriculum Institute: Reimagining the Student Experience

Beyond the Basics
Credit for Prior Learning and Competency Based Education
Articulation Basics for Curriculum Committees
Evaluation of DE Curriculum
Accreditation and Curriculum
DE and Equity
Counseling, Articulation, and Curriculum
Prerequisites
Implementing Inmate Education Programs
Programs
Importance of Local Associate Degrees
Development of New CTE Programs
Stackable Certificate Programs
Dual Enrollment and High School Articulation
Program Review and Curricular Review
Area of Emphasis AA/AS Degrees
Course Substitutions and Reciprocity
Noncredit Certificate Programs
Statewide Issues
PCAH and Title 5 Updates
Noncredit Streamlining
Using the Curriculum Inventory (2)
Q&A with the Chancellor's Office
Implementation Requirements to Comply with AB 705
Legislative Issues and Curriculum
Assist Next Gen

e
Let's Get Technical
Credit Hour and Development of Local Policy (2)
Submission of ADTs and Double Counting
Placing Courses into Disciplines
Placement of Courses into Areas of Noncredit
Program Submission Requirements
Applying TOP Code Alignment Throughout the Curriculum
TOP, CIP, SOC, and CB Codes
Building and Maintaining Relationships
Roles and Responsibilities of Administrators in Curriculum
Trustees and Curriculum Streamining
Succession Planning
Working with Advisory Committees and Regional Consortia
Conflict Resolution in Curriculum
Link Between the Curriculum Committee and the Academic Senate
Curriculum Specialists Roles and Responsibilities
Impact of Curriculum Decisions Beyond the Classroom
Curricular Innovations
Corequisite Support Courses (2)
Creation of Apprenticeship Programs
New Options in Quantitative Reasoning
Distance Education and Noncredit
Zero and Low Cost Course Materials
Reimagining Basic Skills Sequences (2)



Executive Committee Agenda Item

SUBJECT: Clarifications and Revisions to Local Senate Visits Policies		Month: February	Year: 2018
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider changes to the local senate visits policies.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2015-2018 Strategic Plan for ASCCC Objective 4.3 is to *visit all CCC colleges*. As part of addressing that objective, the Relations with Local Senates Committee was tasked with developing a short- and long-range plan for visiting local senates. The plan was approved March 2017, see attached. Subsequently, the committee has been working to develop guidelines for local senate visits, including sample letters. The committee has updated those resources, see attached.

In addition, at the November 2017 Executive Committee meeting, questions were raised regarding local senate visits and the confusion that seems to be present in the field regarding purposed, costs, and logistics of local senate visits.

The attached agenda item is to:

- Clarify purpose of local visits
- Cost of local visits
- RwLS Resources for local visits

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

**Local Senate Visits Short and Long Range Plan,
Approved by ASCCC Executive Committee, March 3-4, 2017**

Relations with Local Senates Committee

Short-term plan includes two goals:

- 1) Identify and reach out to local senates that have not attended ASCCC events recently; and
- 2) Provide a message publicizing local senate visit to the field.

Within these two areas, the Relation with Local Senate Committee has identified ways to accomplish these goals.

Goal 1. Identify and reach out to local senates that are currently out of the loop

1. Identify Senates that have not attended an ASCCC event in the last year.
 - a. Reach out to those local senate presidents via phone or personalized email offering financial support to attend a plenary if necessary.
 - b. Offer to come visit their campus as a way to enhance engagement.
2. Communication and partnership.
3. Identify additional senates that have not had a local visit in the last five years.
4. Send an email to these local senates to seek engagement and with a link to the Request Services page.

Goal 2. Message the field

1. Get messaging out at plenary about local senate visits, engagement and the goal of visiting every local senate.
 - a. Include some message in the general session.
 - b. Include as part of presentations for new senate presidents and first time attendees at plenary and Leadership the stated goal of visiting each community college every 3 years.
2. Create an FAQ approved by the Executive committee that outlines what a local senate visit is, what to expect from it, what it is not.
3. Write a Rostrum article at the end of the academic year expressing the desire to visit local senates regularly as part of the goal to enhance engagement, communication, and partnerships with local senates (not just because there are problems).

Long-term plan includes five goals:

- 1) Plan to visit each local senate at least once every five years;
- 2) Incorporate information about local senate visits and the goal of visiting the field every five years into ASCCC training materials;
- 3) In the spring, identify and reach out to local senates that have not had a visit in nearly five years;
- 4) Communicate (at least annually) to the field the goal of visiting each local senate; and
- 5) Train ASCCC committee members to assist with local senate visits as appropriate.

NOTE: Some campuses need multiple visits in a year due to unforeseeable circumstances and the Academic Senate will continue to make those campuses their first priority while also reaching out to the other colleges through alternative channels.

Update on Short-term Plan

Goal 1 Identify and reach out to local senates who are currently out of the loop.				
Identify senates who have not attended an ASCCC event in the last year.	In 2016-17, all senates attended ASCCC events. Specifically 36% (41 colleges) attended at least 2 events; 64% (73 colleges) attended at least 6 events, and one college attended all 10 events offered. Five colleges didn't attend Plenary: Ohlone, Siskiyous, Feather River, West Hills Coalinga, West Hills Lemoore			
Identify senates who have not had a local visit in the last five years.	Area A	Area B	Area C	Area D
	Cerro Coso	Contra Costa	Allan Hancock	Coastline
	Feather River		Citrus	Copper Mountain
	Lassen		Cuesta	Golden West
	Porterville		LA Pierce	North Orange – Noncredit
	Shasta		LA Southwest	Orange Coast
	West Hills Coalinga		West LA	San Diego Miramar
	West Hills Lemoore			Victor Valley
	Yuba			

Goal 2 Message the field.	
Get messaging out at Plenary	
Create FAQ approved by Executive Committee	
Write a Rostrum article expressing desire to visit local senates regularly....	

Recommendations from RwLS

- Improve website to clarify the types of visits available:
 - Rename “Technical” visits to “Curriculum Assistance,” and “Collegiality in Action/Governance Assistance” as described in Rostrum Article, May 2015 – by David Morse.
 - Include only three options in the drop down menu for “Request for Services:”
 - Governance Assistance/Collegiality in Action
 - Curriculum Assistance
 - Other (with open-ended box to explain)
- Change process in determining who can do the local visit (“Other”):
 - Include RwLS members, as well as Area Representatives, and/or other local senate leaders (within the area of the request).
 - Then they make recommendation to the President about who (which committee) provides the resources and/or does the actual visit. This could help with building a local network of leaders and succession planning at state-level. This could help also reduce the workload of the Executive Committee.
 - Urgent requests can be dealt with by ASCCC President and RwLS Chair.
 - The “Other” be classified for tracking after consultation and with the local senate president OR after the visit has occurred.
 - Written documentation of the visit would be required.
- For senates that have not had a local visit in the last five years:
 - Recommend involving Area Reps to initiate contact and observe local meetings.
 - Recommend ASCCC Executive Committee recruit for committee service those colleges that have not had a local visit in last five years.

RwLS Local Campus Visits – Master Document

Background:

The 2015-2018 Strategic Plan for ASCCC Objective 4.3 is to visit all CCC colleges. As part of addressing that objective, the Relations with Local Senates Committee was tasked with developing a short- and long-range plan for visiting local senates. The plan was approved March 2017. Subsequently, the committee has been working to develop guidelines for local senate visits, including sample letters. The committee has updated those resources with this document.

This document is intended to provide guidance for visits that are *not* Curriculum Technical Assistance Visits or Collegiality in Action/Governance Technical Visits, as those visits are joint programs with California Community College Chief Instructional Officers or the Community College League, respectively.

This document contains the following items to provide guidance for visiting college campuses.

1. General Visitor’s Guide for a Local Senate Visit
This is general guidance for any committee member visiting college campuses. For example, members of Noncredit Committee or Standards & Practices Committee, may be requested to provide support on issues related to their committee. Thus, this overview is broad to allow for committee members to determine how best to support the request for a visit.
2. RwLS Visitor’s Guide to a Local Senate Visit - Training by RwLS
This is general guidance for a Relations with Local Senate committee member, or local senate president in the Area, who is requested to provide support for training local senates. This guide is also general, as the training request could vary in topics from what is an academic senate to something more specific, like how to run effective meetings and comply with the Brown Act.
3. Initial Inquiry Letter – for Senates who have not gone to ASCCC Event
Goal 1 of the Short-term plan is to identify and reach out to local senates that are currently out of the loop. As part of the strategies to meet this goal, RwLS will identify which senates have not attended an ASCCC event in the last year, and to reach out to those senate presidents to offer a visit to their campus as way to enhance engagement. This letter is designed for that audience.

General Visitor's Guide to a Local Senate Visit

1. In response to the request, contact the requestor and the local Senate President (if the Senate President wasn't the requestor) by phone, and e-mail to:
 - a. Clarify purpose and nature of request
 - b. Confirm the best day and time of visit
 - c. Identify potentially needed resources
2. Your role is to provide training as requested and to listen to their discussions during their meeting, share the resources the ASCCC has to support them and gather their questions and concerns to forward onto the ASCCC President.
3. Highlight ASCCC resources relevant to the issue and tailor approach to the request such as:
 - i. ASCCC Website
 - ii. Chancellor's Office website
 - iii. Adopted resolutions
 - iv. ASCCC papers
 - v. Professional Development College offerings
4. After your visit, type up your report and send it the relevant committee chair, ASCCC Senate President and the Executive Director.

RwLS Visitor's Guide to a Local Senate Visit - Training by RwLS

1. In response to the request, contact the requestor and the local Senate President (if the Senate President wasn't the requestor) by phone, and e-mail to:
 - a. Clarify purpose and nature of request
 - b. Confirm the best day and time of visit
 - c. Identify potentially needed resources
2. Your role is to provide training as requested and to listen to their discussions during their Senate meeting, share the resources the ASCCC has to support them and gather their questions and concerns to forward onto the ASCCC President.
3. Highlight ASCCC Resources relevant to the issue and tailor approach to the request such as:
 - i. ASCCC Website
 - ii. Chancellor's Office website
 - iii. Adopted resolutions
 - iv. ASCCC papers
 - v. Professional Development College offerings
 - vi. Local Senate Handbook
 - vii. ASCCC Membership Cards
4. After your visit, type up your report and send it the RwLS committee chair, ASCCC Senate President and the Executive Director.

This is a template for reaching out to colleges that have been identified as not attending an ASCCC event in the last year.

Dear _____

The Academic Senate for California Community Colleges is committed to supporting local senates. To that end, the Relations with Local Senates Committee is arranging for members of the committee and/or the ASCCC Executive Committee to visit local colleges.

The Relations with Local Senates (RwLS) Committee can provide guidance, support and resources for local senates and connect you with additional ASCCC expertise as needed. Would you like me to arrange a visit to your entire senate and/or with your officers? Are there specific topics or resources that you would like to know more about?

Thank you,

Name

Title

Executive Committee Agenda Item

SUBJECT: California Community College Math and Quantitative Reasoning Task Force (CCC MQRTF)		Month: February	Year: 2018
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider the draft recommendations from the CCC MQRTF on meeting AB 705 and Quantitative Reasoning Requirements.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The California Community Colleges Math and Quantitative Reasoning Task Force (CCC MQRTF) is a joint task force of membership from the Academic Senate for California Community Colleges (ASCCC) and the California Mathematics Council of Community Colleges (CMC³). Since AB 705 and the California State University (CSU) Executive Orders EO 1100/1110 modified math and the CSU General Education Breadth Area B4 – Quantitative Reasoning requirements, this task force was formed last fall to consider the implications and make recommendations that colleges may consider as options in moving forward to compliance. Members were appointed from the ASCCC, CMC³-North and CMC³-South:

California Community Colleges Math and Quantitative Reasoning Task Force

2017-18

Name	Affiliation	Role	College/Discipline	Email
Leslie Banta (co-chair)	CMC ³ -North	Treasurer	Mendocino College/Math	lbanta@mendocino.edu
Ginni May (co-chair)	ASCCC	Area A Representative	Sacramento City College/Math	mayv@scc.losrios.edu
Jack Appleman	CMC ³ -South	Vice-Chair Activities Planning	Irvine Valley College/Math	jappleman@ivc.edu
Matt Clark	ASCCC	Delegate	Woodland CC/Statistics	mclark@yccd.edu

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

Wade Ellis, Jr.	CMC ³ -North	MAA Liaison, Speaker Chair	West Valley College (Retired)/Math	wade25@sbcglobal.net
Katia Fuchs	CMC ³ -North	President	City College of San Francisco/Math	efuchs@ccsf.edu
Donna Greene	ASCCC	Past Delegate	College of the Desert/Early Childhood Ed	dgreene@collegeofthedesert.edu
Mark Harbison	CMC ³ -North	Past-President	Sacramento City College/Math	HarbisM@scc.losrios.edu
Toni Parsons	ASCCC	Past-Delegate	San Diego Mesa College / Math	mparsons@sdccd.edu
Larry Perez	CMC ³ -South	President	Saddleback College/Math	lperez@saddleback.edu
Dong Phan-Yamada	CMC ³ -South	Board Member	CSU Los Angeles/Math	tphanyamada@yahoo.com
John Stanskas	ASCCC	Vice-President	San Bernardino Valley College/Chemistry	pstanska@sbccd.cc.ca.us

The CCC MQRTF met Monday, January 8, 2018 in Sacramento (meeting minutes are under Reports). A result of the meeting are some recommendations that colleges may consider as options in moving forward to comply with AB 705 and Quantitative Reasoning requirements.

The ASCCC Executive Committee as well as the CMC³-North and CMC³-South Boards of Directors are asked to provide feedback on the draft recommendations. The goal is to provide a final draft for the March ASCCC Executive Committee meeting.

CCC MQRTF Draft Recommendations – Short Term
1-20-2018

The California Community Colleges Math and Quantitative Reasoning Task Force (CCC MQRTF) was formed in partnership with the Academic Senate for California Community Colleges (ASCCC), California Mathematics Council of Community Colleges (CMC³) and California Mathematics Council of Community Colleges-South (CMC³-South) to:

1. *Research the various and diverse perspectives on appropriate content for math/quantitative reasoning education for non-STEM majors;*
2. *Develop recommendations on math and quantitative reasoning 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, CMC³, 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, CMC³, and other stakeholders.*

The following draft recommendations are addressing items 1 and 2 in response to requirements of AB 705 and the California State University Executive Orders—EO 1100 and EO 1110.

1. Fund districts sufficiently to allow for smaller class sizes, whose size and content should be determined locally by faculty in the discipline, including in the support/corequisite courses (ideally 24 students per class as in English classes). Small class sizes are an integral component of successful models statewide and nationwide. Reasons for this include:
 - a. The development of soft skills (time management, willingness to struggle, meta-cognitive awareness, overcoming a fixed mindset, etc.)
 - b. team-building, active learning, and collaborative learning improve and promote math and quantitative learning
 - c. crowded classrooms for students experiencing anxiety regarding the subject often diminishes the learning capacity
2. Increase and promote professional development opportunities for faculty, by faculty on math and quantitative reasoning education
 - a. Conference or institute in Spring or Summer of 2018 to start
 - b. Breakout sessions at existing events
3. Increase regional coordination between all of the CCs, CSUs, UCs, and K-12s in given communities.
4. Promote First-Year-Experience programs to prepare students for the rigor of college courses and college life. These programs should include the following elements:

- a. encouraging students that struggle and mistakes are part of the learning process
 - b. teaching students the skills needed for effective learning
 - c. math pathways that introduce and build upon the foundations of algebra
5. Promote Learning Communities and/or cohort enrollments.
6. Start a local conversation about AB 705 Implementation after reviewing some sample programs. This conversation should be led by faculty in the discipline and include faculty from disciplines impacted by changes in the mathematics curriculum.
7. Allow students to drop-back without penalty if they decide that they need more remediation.
8. Define “within a one-year time frame” to mean “12 months”, and not just 2 semesters (or 3 quarters). The time frame could include a summer session or intersession.
9. Allow for a decrease in productivity at the colleges in mathematics departments, due to the requirements of the new legislation.
10. Create a two pathway blueprint that includes STEM and non-STEM pathways.
 - a. Serves as a model for those colleges that are developing alternatives to the traditional STEM track.
 - b. The two pathways could have C-ID descriptors that would be optional for colleges.
 - c. These pathways and C-ID descriptors must remain optional as such curricular decisions are the purview of local faculty.
11. Placement criteria and curriculum decisions should be determined locally by faculty.
12. Discipline faculty should work with research office to collect and analyze data annually, making adjustments to ensure student learning and success.



Executive Committee Agenda Item

SUBJECT: Board of Governors Faculty Nomination Process		Month: February	Year: 2018
		Item No: IV. I.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Review and approve proposed revisions to the Board of Governor’s faculty nomination process.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate is responsible for forwarding nominations for the faculty seats on the Board of Governor’s (BOG) to the Governor’s Office each year following interviews of candidates by the Executive Committee. The current timeline sets the interviews in January of each year, with at least three nominees for the open faculty seat forwarded to the Governor by the end of January. However, the Governor’s Office has requested that the nominees be forwarded by the end of September so that appointments can be made in December. The Standards and Practices Committee was asked to review and revise the process timeline to address this request. Also, the committee was asked to bring forward a recommendation on the interpretation of the meaning of the Education Code requirement of being a “tenured faculty” in order to be appointed to a faculty seat on the BOG. The Standards and Practices Committee reviewed the process and is recommending the following changes to the timeline and other aspects of the process:

1. Initiate the process with an announcement in January, a second announcement in February for colleges on compressed calendars, and with the application deadline set at June 30 and interviews to be conducted in September.
2. Tenured faculty applicants must be faculty currently employed in that capacity.
3. Clarified the requirements for applying to the BOG. While local senate endorsement is not a requirement to apply for a faculty seat, the current requirements imply that is the case. That implication of a required endorsement is eliminated while the desirability for a local senate endorsement letter remains.
4. Previous applicants must submit new applications.
5. The requirement that Standards and Practices and Relations with Local Senates Committees recruit applicants, which does not happen in practice, is eliminated.
6. Incomplete applications are not considered.

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

7. Screening of applications occurs in August by the entire Executive Committee, not just the officers.
8. All applicants must be interviewed, including sitting BOG members and past applicants who were forwarded to the Governor.
9. The section on self-recusal of Executive Committee members is clarified.

In addition to the Policy and Procedures document, the revisions to the companion selection criteria document were made to maintain consistency. Once the revised policy and procedures is approved, the changes will go into effect immediately and local senate presidents will be notified of the opening of the process during the first week of February.

Academic Senate for California Community Colleges
Board of Governors – Faculty Appointee Nomination

Policy and Procedures

Policy

Each year by September 30 the President of the Academic Senate will present to the Governor of the State of California a list of at least three faculty nominees to fill any vacant California Community Colleges Board of Governors faculty member positions. The names submitted may be that of those of sitting Board of Governors members.

Procedures

1. The Senate Office will initiate the Board of Governors (BoG) faculty member nomination process in January, closing no later than June 30.
2. The Senate Office will promote recruitment of nominees via the website or other publications as appropriate.
3. Candidate interviews will be conducted by the Executive Committee during its September Executive Committee meeting, but no later than the third week of September
4. The President will forward the list of nominees to the Governor no later than September 30.

Process

Each year the President of the Academic Senate or his/her designee shall initiate and oversee the recruitment and selection process to ensure timely submission of nominees to the Governor's Office.

1. QUALIFICATIONS

a. Required:

- i. Tenured faculty member currently employed in that capacity (See Education Code §71000-71004).
- ii. Extensive and sustained leadership experience in an academic environment.
- iii. Demonstrate understanding of California community college issues at a state level.
- iv. Demonstrate ability to present a reasoned argument in educational policy through interview questions presented by the Executive Committee.
- v. Demonstrate understanding of the role of the BoG.
- vi. Upon appointment, agree to resign from the executive board of any statewide community college organization. The Academic Senate will only forward the name of those candidates who agree to this requirement.

b. Desirable:

- i. Academic senate leadership experience at local level such as senate officer, Executive Committee member, or committee chair.
- ii. Experience at statewide level such as Academic Senate committees, Chancellor's Office advisory committee, or other statewide faculty organization.

2. REQUIREMENTS

Applicants must submit a statement of intent of why they would be an effective member of the Board of Governors, which includes, but is not limited to a commitment to students and the mission of community colleges, and a reference to qualifications for the position, an application, and a résumé. A letter of support from the candidate's local senate is desirable.

3. PROCESS AND TIMELINE

- a. During the third week of January, the Senate Office will send out an announcement letter to the local senate president at each college. A second notice will be sent to the local senate presidents during the first week of February.
- b. The application process will close on June 30.

4. INTERVIEWS

- a. **July:** The Senate Office will screen the applications for completeness. Incomplete applications will not be considered. Applicants whose applications are deemed incomplete will be notified and be invited to apply again in the future.
- b. **August:** The Executive Committee screen the applications in closed session based on the required and desirable qualifications and determine who will be interviewed by the Executive Committee. Following the screening of applications, the President of the Academic Senate shall present draft interview questions for review and possible revision by the Executive Committee. To preserve the confidentiality of the process and to ensure fairness to nominees, the review and revision of interview questions will be conducted in closed session.
- c. **September:** All candidates, including sitting Board of Governors members, shall be interviewed by the Executive Committee to be considered for nomination to the Governor.
 - i. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
 - ii. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).
- d. If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new candidates for nominations.

5. INTERVIEW RECUSAL

Any Executive Committee member may elect to recuse him/herself from the process. Recusal means noninvolvement of an Executive Committee member in any discussion of, and decision regarding, the relevant matter to ensure that the member's independence of judgment is not compromised, that the public's confidence in the integrity of the Executive Committee is preserved, and that the Senate's mission is protected. Therefore, the recused member shall not be present in the closed session during any part of the Board of Governors nomination process.

6. NOTIFICATION PROCESS

- a. The President will forward the list of nominees to the Governor's Office no later than September 30.
- b. The week following the interviews, the Senate Office will notify candidates of their status.
- c. Candidates forwarded to the Governor will be informed about the process for submitting applications to the Governor's office, including how to submit a Governor's application and expectations of interviews with the Governor's staff.
- d. Should the employment status of any nominee change such that the status is no longer that of faculty, then the Academic Senate will withdraw that nominee's name from further consideration.

7. REVIEW PROCESS

The Standards and Practices Committee will review the process annually and recommend any changes to the Executive Committee as needed.

Approved: August 12, 2011
Revised: December 26, 2011
Approved: February 3, 2012
Revised: xx/xx/2018

CRITERIA FOR THE SELECTION OF FACULTY NOMINEES TO THE BOARD OF GOVERNORS (BoG) OF THE CALIFORNIA COMMUNITY COLLEGES

Candidate Qualifications

1. Required:
 - a. Tenured faculty member currently employed in that capacity (See Education Code §71000-71004).
 - b. Extensive and sustained leadership experience in an academic environment.
 - c. Demonstrate understanding of California community college issues at a state level.
 - d. Demonstrate ability to present a reasoned argument in educational policy through interview questions presented by the Executive Committee.
 - e. Demonstrate understanding of the role of the BoG.
 - f. Upon appointment, agree to resign from the executive board of any statewide community college organization excluding discipline related professional organizations. The Academic Senate will only forward the name of those candidates who agree with this requirement.
2. Desirable:
 - a. Academic senate leadership experience at local level such as senate officer, local senate executive committee member, or committee chair.
 - b. Experience at statewide level such as Academic Senate Executive Committee and Standing committees, Chancellor's Office advisory committee, or other statewide faculty organization.

Nomination Requirements

Applicants must submit a statement of intent of why they would be an effective member of the Board of Governors, which includes, but is not limited to a commitment to students and the mission of community colleges, and a reference to qualifications for the position, an application, and a résumé. A letter of support from the candidate's local senate is desirable.

Nomination Process and Timeline

1. During the third week of January, the Senate Office will send out an announcement letter to the local senate president at each college. A second notice will be sent to the local senate presidents during the first week of February.
2. The application process will close on June 30.

Notification Process

1. The President will forward the list of nominees to the Governor's Office no later than September 30.
2. The week following the interviews, the Senate Office will notify the candidates of their status.
3. Candidates forwarded to the Governor will be informed about the process for submitting applications to the Governor's office, including how to submit a Governor's application and expectations of interviews with the Governor's staff.
4. Should the employment status of any nominee change such that the status is no longer that of faculty, then the Academic Senate will withdraw that nominee's name from further consideration.

Approved: February 3, 2012

Revised: xx/xx/2018



Executive Committee Agenda Item

SUBJECT: Disciplines List Revision Process		Month: February	Year: 2018
		Item No: IV. J.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will make recommendations for targeted revisions to the disciplines list process.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Recent efforts to address resolutions to remove the parenthetical minimum qualifications from the Title 5 regulations by engaging appropriate discipline faculty and organizations met was met with resistance due to concerns that individuals or entities without appropriate expertise would propose changes to minimum qualifications without their input or consent. Those MQs cover noncredit faculty, healthcare professionals, EOPS counselors, learning disabilities counselors and specialists, and learning assistance faculty. The Standards and Practices chair has been charged with engaging with the organizations representing faculty in these areas in order to explain the ASCCC process for revising minimum qualifications and provide assurances that proposals to change MQs in their fields will not be initiated without their consent. The Disciplines List Revision Handbook is silent on this matter. Given that the disciplines list review process will begin in February, there is not sufficient time to conduct a thorough review of the process and the handbook. Therefore, it is recommended that until such time that review and revision of the process occurs, the Academic Senate will not move forward with any proposals to revise the MQs in those areas unless they are initiated by the organizations representing those particular faculty whose MQs are established in the Title 5 regulations.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Meeting Norms		Month: February	Year: 2018
		Item No: IV. K.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will review the revised community and meeting norms and approve.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	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.

At its September 29-30, 2017 meeting, the Executive Committee reflected on the norms and requested some edits to the document. The Executive Committee will review the norms and consider the draft for approval.

¹ 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 accountable (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).

Authenticity

- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or idea and share the air to allow time for others to speak.

Practice Self-Awareness, Presence, and Patience

- Avoid making assumptions regarding a person’s intent. Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind. Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Avoid macroaggressions and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and avoid digging your heels into decisions or positions

Collegiality, Criticism, and Feedback

- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

Honor the Space and the Dedication of the Committee

- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.



Executive Committee Agenda Item

SUBJECT: Vendor Notation in ASCCC Program for Institutes and Sessions		Month: February	Year: 2018
		Item No: IV. L.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review for approval one of the following solutions presented by the ASCCC staff.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Since its 2016 inception, the sponsor program has (and continues to) grow into a loyal network of system partners and vendors. Recently, it was brought to the ASCCC’s attention that because a system partner’s session title preceded a “vendor” status in the printed program, faculty expressed apprehension in attending due to the stigma of the term “vendor” and its relation to being sold a product or service rather than experiencing an informational/valuable session. Upon brief analysis, system partners are in fact held to a different degree than vendors, because of the length of the relationship with the ASCCC, the proximity and interconnectedness of the work being done, and the ASCCC’s active role at system partner events/trainings. Thus, the following solutions are being suggested by staff:

1. Remove the vendor status from the title with the following practices in place:

Any breakout session held by a system partner will be attended or participated by at least one Executive Committee member or designee as chosen by the ASCCC President. An example of this option is noted in the 2016 Fall Plenary program with @ONE and ASCCC participation.

2. In the event that neither a member of the Executive Committee or a designee is chosen to participate/attend the system partner’s breakout, the following title (or variation) will be included in the program: “System Partner Breakout” followed by the organization’s name.

In both options, there will need to be a designated staff member to update the program before it is printed to ensure the correct title is applied, thus, a hard deadline will be added to the event program timeline checklist.

Desired Outcome: The Executive Committee will review for approval one of the following solutions presented by the ASCCC staff.

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



Executive Committee Agenda Item

SUBJECT: Succession Planning		Month: February	Year: 2018
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and discuss possible revisions to the job description of the Executive Director.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The current Executive Director job description was adopted at the same time as the strategic plan. The Executive Committee was advised at its September meeting that an evaluation of the job description of the Executive Director is an important step in understanding to current and future role of the position in the organization. Attached is the current job description. At the January meeting, the Executive Committee recommended recreating the job description in a model more aligned to current industry standards and focusing on high level tasks. The task force’s recommendation will be distributed at the meeting.

DESIRED OUTCOME:

The Executive Committee may wish to evaluate and revise the job description of the Executive Director.

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

Executive Director Job Description

The Academic Senate is governed by the Executive Committee officers and members who are elected for limited terms from all 112 campuses and from the entire range of disciplines.

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

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

Approved November 12, 2015

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



Executive Committee Agenda Item

SUBJECT: Career and Noncredit Education Institute		Month: February	Year: 2018
		Item No: IV. N.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will approve and provide guidance as necessary on the draft program for Career and Noncredit Education Institute.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Lorraine Slattery-Farrell/John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC CTE and Noncredit Committees met on January 11, 2018 to develop a draft program for the CTE and Noncredit Education Institute to be held on May 3-5, 2018 in Costa Mesa.

The Executive Committee will discuss and provide feedback as necessary.

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

Career and Noncredit Collaborative Institute
May 3-5, 2018

Dates: May 3-5, 2017

Schedule: Three general sessions, seven breakout sessions with seven presentations per session (total of breakouts is 49).

Thursday

12:00-2:00 Lunch/General Session 1
2:15-3:30 Breakout Session 1
3:45-5:00 Breakout Session 2

Friday

9:00-10:15 Breakout Session 3
10:30-11:45 Breakout Session 4
12:00-2:00 Lunch/General Session 2
2:15-3:30 Breakout Session 5
3:45-5:00 Breakout Session 6

Saturday

9:00-10:00 General Session 3
10:15-11:30 Breakout Session 7

Evening Poster Session and Social Hour: (Thursday 5:30-7:00) – Effective Practices, networking practices, call for proposals for attendees to present posters on their effective programs (to be defined).

General Sessions:

Guided Pathways—Kathy Booth – Seven Deadly Sins (Lorraine)

Funding Streams—Neil Kelly, CCCCCO (AEBG), (Neil is only available May 3) What about Noncredit and CTE funding streams?

Gregory Boyle – Barking at the Choir (Jan)

Richard Montenez – Vice-President at Frito Lay (... Marie)

	CTE	Noncredit	Counseling/ Student Services	AEBG/Adult Ed	Overlap	Overlap	Overlap and Specific
1 – Thursday 2:15-3:30	Regional Consortia	Noncredit Basics, including online noncredit	Intrusive Counseling/Dept Embedded/Class Embedded	Adult Ed and AEBG Basics (update, accountability)	Strong Workforce Program/CR& NC	Faculty Leadership	Contextualized NC Curriculum for CTE
2 – Thursday 3:45-5:00	Advisory Committees	Noncredit Grades, Indicators, Transcripts	Counseling for NC and NC SSSP	Impacts of AB 705 on AEBG (Including acceleration.)	Guided Pathways	AB 705 and BS	Mirrored Classes (We would need practitioners)
3 – Friday 9:00- 10:15	Cooperative Work Experience/ Internships	Noncredit Curriculum-5C, coreq, prereq	Counseling for CTE	Working with Adult Schools	Curriculum Processes	LAOC NC SWF Project	Contextualized NC Curriculum for CTE
4 – Friday 10:30- 11:45	Engaging Employers for Program Mapping	Noncredit Policy and Legislation, including practices and guidelines different from credit	Career Counseling	Integrated Immigrant Education	Inmate Ed	Moving from NC to CR (prepping students)	Competency Based Education
5 – Friday 2:15-3:30	C-ID CTE/Model Curriculum	Curriculum Processes for Noncredit	Counseling and SS for Guided Pathways	AEBG TAP (What would this actually be? What a TAP is and who they are? Ask Neil for potential presenters)	Equity	Articulation of noncredit to credit	Liaisons – CTE, NC,

6 – Friday 3:45-5:00	SNs/DSNs	Zero to Noncredit (starting new noncredit programs)	Dual Enrollment	Pre-apprenticeship	Apprenticeship	Credit or Noncredit?	Acceleration (specific to AEBG)
7 – Saturday 10:15-11:30	CTE MQs	Noncredit and AB 705, ESL and Basic Skills	Basics What kind of counseling basics?	Workforce development	Understanding Accreditation: ACCJC, WASC Schools, Programmatic	Curriculum Process for CTE	Crosswalk for CB21 and EFLs (CDE Levels/Standards) – consortia curriculum alignment



Executive Committee Agenda Item

SUBJECT: 2018 Spring Plenary Session Preliminary Program		Month: February	Year: 2018
		Item No: IV. O.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018 Spring Session preliminary program and discuss keynote presentations.	Urgent: Yes	
		Time Requested: 1 hour	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the preliminary schedule for the upcoming 2018 Spring Plenary Session, to be held at the San Mateo Marriott, April 12 – 14, 2018. The members will also consider potential keynote speakers.

Timeline:

February

1. Pre-Session resolutions due to Resolutions chair February 13, 2018.
2. Second draft of papers due February 13, 2018 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Office Manager February 16, 2018

March

1. Final resolutions due to Executive Director for circulation to Area Meetings March 5, 2018.
2. AV and Event Supply needs to Office Manager by March 5, 2018.
3. Presenter’s list and breakout session descriptions due to Executive Director by March 5, 2018.
4. Final Program to Communications & Development Director by March 9, 2018.
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 24, 2018; Area C & D March 25, 2018.
6. Final program to printer March 16, 2018.
7. Materials posted to ASCCC website March 30, 2018.

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



Executive Committee Agenda Item

SUBJECT: Proposed Event Dates for 2018 - 2019		Month: February	Year: 2018
		Item No: IV. P.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018-2019 ASCCC event dates.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year, the ASCCC holds a variety of institutes and two Plenary Sessions. The proposed dates for Institutes and Sessions for 2018 – 2019 is presented to the Executive Committee for review.

Desired Outcome:

The Executive Committee is asked to review the proposed event schedule for Institutes and Sessions for 2018-19, keeping in mind any conferences of partner organizations that may be scheduled for the same time. The Executive Committee may also seek to approve the proposed event schedule for 2018-19.

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

EVENTS	Date	Hotel Location	Current Attendees/Registrations 2017-2018	2018-2019 Possible Dates	2018-2019 Locations
Part-Time Faculty Symposium	August 3 -5, 2017	DoubleTree Anaheim	288	August 2 – 4, 2018	Westin San Francisco Airport
Academic Academy	Cancelled for 17-18				
Accreditation Institute	February 23-24, 2018	Wyndham Anaheim Garden Grove	(151) - live	February 22-23, 2019	Southern California TBD
Instructional Design and Innovation	Cancelled for 17-18				
Spring Plenary Session	April 12 - 14, 2018	San Mateo Marriott	(16) - live	April 11-13, 2019	Northern California TBD
Career and Noncredit Institute	May 3 – 5, 2018	The Westin South Coast Plaza	(21) - live	May 2-4, 2019	Northern California TBD
Faculty Leadership Institute	June 14 – 16. 2018	Sheraton San Diego Hotel and Marina	(0) - live	June 13-15, 2019	Northern California TBD
Curriculum Institute	July 11 – 14, 2018	Riverside Convention Center/Mission Inn and Marriott	(40) – live	July 10-13, 2019	Southern California TBD
Fall Plenary Session	November 2 – 4, 2017	Irvine Marriott	276	November 1 – 3, 2018	Southern California TBD



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: February	Year: 2018
		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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	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.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: February	Year: 2018
		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: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	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 January. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

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



Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: February	Year: 2018
		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: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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.

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



Executive Committee Agenda Item

SUBJECT: Bachelor's Degree Pilot Program		Month: February	Year: 2018
		Item No: V. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated on the Bachelor's Degree Pilot Program.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Legislature requested an update to the Bachelor's Degree Pilot Program, earlier required by SB850, which created the program. Attached is the Legislative Analyst's Office report. The report recommends a middle ground forward, not nearly as aggressive as many in our system may desire. The overall findings are cautiously optimistic but clearly state the lack of several cycles of graduates makes any real assessment difficult if not impossible. The first graduates of the first cohorts are expected in May and June, 2018.

DESIRED OUTCOME:

The Executive Committee may wish to discuss the findings of the LAO.

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



California Community Colleges: Interim Evaluation of Baccalaureate Degree Pilot Program

MAC TAYLOR
LEGISLATIVE ANALYST
DECEMBER 19, 2017



Executive Summary

Background

Legislature Authorizes Community Colleges to Offer Bachelor's Degrees on a Pilot Basis.

Chapter 747 of 2014 (SB 850, Block) authorizes the California Community Colleges (CCC) to offer bachelor's degrees on a pilot basis at 15 community college districts. Generally, community colleges are limited to offering associate degrees and certificates, with the awarding of bachelor's degrees reserved for the state's universities. Under Chapter 747, each pilot community college district may offer one bachelor's program at one college site. Programs must be in a subject area with unmet bachelor's level workforce needs. Additionally, the programs were to be selected in consultation with the California State University (CSU) and the University of California (UC) to ensure a district does not duplicate a bachelor's degree already offered by one of the universities. Participating districts were required to begin enrolling students by fall 2017.

Pilot to Be Evaluated in 2018 and 2022. Chapter 747 requires our office to conduct an interim evaluation of the pilot program in 2018 and a final evaluation in 2022. This report fulfills the interim evaluation requirement. Chapter 747 sunsets July 1, 2023 unless a later statute deletes or extends that date.

Evaluation

CCC Made Rapid Progress in Implementing Pilot. Within four months of Chapter 747's enactment, the Chancellor's Office selected 15 programs through a competitive process and received preliminary approval for the programs from the CCC Board of Governors. All programs received final approval within another four months. Ten of the pilot degree programs began enrolling students in fall 2016 and all 15 programs enrolled students in fall 2017.

Accelerated Approval Process Resulted in Limited Review and Consultation. The rapid approval process required that CCC leaders make decisions about the proposed bachelor's degrees with substantially less information than routinely provided for new community college programs. Moreover, consultation with the universities was very limited and CCC approved some degree programs over CSU's objections.

Only Some Approved Programs Have Strong Evidence of Need for Bachelor's Degrees . . . A majority of the approved bachelor's programs are in fields where the typical entry-level requirement is below a bachelor's degree. Moreover, for most of the approved programs, state licensing and industry certification do not require a bachelor's degree. Some of the approved programs in health careers, however, have stronger workforce justification due to increasing accreditation requirements in their fields.

. . . But Local Employers and Students Are Positive About the Programs. Notwithstanding the lack of evidence supporting the need for some of the programs, the local employers and students we interviewed cited various reasons for liking them. They emphasized that the programs (1) were more convenient than other bachelor's degree programs, (2) provided more nuanced job preparation tailored to local needs, (3) fostered close relationships with employers that were resulting in internship opportunities and early job offers for students, and (4) promoted better job retention due to hiring locally trained students.

Discontinuation of Some Associate Degree Programs a Concern. Most of the pilot colleges indicate that they plan to continue offering related associate degrees alongside their new bachelor's degrees. Four colleges, however, are discontinuing their existing associate degrees in favor of offering only their new bachelor's degrees. With one exception (occupational studies), we see no justification for discontinuing these programs.

Concerns About Current Evaluation and Sunset Provisions. Under the current provisions, very little student outcome data will be available at the final evaluation date to help ascertain whether the program is effective. This is because colleges would stop admitting students several years ahead of the sunset date to ensure the students can complete their degrees while the program remains authorized. Extending the sunset date, however, would have a major drawback. A longer enrollment period would work to further engrain the program in the status quo, potentially making terminating the pilot more difficult even if the outcome data show that the pilot was ineffective. To allow for a more robust evaluation without entrenching the program for many years, the Legislature simultaneously could permit colleges to continue enrolling new students through the fall 2021 term and move up the final evaluation one year—from 2021 to 2022.

Initial Student Cohorts Demographically Similar to CCC Students Who Transfer to Universities. This finding could imply either that the pilot is expanding access to bachelor's degrees or shifting student demand away from the universities. Students we interviewed generally indicated they are place-bound and unable to move for a university program, thus suggesting that the program is expanding access. With respect to financial aid, the share of CCC pilot program students receiving need-based aid is similar to the shares for CSU and UC undergraduates.

Financial Data Needs Significant Improvement. Although our office worked closely with the CCC Chancellor's Office to identify financial data reporting requirements, the initial financial data reports that CCC submitted in September 2017 had a number of problems. The problems we encountered are common to the first round of data collection for a new program. Nonetheless, the data problems are such that we are unable to draw meaningful conclusions about institutional and student costs. The CCC Chancellor's Office has committed to working closely with our office to improve data collection for the remainder of the implementation period.

Issues for Legislative Consideration

Interim Findings Suggest Caution in Extending Pilot. Since enactment of Chapter 747, the Legislature has faced pressure to expand the bachelor's degree pilot program. Given numerous concerns about program selection and consultation, a lack of any graduation or workforce outcomes to date, and problems in financial reporting, the Legislature may wish to exercise caution in expanding the bachelor's degree pilot program in advance of the final evaluation.

Fundamental Questions Remain. As the Legislature thinks more about the future of the pilot, it continues to face five fundamental questions: (1) Are bachelor's degrees detracting from CCC's core mission? (2) Could improved collaboration between CCC and CSU yield better results than CCC independently offering more bachelor's degrees? (3) Is a bachelor's degree the best solution for addressing certain employers' needs? (4) If more bachelor's programs are warranted, to what extent should they include content that overlaps with university courses, especially if such overlap means students are trained for a broader range of jobs? (5) What should be the role of employers in training workers?

INTRODUCTION

State law authorizes the California Community Colleges (CCC) to award associate degrees and certificates, generally limiting the awarding of more advanced degrees to the state's universities. As an exception to this rule, Chapter 747 of 2014 (SB 850, Block) authorizes CCC to offer baccalaureate (bachelor's) degrees on a pilot basis at 15 community college districts. Chapter 747 requires the Legislative Analyst's Office to conduct an interim evaluation of the pilot program. This report fulfills that statutory

requirement. Below, we provide background on CCC's role in California's higher education system and describe the main components of the statewide pilot program. We then (1) describe and evaluate the selection of the pilot bachelor's degree programs, (2) provide initial information about students participating in the pilot programs, and (3) discuss the financing of these programs. We conclude by identifying issues for the Legislature to consider as the 15 colleges continue implementing the pilot program.

BACKGROUND

In this section, we provide background on undergraduate education and then describe the main components of the pilot program created by Chapter 747.

Undergraduate Education

Key Distinction Between Lower-Division and Upper-Division Courses. Introductory undergraduate courses, called lower-division courses, are designed primarily for freshmen and sophomores (though juniors and seniors also may take them). Completing a series of these courses at a community college can lead to workforce certificates, associate degrees, and/or transfer to a university. Upper-division courses are designed for juniors and seniors. These courses often build on students' knowledge from lower-division courses, providing more specialized and in-depth study. Bachelor's degrees include both lower- and upper-division courses, with the latter typically comprising at least one-third of degree requirements (40 out of 120 semester units).

Aspects of Undergraduate Education Assigned to Community Colleges and Universities. The Donahoe Act—Chapter 49 of 1960 (SB 33, Miller)—directed CCC to offer instruction “through but not beyond” the first two years of college, including courses designed for workforce training, associate degrees, and transfer to universities. By comparison, the act assigned both lower- and upper-division coursework to the two university systems—the California State University (CSU) and the University of California (UC).

In the ensuing years, the Legislature added remedial (basic skills) instruction, adult noncredit instruction, community education, and economic development as additional CCC statutory responsibilities.

Recent Legislation Created Exception to Longstanding Mission Differentiation. In a departure from the segments' longstanding delineated missions, Chapter 747 authorized the CCC bachelor's degree pilot. Chapter 747 specified that the 15 districts selected for the pilot maintain their primary CCC mission as articulated in previous legislation while adding another mission—to provide high-quality bachelor's degrees at an affordable price for students and the state. (As discussed in the box on the next page, community college bachelor's degrees are becoming increasingly common in other states.)

Main Components of Pilot Program

Objectives. Chapter 747 indicates a need to produce additional skilled workers with bachelor's degrees to (1) maintain the state's economic competitiveness, (2) meet workplace demand for higher levels of education in applied fields, and (3) address unmet student demand for education beyond the associate degree in certain disciplines. The legislation also states that community colleges could give place-bound local students and military veterans the opportunity to earn a bachelor's degree.

Programmatic Requirements. Chapter 747 requires the CCC Board of Governors to select no more than 15 districts to each offer a single bachelor's

program at one college within the district. Each pilot degree program must (1) be in a subject area with documented, unmet, bachelor's-level workforce needs in the region and (2) not duplicate a bachelor's degree or curriculum that one of the state's public universities already offers. Moreover, the Board of Governors is to select the pilot degrees in consultation with CSU and UC. The pilot degree programs are to begin no later than the 2017-18 academic year, and students who enroll in the programs must complete their degrees by the end of the 2022-23 academic year, by which time freshmen entering in 2017-18 would have had six years to graduate.

Funding and Fees. Chapter 747 specifies that state funding for the pilot programs is at the same funding rate per full-time equivalent student as other CCC credit courses (\$5,310 in 2017-18). Bachelor's degree students taking lower-division courses pay the same general course enrollment fee as other students,

currently \$46 per unit. Bachelor's degree students taking upper-division courses pay the \$46 per unit general course enrollment fee plus a supplemental \$84 per unit fee, bringing the total charge for upper-division courses to \$130 per unit.

Financial Aid. Under Chapter 747, financially needy students in CCC bachelor's degree programs can receive a California College Promise Grant (previously called a Board of Governors Fee Waiver) covering general course enrollment fees, but not the supplemental upper-division course fee. Students who qualify for a Cal Grant can receive a tuition award fully covering upper-division fees. Cal Grant-eligible students also can receive up to \$4,672 annually for nontuition costs through a combination of Cal Grants and state-funded grants for full-time CCC students. (Beyond state aid, students can apply for federal Pell Grants—up to \$5,920 in 2017-18—and federal student loans.)

Community College Bachelor's Degrees

Community College Bachelor's Degrees Are a Relatively Recent Phenomenon. A handful of community colleges in the country began offering bachelor's degrees in a few selective disciplines in the 1970s and 1980s. The number of community colleges offering bachelor's degrees grew slowly but steadily over the next couple of decades. In 2001, 21 community colleges in 11 states offered 128 bachelor's degrees. Since 2001, the trend has gained steam. In 2017, 86 community colleges in 16 states offered more than 400 bachelor's degrees. In addition to these 16 states, another state recently authorized community colleges to offer three bachelor's degrees, currently under development.

More Than Half of Community College Bachelor's Degrees Are Applied. The most common types of community college bachelor's degrees are bachelor of applied science, bachelor of applied technology, and career-specific degrees, such as bachelor of science in nursing or bachelor of social work. Applied degrees typically contain relatively more workforce courses and fewer general education courses (such as social sciences and humanities) than the standard bachelor of science or bachelor of arts degrees. Applied degrees are intended to prepare graduates to enter the workforce directly after completing the assigned course of study.

Extent to Which Community Colleges Grant Bachelor's Degrees Ranges Widely Among States. The majority of states still do not allow their community colleges to offer bachelor's degrees. Among the 16 states currently offering community college bachelor's degrees, most authorize three or fewer colleges to offer the degrees, and these colleges typically offer between 1 and 4 types of bachelor's programs. A few of these states provide broader authority. Florida, for example, allows all its community colleges to offer bachelor's degrees, resulting in a total of 222 programs at 24 colleges.

Five States Have Stopped Offering Community College Bachelor's Degrees. In these states, institutions that previously offered the degrees (1) no longer offer them, (2) offer them only jointly with a university, or (3) still offer them but have been institutionally reclassified and are no longer considered community colleges.

Application Requirements. Chapter 747 also specifies the written information a district had to submit when applying to participate in the pilot program. The district was required to document unmet workforce needs and justify the need for the proposed four-year degree; document its consultation with CSU and UC regarding collaborative approaches to meeting regional workforce needs; describe the pilot program's curriculum, faculty, and facilities; provide enrollment projections; and provide a plan for administering and

funding the program. In addition, districts were to submit a written policy requiring all potential students who wish to apply for a fee waiver to complete and submit a federal financial aid application (or a corresponding state application for certain noncitizen students).

Evaluation and Sunset. In addition to the interim evaluation of the pilot program, Chapter 747 requires our office to complete a final evaluation by July 1, 2022. Chapter 747 sunsets July 1, 2023 unless a later statute deletes or extends that date.

EVALUATION

In this section, we describe and evaluate CCC's process for selecting the pilot degrees. We also describe characteristics of the students enrolled in the new programs. We conclude with a review of how colleges are financing the new degree programs.

PROGRAM SELECTION

Below, we describe the CCC's selection criteria and application review for the new bachelor's degrees, discuss CCC's consultation process with CSU and UC, and detail CCC's approval and initiation of the new degrees.

Selection Criteria and Application Review

Application Specified Selection Criteria. The Chancellor's Office released the application form to districts in November of 2014, with applications due the following month. By the application deadline, nearly half of districts had submitted applications. The first round, however, did not yield 15 approved pilot programs. The Chancellor's Office, in turn, conducted a second round of applications from March to April 2015, receiving 14 additional applications. The application form for both rounds listed the criteria and point values for selecting pilot programs, summarized in **Figure 1** (see next page). Applications scoring fewer than 75 points (out of a possible 100) did not qualify for consideration. Among those with qualifying scores, the Chancellor's Office indicated it would consider geographic distribution and diversity of the proposed programs.

Applications Included Labor Market Data and Employer Testimonials. As part of the application process, the Chancellor's Office assisted districts by obtaining standardized data from the state Employment Development Department (EDD) on earnings and projected employment growth for occupations related to each proposed bachelor's degree. In addition, applicant districts were required to submit supplemental information justifying the need for their proposed degrees. Most districts submitted summaries of discussions with local employers and/or licensing requirements related to their proposed degrees. For some districts, however, the advent of bachelor's degrees in the identified disciplines is new. As a result, traditional labor market data does not exist. To document workforce demand for these degrees, applicant districts instead relied on testimonials from employers and position statements from professional associations and accrediting bodies.

Review Team Scored Applications and Made Recommendations to CCC Leadership. To select the pilot districts, the Chancellor's Office assembled a review team of 29 members. Twenty reviewers were community college administrators and faculty from districts that did not apply for the pilot and thus had no apparent conflict of interest. The remaining nine team members consisted of three statewide Academic Senate representatives, three Chancellor's Office administrators, two California Department of Education program consultants, and a UC campus articulation officer. Although CCC solicited reviewers from the Intersegmental Committee of the Academic Senates (which includes representatives from all three higher education segments), no CSU representatives

Figure 1

Selection Criteria

Criteria	Main Considerations	Points
Need for Degree	<ul style="list-style-type: none"> • Evaluation of student interest and community support. • Statement supporting necessity of the proposed four-year degree. • Summary of labor market and employer demand for the proposed degree. 	25
Program Design	<ul style="list-style-type: none"> • Outline of how the proposed degree will build on existing degrees and provide access for prospective students in the community. • Five-year enrollment and graduate projections. • Evidence of lack of duplication with UC and CSU degrees. • Proposed curriculum, including examples of potential courses. 	25
Institutional Management and Commitment	<ul style="list-style-type: none"> • Track record of effective academic management. • Track record of effective fiscal management. • Identification of sufficient program administration and support staff to run pilot program. 	20
Identified Resources	<ul style="list-style-type: none"> • Availability of funding, qualified instructional faculty, and facilities. 	20
Overall Feasibility	<ul style="list-style-type: none"> • Programmatic, administrative, and fiscal feasibility. 	10
Total		100

participated. Each of the 29 reviewers completed a web-based training to promote consistency in scoring applications. Each reviewer then scored three or four applications, with each application scored by at least three reviewers. Based upon these scores, the review team gave the Chancellor’s Office recommendations regarding which programs to select for the pilot.

Consultation With CSU and UC

CSU Chancellor’s Office Initiated Consultation With CCC. To document nonduplication of university programs, applicant districts generally looked at university websites and catalogs and talked with faculty from nearby university campuses. No formal consultation among the segments, however, was built into CCC’s initial selection process. CSU voiced concern about the lack of consultation in December 2014 and, in response, CCC provided the universities a preliminary list of recommended degree programs in early January 2015. The material CCC submitted to the universities included brief descriptions of each of the recommended programs. (See **Figure 2** for a timeline of associated application, consultation, and approval steps.)

CSU Requested Additional Information and Time. CCC initially requested feedback from CSU regarding degree duplication within three business days of having

submitted the list of recommended programs. The CSU Chancellor promptly notified CCC that CSU had concerns about all but three of the recommended programs, pending further information and review. (CSU had no concerns about a mortuary science program or two dental hygiene programs.) The CSU Chancellor also noted that the university would need through February to fully respond, given the timing of the request between terms (when systemwide and campus Academic Senates are not in session).

CSU Formally Objected to Three Degrees.

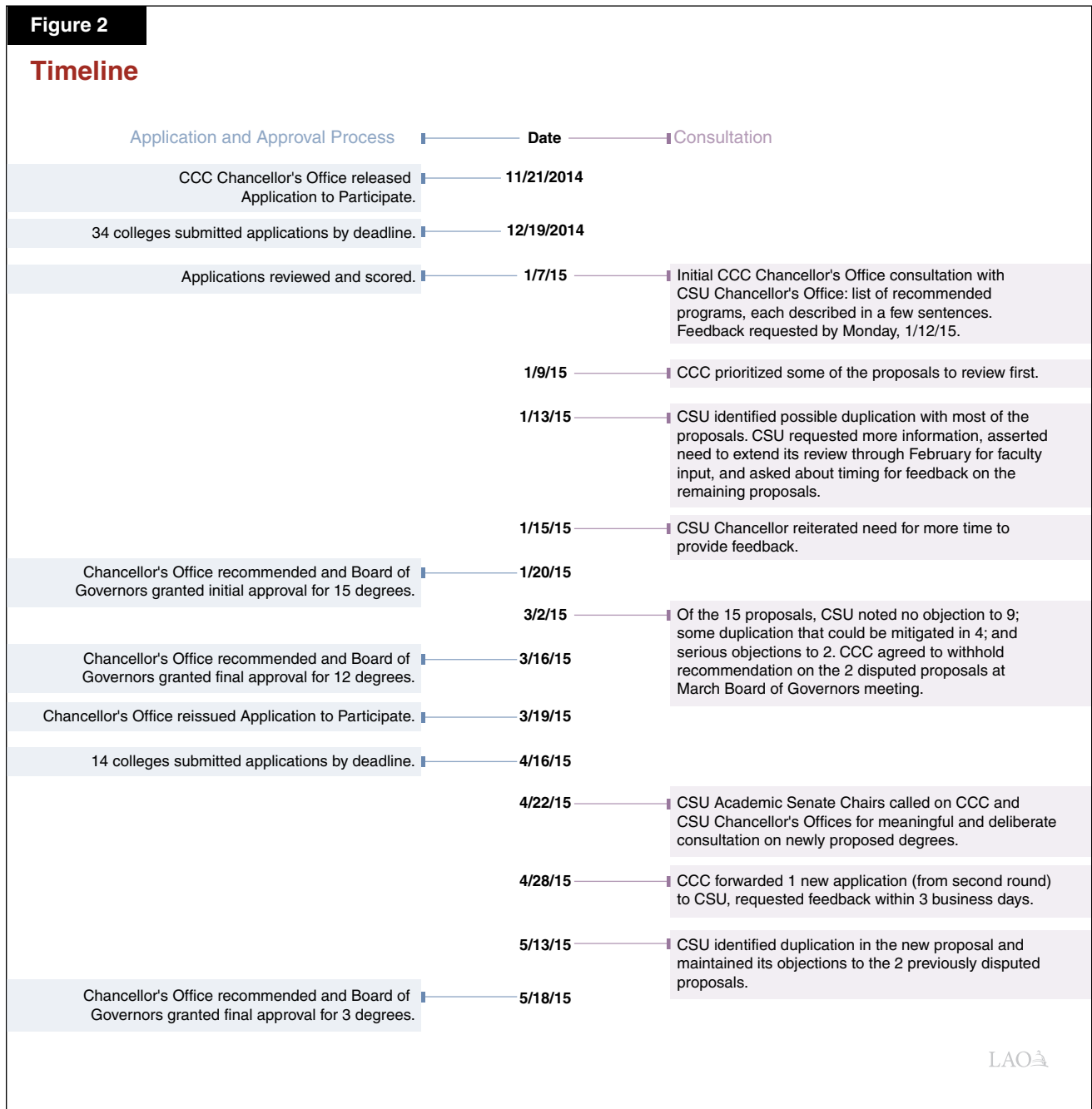
After securing additional information from CCC about the recommended degree programs, CSU formally objected in March 2015 to two degrees—automotive technology at Rio Hondo College and interaction design at Santa Monica College—based on duplication of CSU curriculum. CSU also noted that four degrees—in biomanufacturing, emergency services and allied health, respiratory care, and occupational studies—had some duplication requiring additional collaboration to mitigate. The second round of applications and related consultation in April followed a similar pattern: CCC transmitted information about one new recommended program (biomanufacturing at Solano College) and requested feedback within three business days. CSU formally objected to the Solano College proposal based on duplication of CSU curriculum.

Board of Governors Approval

Fifteen Bachelor's Degrees Initially Recommended, 12 Approved. Based primarily on review scores (using the average of the top three scores for each application), the CCC Chancellor's Office recommended 15 applications for initial approval at the January 20, 2015 Board of Governors meeting. The board granted initial approval, pending (1) additional labor market information from the 15 colleges and

(2) completion of the consultation process with CSU and UC. At the March 16, 2015 Board of Governors meeting, the Chancellor's Office recommended and the board granted final approval for 12 of the 15 degrees. Of the three applications not given final approval, two involved CSU objections and the third (from Crafton Hills College) was withdrawn due to a district accreditation issue.

Second Round Yielded Three More Approved Degrees. At the Board of Governors May 18 meeting,



the Chancellor’s Office recommended, and the Board of Governors granted, final approval for the two degrees from the first round to which CSU objected and one additional degree from the second round, to which CSU also objected. **Figure 3** summarizes the approved bachelor’s degree programs, and **Figure 4** lists the programs not selected, along with the reasons given for denying those applications.

Board of Governors Adopted Policies and Regulations. Through an extensive series of workshops, meetings, and conferences, the CCC Academic Affairs division, the Academic Senate of the CCC, and the 15 selected pilot colleges developed policy recommendations to guide development

of the new bachelor’s degree programs. The recommendations addressed student admission criteria, curricular requirements, faculty qualifications, and student support services. The Board of Governors adopted the recommended policies at its March 2016 meeting in the form of a Baccalaureate Degree Pilot Program Handbook to be maintained by the Chancellor’s Office.

First Students Admitted One Year Ahead of Required Timeline. Ten of the 15 bachelor’s degree programs enrolled their first students in fall 2016. The remaining five enrolled their first students the following year, in fall 2017.

Figure 3

Approved Bachelor’s Degree Programs

Program	Community College	Associated Jobs
Airframe Manufacturing Technology	Antelope Valley	Lead technician for aerospace manufacturing or guided missile and space manufacturing, industrial production manager, or aerospace engineering or operating technician.
Automotive Technology	Rio Hondo ^a	A range of management positions in the automotive industry, including jobs in general operations, sales and marketing, training, technical writing, and purchasing.
Biomanufacturing	MiraCosta and Solano ^a	Technician, inspector, analyst, or coordinator in production and quality management for companies fabricating products through biological processes.
Dental Hygiene	Foothill and West Los Angeles	Registered dental hygienist. Also could work in research, education, management, public health, and businesses related to dental health.
Equine and Ranch Management	Feather River	Farmers, ranchers, agricultural managers, animal scientists, food science technicians, farm management advisors, veterinary assistants, animal breeders.
Health Information Management	San Diego Mesa and Shasta	Registered health information (medical records) administrator or technician. Also could work in medical coding and reimbursement, professional education, information systems, data analysis, practice management, quality management, risk management, and compliance.
Industrial Automation	Bakersfield	Technologist, technician, or managerial-track positions in production and logistics (warehousing and transportation) facilities.
Interaction Design	Santa Monica ^a	Designer, developer, or architect for products and systems (including software, processes, and physical spaces). Includes graphic designer, software developer or engineer, and web designer.
Mortuary Science	Cypress	Licensed funeral director, embalmer, crematory manager, cemetery manager, or cemetery broker. Also could work in cemetery sales, insurance sales, or mortuary management.
Occupational Studies	Santa Ana	Certified occupational therapy assistant. Also could work as a clinical educator, lifestyle coach, activities director, or behavioral aide.
Respiratory Care	Modesto and Skyline	Certified or registered respiratory care therapist or technician. Also could work in health care management, clinical education, research, patient case management, home health, or health care sales.

^a Board of Governors approved in second round on May 18, 2015. All other programs approved March 16, 2015.

ASSESSMENT OF PROGRAM SELECTION

Below, we evaluate the evidence of workforce demand for the approved CCC degree programs and discuss concerns about the CCC consultation and approval processes.

Workforce Demand

Some Approved Programs Might Be in High Workforce Demand Areas. Chapter 747 does not

specify how CCC should measure and prioritize workforce demand. Two measures the state commonly uses to prioritize workforce development spending are (1) average occupational wages and (2) projected employment growth. Wage data from EDD show higher-than-average earnings in several occupations related to the approved degrees. For example, the data show that industrial production managers, dental hygienists, and health services managers earn higher-than-average wages. Additionally, EDD employment projections show higher-than-average

Figure 4

Bachelor’s Degree Programs Denied

Program	Community College	Reasons Given for Denial
Agricultural Food Safety—Fresh Produce	Hartnell	Accreditation concerns
Allied Health Educator	Southwestern	Geographic distribution
Applied Research and Data Analytics	Pasadena City ^a	Below minimum score and duplication
Applied Technology in Viticulture	Allan Hancock	Duplication with CSU
Automotive Technology Administration	Evergreen Valley ^a	Accreditation concerns
Automotive Technology and Management	San Jose Evergreen	Accreditation concerns
Biology Laboratory Science (Evening/Weekend)	Berkeley City ^a	Duplication with CSU
Biomanufacturing	Solano	Accreditation concerns
Community Corrections	Golden West	Below minimum score/accreditation concerns
Cybersecurity Technician	Coastline ^a	Duplication with CSU
Dental Hygiene	Fresno City	Below minimum score
Dental Hygiene	Oxnard ^a	Discipline ^b
Dental Hygiene	Fresno City ^a	Discipline ^b
Diagnostic Medical Sonography	Merced	Below minimum score
Diagnostic Medical Sonography	Merced ^a	Below minimum score
Educator for Allied Health Professionals	Southwestern ^a	Duplication with CSU
Electron Microscopy	San Joaquin Delta	Fiscal management concerns
Electron Microscopy	San Joaquin Delta ^a	Below minimum score
Emergency Services & Allied Health Systems	Crafton Hills	Accreditation concerns
Histotechnology	Mt. San Antonio ^a	Geographic distribution
Manufacturing Processing & Design	Yuba	Below minimum score/accreditation concerns
Network Information Technology	College of the Canyons	Geographic distribution
Network Technology	College of the Canyons ^a	Below minimum score and duplication
Public Safety Administration	Lake Tahoe	Duplication with CSU
Real Estate Appraisal	Glendale	Geographic distribution
Respiratory Therapy	Ohlone	Discipline ^c
Respiratory Therapy	Napa	Discipline ^c
Sustainable Environmental Design/Human Habitat	Saddleback	Geographic distribution
Sustainable Human Habitat	Saddleback ^a	Below minimum score and duplication
Sustainable Facilities Management and Operations	Laney College	Below minimum score
Technical Supervision and Management	Ventura	Geographic distribution
Water Utilities Management	Cuyamaca ^a	Did not document strong student interest
Workplace Safety and Environmental Management	Cuyamaca	Geographic distribution

^a Second-round application.
^b Two dental hygiene programs were selected in first round.
^c Another respiratory therapy program in same region scored higher.

employment growth for dental hygienists, software and web developers, and occupational therapy assistants, among others. In several other pilot degree program areas, however, statewide average wages or employment growth are not particularly high (see **Figure 5**). Wages are not high in equine and ranch management or funeral service, for example, and are only average for several of the other degree program areas. Employment growth is not high in airframe

manufacturing and some of the other industrial technology areas. Moreover, the application did not require information about supply of graduates to compare to projected demand. In at least one discipline (dental hygiene), schools in the state already appear to be producing sufficient numbers of graduates to meet or exceed employer demand.

Most Approved Programs Are in Workforce Areas Not Requiring Bachelor’s Degrees. Figure 6

Figure 5

Some Degrees Are in Areas With Relatively High Wages and Growth^a

Degree	Related Occupations	Above Statewide	
		Median Wages	Average Growth
Airframe Manufacturing Technology	Aerospace engineering and operations technicians Industrial production managers	✓ ✓	
Automotive Technology	Sales engineers General and operations managers Service technicians and mechanics	✓ ✓	✓ ✓ ✓
Biomanufacturing	Medical and clinical laboratory technologists	✓	
Dental Hygiene	Dental Hygienists	✓	✓
Equine and Ranch Management	Farmers, Ranchers, and Other Agricultural Managers		
Funeral Service	Morticians, undertakers, and funeral directors		
Health Information Management	Medical and health services managers Medical records and health information technicians	✓	✓ ✓
Industrial Automation	Industrial engineering technicians Industrial production managers	✓ ✓	
Interaction Design	Software application developers Web developers Graphic designers	✓ ✓	✓ ✓
Occupational Studies	Occupational therapy assistants	✓	✓
Respiratory Therapy	Respiratory therapists	✓	✓

^a Source: Employment Development Department. The figure shows median wages in first quarter 2014 and projected employment growth from 2012 to 2022. For comparison, median annual wage was \$53,569 and projected employment growth was 15 percent for all occupations statewide.



summarizes education requirements for state licenses and industry certifications in the pilot bachelor's degree fields. As the figure shows, a majority of the fields do not require individuals to hold a bachelor's

degree to qualify for licenses and certifications. The figure also includes the typical entry-level education requirement, as identified by the federal Bureau of Labor Statistics (BLS), for occupations associated with

Figure 6

Most Approved Degrees Are in Fields That Do Not Require Bachelor's Degree

Degree ^a	Bachelor's Degree Required for State License or Industry Certification?	Typical Education for Occupations ^b
Airframe Manufacturing Technology	No.	Associate degree or certificate for technicians. Bachelor's degree (usually in business or engineering) for managers.
Automotive Technology	No.	Associate degree or certificate for service technicians and mechanics. Bachelor's or master's degree in business for managers.
Biomanufacturing	Associate degree or certificate for lab technicians. Bachelor's degree for biological technologist or scientist license. Similar for optional industry certifications.	Associate degree or certificate for lab technicians. Bachelor's degree (typically in biomedical engineering or related field) for engineers, biological technicians, technologists, and technical writers.
Dental Hygiene	No.	Associate degree for practicing hygienists. Bachelor's and master's degrees for hygienists in education, research, public health, and administration.
Equine and Ranch Management	No.	No degree for most occupations, but Bureau of Labor Statistics notes increasing need for associate or bachelor's degree as farm and land management has grown more complex.
Health Information Management	Associate degree for certified health information technician. Bachelor's degree for certified health information administrator.	Associate degree or certificate for medical records technician, Bachelor's or master's degree for management.
Industrial Automation	More experience (ten years instead of five) required for industry certification without bachelor's degree.	Certificate for equipment installer/repairer. Associate degree or certificate for technician. Bachelor's degree for engineering and management occupations.
Interaction Design	No.	Associate degree for web developer. Bachelor's degree for software developer and graphic designer.
Funeral Service	No.	Associate degree for funeral service workers. Additional hands-on training (during or after associate degree program) under the direction of a licensed professional for morticians, undertakers, and funeral directors.
Occupational Studies	National accrediting agency will require all occupational therapy assistant education programs to offer a B.S. as the entry-level degree beginning in 2027.	Associate degree for occupational therapy assistant.
Respiratory Therapy	National accrediting agency will require new respiratory therapist education programs to offer a B.S. as the entry-level degree beginning in 2018, but will permit existing programs to continue awarding the associate degree.	Associate degree for respiratory therapist.

^a All are Bachelor of Science degrees (B.S.).
^b As defined by the federal Bureau of Labor Statistics based on a variety of qualitative and quantitative sources.

the approved CCC bachelor's degrees. To determine the entry-level education requirement, BLS considers a variety of factors for each occupation, including the minimum educational requirements in existing law and employer survey data. According to BLS, the entry-level education requirement is below the bachelor's degree level for all but one of the pilot-related occupational areas. (In one area—automotive technology—the figure reflects a higher education requirement because the pilot district maintains that its degree prepares students expressly for management occupations.) The lack of a bachelor's degree requirement for entry-level jobs in most areas is not surprising, given Chapter 747 required CCC to select disciplines in which universities do not offer a comparable degree. In some occupational areas, however, BLS descriptions indicate advancement opportunities for individuals with a bachelor's degree.

Approved Programs in Health Careers Have Strongest Workforce Justification. Seven of the approved pilot programs are related to health careers. Though none of the health-related programs currently requires a bachelor's degree for entry-level positions, some reasons exist for offering a bachelor's degree for three of the four careers (health information managers, respiratory therapists, and occupational therapy assistants). The reasons are rooted in the related health careers' licensing, certification, or accreditation rules. For health information, graduates can become certified *technicians* with an associate degree, but national certification as a health information *administrator* (or manager) requires a bachelor's degree. Similarly, beginning in 2018 for respiratory therapists and 2027 for occupational therapy assistants, the accreditor for clinical education programs no longer will approve schools that do not offer the bachelor's degree as the entry-level credential. Existing respiratory therapy schools will be grandfathered under the new rules, enabling them to continue awarding the associate degree. The rate at which employers shift to hiring respiratory therapists with bachelor's degrees will depend on the extent to which existing, associate-level education programs voluntarily convert to bachelor's-level programs. We found no comparable justification for offering bachelor's degrees in dental hygiene. Employment openings overwhelmingly require only an associate degree, and employers we interviewed offered no wage differential or hiring preference for candidates with a bachelor's degree.

Local Employers and Students Cite Liking the Approved Programs for Various Reasons. Through site visits conducted as part of our analysis, we met with local employers and students at six of the pilot campuses. These stakeholders presented various reasons for liking the approved community college bachelor's degree programs:

- **Better Job Retention.** Employers—especially outside of major coastal and metropolitan areas—cited their preference for hiring locally trained residents instead of importing engineers and other skilled workers who might be more likely to leave the area within a few years.
- **Convenience of Education Program.** Similarly, many of the students we interviewed told us they are unable or unwilling to relocate due to family or other obligations. Many of these students indicated they never expected to pursue a bachelor's degree until their local community college began offering one. The availability of the degree at a familiar and local institution encouraged them to raise their educational aspirations.
- **More Nuanced Job Preparation.** Employers reported that the new degrees are giving students the necessary skills for work requiring more than a certificate or associate degree but less than some traditional bachelor's degrees. “An engineering degree without calculus” is how an employer characterized one of the degrees, noting that the average student in the pilot program likely would not have sought a traditional engineering degree from a university or returned to the local community if he/she had.
- **More Advanced Education.** Nearly all the students we interviewed identified they were learning valuable communication, critical thinking, and collaboration skills they had not learned in their associate degree programs.
- **Early Job Offers.** Finally, numerous employers and students noted that students in the new CCC programs had secured job commitments up to a year ahead of graduating, often after completing a summer internship related to their degree. They offered this as evidence that the CCC bachelor's degrees have workforce value.

Discontinuation of Some Associate Degree Programs a Concern. Most of the pilot colleges indicate that they plan to continue offering related associate degrees alongside their new bachelor's degrees. Four colleges, however, are discontinuing their existing associate degrees in favor of offering only their new bachelor's degrees. These are Foothill and West Los Angeles Colleges for dental hygiene, Modesto College for respiratory therapy, and Santa Ana College for occupational studies. We found no evidence of employer need, licensing, certification, or accreditation requirements to justify discontinuing the dental hygiene or respiratory therapy associate degree programs. These programs can help students gain initial employment, and often state licensing or certification, and can serve as feeders to bachelor's degree programs. (Moreover, Skyline College, which offers a respiratory therapy bachelor's degree similar to Modesto College, is maintaining its associate degree in this area.) We have somewhat less concern about Santa Ana converting its occupational studies program to the bachelor's degree because its accreditor has announced that within ten years it will no longer accredit associate degrees for occupational therapy assistants.

Value of Providing Management and Technical Training Together Unclear. Several of the approved bachelor's degree programs (including airframe manufacturing, automotive technology, biomanufacturing, and industrial automation) documented demand for mid-level managers who also have technical skills. Historically, employers in these industries either have hired management graduates and provided them the necessary technical training or encouraged talented technical employees to return to school for a management degree. The pilot colleges in these disciplines believe that by providing the technical and management training together, they can better meet the needs of these industries. It remains to be seen how employers will view graduates with these degrees, compared with graduates from general management programs. Perhaps more importantly, it is unclear to what extent the preparation students accrue from the industry-specific bachelor's degrees are generalizable into other industries such that workers can be resilient in a dynamic economy, potentially transferring their management skills among industry sectors.

Approval Process

Abridged Program Approval Process. The CCC Board of Governors granted initial approval for the pilot bachelor's degrees within one month of CCC receiving proposals. This is in stark contrast to CCC's regular program approval process. The standard approval process for a new CCC workforce certificate or degree typically takes between 18 and 24 months to complete and involves many steps. The main reason cited for the expedited approval process was that not all colleges could participate in the pilot and colleges did not want to invest substantial time in program design if they were not likely to be selected for the pilot. Given these issues, the Board of Governors conducted its selection process *before* colleges invested time and effort to fully develop the new programs and seek required local approvals. Only after being selected did colleges complete curriculum development and secure local approvals and Chancellor's Office classification.

Accelerated Timeline Resulted in Limited Review. By shortening the review and approval process, CCC leaders had to make decisions about the proposed bachelor's degrees with substantially less information than routinely provided for new certificates and associate degrees. Most notably, the pilot application did not require colleges to have completed the local curriculum development and review process. Instead, the application required examples or illustrations of upper-division coursework for the proposed degree. The application also did not require colleges to submit other information typically required for new programs, including program goals and objectives, information about similar programs (such as programs in other states), or endorsements from an advisory committee and regional workforce consortium. Moreover, with a one-month turnaround, the Chancellor's Office and application review team did not have sufficient time to validate the information submitted and assess the workforce value of the proposed degrees. Although colleges eventually received local curriculum approval as they further developed their programs, local review bodies likely would have found it awkward, at best, to delay or deny a program on curricular grounds following Board of Governors approval for the program.

Consultation Process

CCC Fell Short in Meeting Consultation

Requirements. The absence of time allotted for consultation in CCC’s approval timeline, the three-day response time requested from the universities, and approval in January and May 2015 of degrees to which CSU had formally objected based on evidence of curricular duplication, indicate that CCC did not give the required consideration to the consultation process. Public statements from CCC suggest that, while the system initially expected to have meaningful consultation with the universities, it came to believe it needed only to notify the universities of its decisions. In a November 2014 board meeting, for example, the CCC Chancellor said Chapter 747 gives the universities a “*de facto* veto,” requiring that CCC work with the universities to ensure nonduplication. By the time of the May 2015 meeting, however, CCC administration and faculty leadership contended that only *consultation* rather than *consensus* with the universities was required.

Final Program Development Mitigated Some Duplication . . . Though CCC came to believe it did not require CSU buy-in, it still pledged to work with CSU to mitigate concerns about duplication. For example, in Rio Hondo College’s application to offer an automotive management degree, the college had listed a number of upper-division business courses similar to those CSU campuses offer, such as “Sales and Marketing Strategies and Techniques” and “Business and Managerial Finances.” The final curriculum for the program, however, includes only courses tailored to the automotive industry, such as “Digital Marketing for the Automotive Industry” and “Standard Accounting Systems of the Automotive Service Industry.” Similarly, the Santa Monica College interaction design degree differs from related graphic design degrees at CSU by focusing more on “user experience” (design

of a product of software application from a user’s perspective). This is a topic available in some CSU art, industrial design, and computer science departments, but not as an organized concentration or major at the undergraduate level.

. . . But Process Damaged Relationship Between Segments. Though CCC campuses ultimately worked to mitigate curricular duplication, the hurried approval process resulted in significant tension between CCC and CSU. This tension has complicated intersegmental efforts the past two years. In his public remarks before bringing final program approval to a vote in May 2015, the Board of Governors Chairman lamented the truncated consultation process and noted that any future expansion of the pilot, if approved by the Legislature, should build in more robust and meaningful collaboration with the universities.

STUDENT PARTICIPATION

Below, we describe student applications, admissions, and enrollment in the pilot programs and provide information on the characteristics of participating students. Student outcome data are not yet available. The first student outcome data will become available following the spring 2018 term. Depending upon how colleges and the Legislature respond to the sunset provision in Chapter 747, CCC will have between two and five years of student graduation, employment, and earnings outcomes by the time of the 2022 final evaluation, as discussed in the nearby box.

Majority of Applicants Accepted for Admission. To date, 863 students have applied for admission to the 15 CCC bachelor’s degree programs. **Figure 7** shows 564 of these students have been admitted and 482 have enrolled. Admission rates for the first two years of the pilot vary notably among programs, ranging

Figure 7

Program Admission and Enrollment Rates

Academic Year	Applicants	Admitted	Admission Rate	Enrolled	Enrollment Rate
2016-17 ^a	381	235	62%	206	88%
2017-18 ^b	481	329	68	273	83
Totals	862	564	65%	479	85%

^a Ten programs admitted students.
^b Fifteen programs admitted students.

from 28 percent to 100 percent. Enrollment rates also vary among programs, ranging from 47 percent to 100 percent of admitted students enrolling.

Applications Relatively Low in Most Programs.

Colleges reported two main reasons for suppressed demand in the first two years. Some colleges received final program approvals (including accreditation) shortly before the application cycle and thus had limited time to publicize their new programs. Additionally, some colleges noted that systemwide policies and regulations regarding lower-division general education courses for

the new CCC bachelor's degrees made some students ineligible for admission to the programs. Specifically, the policies require that CCC bachelor's degrees adopt the intersegmental lower-division general education requirements recognized by CSU and UC—typically 39 semester units of general education in specified subject areas. One college reported that more than 200 of its associate degree students expressed strong interest in applying to the college's bachelor's degree program, but only 23 applied, with the vast majority of the students not qualifying to apply because they

The Effect of the Sunset Provision on Program Evaluation

Under the Existing Sunset Provision, Colleges Might Enroll No More Freshmen. Most California Community College transfer students and California State University students take five or six years to complete a bachelor's degree. If community colleges participating in the pilot program believe they should allow up to six years for entering freshmen to complete the bachelor's programs, the colleges would need to stop admitting freshmen now. In this case, the pilot program would have only two freshman cohorts (2016-17 and 2017-18), with the first of those cohorts reflecting only a partial class (as only 10 of the 15 pilot programs were operative that year). Moreover, these first two cohorts each had low enrollment levels.

Drawbacks to Halting Enrollment at This Time. Halting admissions this early would result in very little student outcome data being available for the final evaluation to help ascertain whether the program is effective. Halting admissions early also could be problematic if the Legislature later decides to extend the pilot. When a program is paused, specialized faculty hired for the program might accept another assignment, creating a temporary staffing problem for the pilot program and necessitating new rounds of faculty recruitment once the program is extended. Often more troubling, a pause in enrollment can shake public confidence in the program's stability, thereby suppressing future student enrollment and employer support.

Extending Sunset Date Also Has a Major Drawback. To avoid problems associated with halting enrollment, the Legislature could extend the sunset date. A longer enrollment period, however, would further engrain a program in the status quo, potentially making terminating the pilot more difficult even if the outcome data show that the pilot did not meet the Legislature's objectives.

Consider Amending Sunset and Evaluation Provisions to Balance Competing Priorities. The Legislature could consider extending the sunset date, thereby allowing for more student cohorts to enter the pilot. This, in turn, would result in more years of student outcome data and a more rigorous final program evaluation. To reduce the likelihood of entrenching a potentially ineffective program, the Legislature simultaneously could move up the evaluation date. For example, the Legislature could permit colleges to continue enrolling new students through the fall 2021 term and move up the evaluation one year—to 2021 from 2022. Under this schedule, the final evaluation would include some graduation data for a few freshman cohorts (and more complete graduation data for several junior cohorts). We think this timing would yield sufficient information for the Legislature's review of the pilot. Under this approach, the enrolling of new cohorts and the release of the final program evaluation are coordinated. Such coordination would allow bachelor's programs to continue uninterrupted were the Legislature to extend the pilot. It also would limit the number of cohorts that would be affected were the Legislature to sunset the program.

did not satisfy all the associated general education requirements. The college has since changed its associate degree program so that its graduates will meet the bachelor's degree entry requirements, and it expects more applications in the future.

Bachelor's Degree Students More Like Transfer Students Overall Than Other Pilot College Students.

Figure 8 compares the race/ethnicity of students who enrolled in the bachelor's degree programs in 2017-18 (the center pie chart) with students at the pilot colleges overall (the left pie chart). CCC's bachelor's degree students differ markedly from other pilot college students. Compared to those students, the bachelor's degree students are more likely to be Caucasian or Asian and less likely to be Hispanic. As reflected in the right pie chart, the bachelor's degree students more closely resemble successful CCC transfer students.

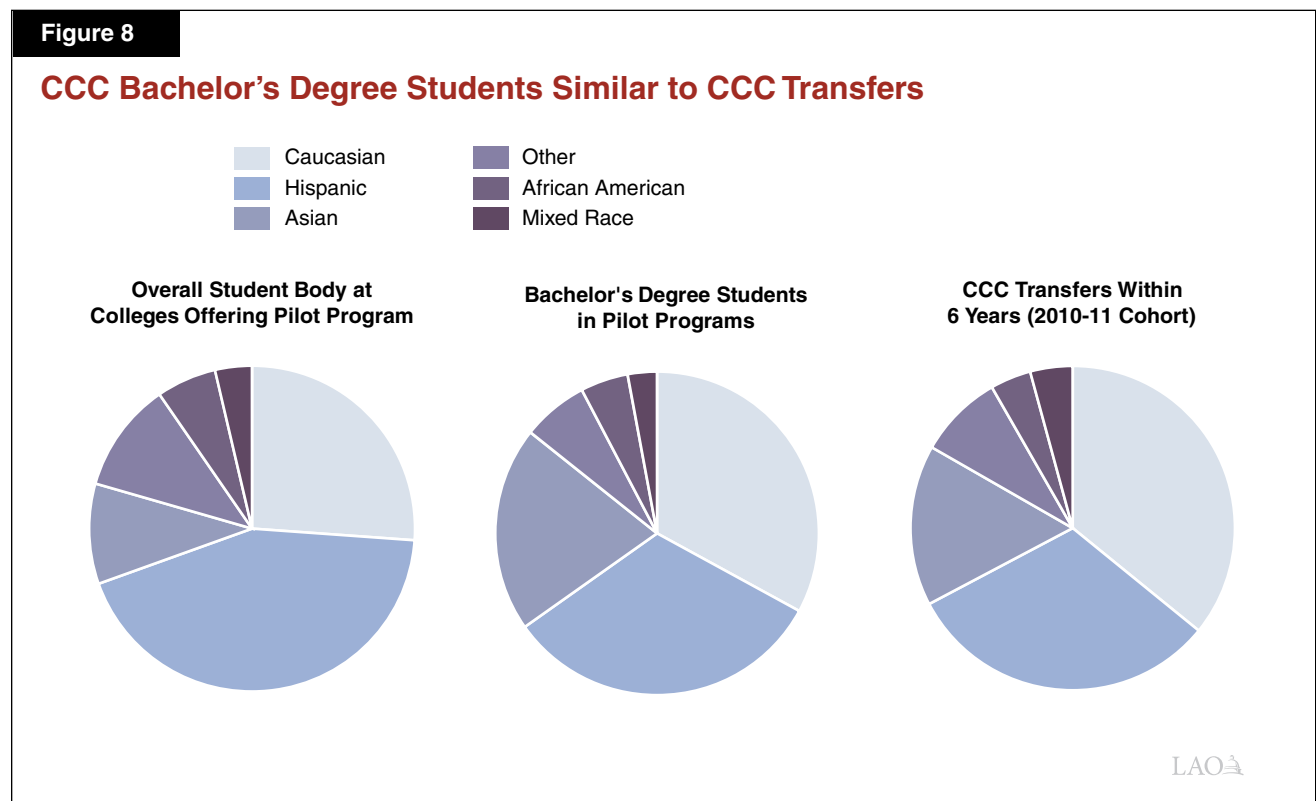
Unclear Whether Pilot Is Expanding or Shifting Access. Chapter 747 requires that we report on the impact of the pilot degree programs on underserved students. In their initial cohorts, the pilot degree programs do not appear to be primarily serving demographic groups that are underrepresented among transfer students. That is, the CCC pilot programs

might be serving students who otherwise would have attended a university program. The students we interviewed, however, generally indicated they are place-bound and unable to move for a university program. Although they are similar demographically to transfer students, they might differ in other ways that limit their access to university programs.

Bachelor's Degree Students More Likely to Be Female. Whereas 53 percent of pilot college students overall and successful CCC transfer students are female, 66 percent of CCC bachelor's degree students are female.

FINANCING

First Data Collection Highlights Need for Standardization. Although our office worked closely with the CCC Chancellor's Office to identify fiscal data reporting requirements, the initial fiscal data reports CCC submitted in September 2017 had inconsistencies, missing information, and other data problems. These problems are common in the first round of data collection for a new program and generally can be remedied with refinements to data



collection instruments and training for the personnel involved in data collection. Below, we report some information on programs' startup costs but are unable to draw any conclusions about ongoing program financing due to the data limitations noted.

Startup Costs

State Provided \$6 Million for Startup Costs.

The 2015-16 Budget Act provided this funding for equipment, library materials, curriculum development, and faculty and staff professional development, among other one-time costs. From this amount, the Chancellor's Office allocated (1) \$350,000 to each of the 15 pilot colleges and (2) \$750,000 for an implementation support grant awarded competitively to North Orange Community College District. The implementation grant was to support meetings and conferences for the pilot colleges, a website for the colleges to share information, and evaluation activities.

Colleges Used Two-Thirds of Startup Funds in First Two Years. The pilot colleges used their startup funds for outfitting new labs, purchasing equipment and materials, and—in one instance—purchasing property. They also used funds for curriculum development (typically by paying for faculty release time or hiring consultants) and professional development, including conferences and travel. Some of the funds were used for administration, student counseling and advising, outreach, and accreditation costs. As of June 30, 2017, two colleges reported that they had not yet used any of the funds. Four colleges reported receiving other start-up funding from their districts or an unspecified source, and one (Bakersfield College) reported a \$150,000 industry contribution toward startup costs.

Ongoing Costs

Not Able to Analyze. The greatest data reporting problems were for ongoing program revenues and expenditures. Several colleges did not include state apportionment funds and/or fee revenue from their upper-division courses. Some colleges attributed few or no instructional costs to their bachelor's degree programs. For half of the colleges reporting, program expenditures exceeded program revenues—often

by substantial amounts—and the colleges gave no indication as to how costs were covered. With all these data problems, we are unable to draw meaningful conclusions about ongoing program financing.

Financial Aid

Financial Aid Data Limited. Initial data reports do not yield a full picture of individual students' financial need and their use of aid. We can draw a few conclusions from the data, however, as described below.

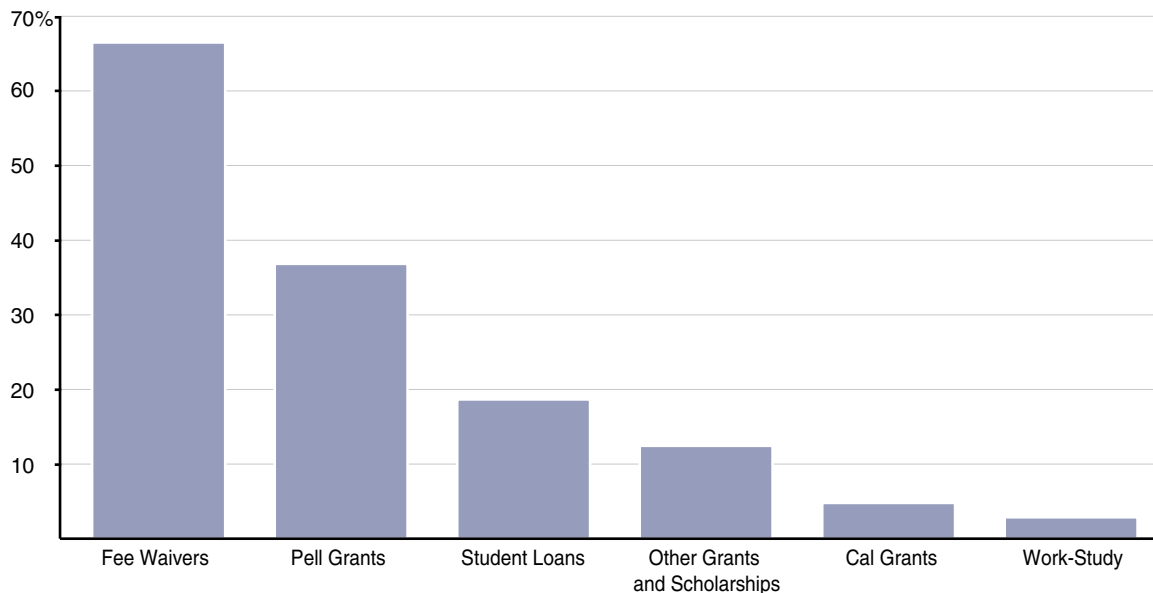
Majority of Pilot-Program Students Receive Fee Waivers. Fee waivers are the most common form of need-based financial aid at CCC. As **Figure 9** (see next page) shows, two-thirds of CCC's 2016-17 bachelor's degree students had their general course enrollment fees waived. This share is slightly lower than the share of all *full-time* CCC students receiving fee waivers (71 percent) but notably higher than the share of *all* CCC students receiving such waivers (50 percent). For further comparison, aid programs cover full tuition for about 60 percent of UC and CSU undergraduate students, with another 10 percent of university students receiving partial tuition coverage. In addition to receiving waivers for their general course enrollment fees, 5 percent of CCC's 2016-17 bachelor's degree students received Cal Grants that covered supplemental upper-division fees and a portion of other student costs.

Pilot-Program Students Receive Federal Grants and Loans Too. As **Figure 9** also shows, 37 percent of students received Pell Grants in 2016-17. For comparison, 22 percent of CCC students overall and 49 percent of full-time CCC students received Pell Grants that year. Of students participating in the pilot programs, 20 percent received federal student loans. (This figure assumes all students receiving a subsidized loan also received an unsubsidized loan. To the extent the overlap is smaller, the share of students with loans increases.) The 20 percent share is substantially higher than for CCC students overall (2 percent) but substantially lower than for university undergraduates (about half).

Figure 9

Many Students in Pilot Programs Received Need-Based Aid

Percent of Students Receiving Aid, by Type of Aid, 2016-17^a



^a A student receiving multiple types of aid is included in all applicable columns.

LAO

ISSUES FOR LEGISLATIVE CONSIDERATION

Since enactment of Chapter 747, the Legislature has faced pressure to expand the bachelor's degree pilot program in advance of the 2022 evaluation and 2023 sunset. Findings from our interim evaluation, however, suggest the Legislature may wish to exercise caution in expanding the pilot before the final evaluation. As the Legislature thinks more about the future of the pilot, fundamental questions about the mission of CCC also remain. In this section, we discuss each of these issues.

Interim Findings Suggest Caution in Extending Pilot

Financial Reporting Needs Improvement. Some of the Legislature's key questions for evaluation regard program financing and student financial aid. Specifically, Chapter 747 requires information on program costs and funding sources as well as student costs, financial aid, and debt. To date, CCC has not provided reliable information on these subjects. With improved reporting, however, we believe colleges could provide

the necessary information well in advance of the final evaluation. To that end, the CCC Chancellor's Office and our office are working together to improve and monitor data reporting.

Too Soon to Gauge Student Outcomes.

Chapter 747 also requires information on student graduation, employment, and earnings outcomes, all of which are important for evaluating the success of the pilot. The extent to which outcomes for pilot students are better, worse, or the same as students who transfer to CSU should influence the Legislature's decision about whether to continue authorizing CCC bachelor's degrees. The first cohort of graduates, however, will not receive their degrees until spring 2018 at the earliest. We expect generalizable outcomes will not emerge until four cohorts have at least some graduation data (spring 2021).

Numerous Concerns About Selection, Consultation, and Approval Processes. Our findings regarding abridged program development, selection, and approval processes and lack of robust consultation

with the universities provide additional reasons for caution. Were the Legislature to consider expanding the pilot, significant improvements would be needed in these processes.

Fundamental Questions Remain

How Are Bachelor's Degrees Affecting CCC's Core Mission? At many of the pilot colleges, the new bachelor's degree programs are building on existing certificate and associate degree programs and giving students an additional option to continue their education. At other pilot colleges, however, the new degrees are replacing existing associate degree programs, thereby limiting students' educational choices and substantially increasing their costs to enter an occupation. The Legislature may wish to consider whether colleges should avoid curtailing students' associate degree options.

Is a Bachelor's Degree the Solution in All Occupations? The employers we interviewed expressed a need for workers with higher skills than they typically find in associate degree graduates. Based on these conversations, however, it appears possible that graduates with associate degrees and *some* additional education—not necessarily a bachelor's degree—might meet this need. For example, perhaps three-year certificates or degrees could provide the desired skills. To serve students and employers well, any new credentials would have to be approved by accreditors and widely recognized by employers. To date, few such credentials exist. The state could explore ways to facilitate colleges and employers working together to develop programs that are more efficient in meeting industry needs.

To the Extent Bachelor's Degrees Are Warranted, How Focused Should They Be? In our review, we found universal agreement among policymakers, community college officials, and employers that—in keeping with CCC's workforce mission—any CCC bachelor's degrees should focus on career education. We found less consensus, however, on how narrowly these degrees should be tailored. Chapter 747 prohibits duplication not only of CSU and UC *degrees*, but also their *curricula*. This prohibition has resulted in very specialized upper-division courses (such as the automotive industry accounting and marketing

courses cited earlier) where more general ones likely would better prepare students for a broader range of positions. The Legislature may wish to consider the trade-offs between avoiding all duplication with the universities (thereby preserving clearer mission differentiation among the segments) and permitting some duplication (thereby potentially better serving students but weakening mission differentiation). Defining how much overlap to allow, however, could prove difficult. For example, should the state permit degree duplication in situations where similar university programs exist but are not offered in a region where a community college has documented a significant workforce need?

Could Improved Collaboration Between CCC and CSU Better Meet Workforce Needs? Another question for the Legislature to consider is whether the universities are providing adequate opportunities for CCC graduates to continue their education. Numerous collaboration models exist in which universities work closely with community colleges to expand opportunities for earning bachelor's degrees. A partnership between Hartnell College and CSU Monterey Bay provides an illustration. In this partnership, students take courses from both institutions year-round and earn a bachelor's degree in computer science in three years. Other models also exist, such as transfer programs in which the university component is taught on a community college campus, online, or through any combination of delivery modes that accommodates working students. Similarly, some states have “3+1” transfer programs in which students complete three years at a community college and the final year at a university. The Legislature may wish to explore ways it could encourage collaborations across segments to help meet workforce needs more efficiently and effectively.

What Should Be the Role of Employers in Training Workers? We heard from employers that some of the pilot bachelor's degree programs were providing hands-on training previously offered by the employers, thereby shifting the costs and risks of this training to the colleges (and the state). The Legislature may wish to consider how these costs and risks should be shared among the parties, and what role employers should have in workforce training.

CONCLUSION

Given the bachelor's degree pilot has been underway only a few years, our interim evaluation serves mainly to assess CCC's initial implementation efforts and identify issues for the system and the Legislature to consider as implementation continues. We think numerous reasons exist for the Legislature to exercise caution in expanding the number of pilot programs before the final evaluation. These reasons include needed improvements in data collection, the absence of any student outcomes to date, and concerns raised in the pilot program selection process. The CCC Chancellor's Office continues to work closely with our office to improve data collection for the remainder of the implementation period. To

maximize the value of the resulting information, the Legislature could consider amending the sunset provision in Chapter 747 to permit participating districts to continue enrolling new students until the evaluation is completed, potentially as soon as 2021. With improved data collection and continued student enrollment, we believe the final evaluation will provide the Legislature better information with which to decide the future of CCC bachelor's degree programs. Even with better information, however, the Legislature will continue facing fundamental issues about CCC's mission and the best way to provide access to bachelor's degrees.

LAO PUBLICATIONS

This report was prepared by Judy Heiman and reviewed by Jennifer Kuhn. The Legislative Analyst's Office (LAO) is a nonpartisan office that provides fiscal and policy information and advice to the Legislature.

To request publications call (916) 445-4656. This report and others, as well as an e-mail subscription service, are available on the LAO's website at www.lao.ca.gov. The LAO is located at 925 L Street, Suite 1000, Sacramento, CA 95814.



Executive Committee Agenda Item

SUBJECT: Revision of Paper on Faculty Hiring		Month: February	Year: 2018
		Item No: V. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the revised draft of the Faculty Hiring Paper.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 3.01 (S17) stated:

Whereas, The most recent Academic Senate for California Community Colleges (ASCCC) paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures*, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor’s Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook*, which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors’ Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor’s Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

This resolution was assigned to EDAC for completion, and the first draft of the paper is being presented to the Executive Committee for comments and revisions.

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

Introduction

The hiring of faculty is at the heart of developing and maintaining programs in all educational systems, and the California Community College system is no exception to this. While hiring practices may vary in terms of specifics from district to district in the 72 districts in California, basic principles and tenets of faculty hiring are consistent across the state. In recent years, there has been an increased interest in seeing the diversification of faculty that are hired at the community colleges, and both the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chancellor's Office (CCCCO) have responded to this interest in a range of ways. This paper, in response to resolution 3.01 (S17), is one of the ways that the ASCCC has responded to the interest in diversifying community college faculty.

Resolution 3.01 (S17) reads:

"Whereas, The most recent Academic Senate for California Community Colleges (ASCCC) paper on faculty hiring, A Re-examination of Faculty Hiring Processes and Procedures[1], was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook,[2] which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

[1] <http://asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures>

[2] <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf>

Resolved, That the Academic Senate for California Community Colleges update the paper A Re-examination of Faculty Hiring Processes and Procedures and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.”

This resolution was assigned to the Equity and Diversity Action Committee, which began working on the revision of the paper in the 2017 fall term. In addition to providing a revision of the Fall 2000 paper, this new paper also includes significantly more information about the statewide efforts of both the ASCCC and the CCCCCO on hiring more diverse faculty, effective practices for expanding the diversity of hiring pools, and sample language from colleges used in hiring practices and procedures.

As is clearly spelled out in the Fall 2000 paper, “The California Education Code is unequivocal in its assignment of authority to faculty in the realm of hiring. Section 87360 (b) reads: “hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.” Two things are significant here: First, this mandate appears in Education Code, rather than in Title 5 Regulations, and whereas both Education Code and Title 5 Regulations have the force of law, this mandate is clearly the express intent of the Legislature. Second, there is no qualification of the mandate, no specification of circumstances wherein it would be permissible for boards to circumvent the requirement to reach joint agreement with the academic senates. These two points combine to make the authority of faculty in hiring even stronger than in the ten-plus- one academic and professional areas specified in Title 5 §53200. That faculty have the discipline expertise and the motivation to set the highest possible standards in selecting those who will be their colleagues for the next twenty to thirty years is simply unarguable.”

As with the Fall 2000 paper, which was not intended as a substitute for previous ASCCC papers on hiring, this paper is intended as an update with more information about concerns which have become increasingly prevalent, including the role of faculty in the hiring of part time faculty, the interest in the diversification of faculty in the California Community College system, and the need for effective practices that can be used to expand the pools for both full and part time hiring. In addition, this paper should be used in conjunction with the CCCCCO’s *Equal Employment Opportunity and Diversity Best Practices Handbook* (2016), found at <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf> which was created by the CCCCCO’s EEO Advisory group to assist colleges in understanding the requirements around diversification of hiring that were created by the EEO Advisory in 2015-16.

What Has Changed Since the Last Paper

As one might expect, there have been dramatic changes around hiring in the 18 years since the ASCCC delegates approved the last hiring paper at the plenary

session in 2000. Some of these changes are technological – the submission of applications through an online portal, for example, or the electronic transmission of transcripts rather than hard copies of the same. Others are more philosophical – the interest in diversifying departments, in expanding pools to including non-traditional candidates, and even in the pedagogical expectations listed in preferred qualifications. 18 years ago, it is unlikely that most colleges included a preferred qualification of teaching online; today, that is far more likely to be included.

Changes in campus demographics around diversity have also occurred. Campuses overall have seen increased diversity in terms of gender, ethnicity, race, veteran status, disciplines, and other measures of diversity. While faculty hiring has not always matched these increases, there is evidence that the most recent efforts to diversify faculty hiring has resulted in increases in diversity across the state. This examination of faculty diversity has dispelled one long-time myth: the ranks of the part time faculty across the state are not more diverse than those of the full time faculty. Instead, faculty diversity remains fairly consistent regardless of employment status. As such, this paper will include effective practices in the diversification of hiring of both full and part time faculty.

There have also been changes away from the colleges, particularly in the work accomplished over the last three years by the California Community Colleges Chancellor’s Office Equal Employment Opportunity workgroup, which created the *Equal Employment Opportunity and Diversity Best Practices Handbook*. While the handbook covers topics other than hiring, hiring practices are at the heart of the document. Changes to the funding structure of categorical funds such as Basic Skills monies led to the creation of this document, which spells out the requirements that colleges and districts need to meet in their hiring processes and procedures in order to secure those funds.

In 2015, the Statewide EEO and Diversity Advisory Committee and the CCCCCO modified the EEO Fund Allocation Model. While historically EEO Funds were allocated based on FTES, EEO Funds are now allocated to districts that meet “multiple methods of measuring success in promoting equal employment opportunity” as per Title 5 §53030(b)(2).

The *Equal Employment Opportunity and Diversity Best Practices Handbook* was created to assist colleges in meeting these multiple measures. Each local district’s Chief Human Resources Officer, Chief Executive Officer, and Board of Trustees must annually certify compliance with these multiple measures to receive funds these funds. The handbook spells out the current nine possible measures and provide examples for each. A summary of the nine measures is below.

Mandatory for all colleges

1. First, the district must convene an Equal Employment Opportunity committee, and demonstrate that through the use of minutes or other records. That committee,

in accordance with local processes, must create and submit an Equal Employment Opportunity Plan to the Chancellor's Office, and must also submit expenditure and performance reports for the prior year. Having this step be mandatory (the only one of the nine that is mandatory for all districts) has seen an increase in compliance from 79% of districts submitting these materials in 2015 to 100% of districts submitting them in 2017.

Districts must also comply with five of the following eight measures in 2017-18:

In the pre-hiring processes:

2. The district must demonstrate that it has adopted board policies and resolutions that show a commitment to diversifying hiring processes and procedures.
3. The district must provide incentives to hire in hard to hire disciplines or areas. These do not need to be financial incentives; the district can demonstrate this by allowing for Skype interviews if the college is difficult to reach, for example, or by limiting preferred qualifications to increase the overall size of the pool.
4. The district provides focused outreach and publications that demonstrate a commitment to diversifying hiring. This could include running advertisements and job announcements in atypical publications, attending job fairs that are out of the area, or other demonstrable examples of diversifying outreach efforts.

In the hiring processes:

5. The district has established processes and procedures for addressing diversity throughout all steps and levels of the hiring processes.
6. The district has provided consistent and ongoing training for all members of all hiring committees.

In the post-hiring processes:

7. The district will provide professional development focused on diversity.
8. The district will ensure that diversity is incorporated into the tenure and evaluation processes.
9. The district will actively pursue the creation of "Grow Your Own" programs, seeking to hire students who attended California Community Colleges.

Beginning in 2016-17, districts were expected to demonstrate that they met five of the above multiple measures in order to receive EEO funding. In 2016, 77% of districts were able to demonstrate compliance by meeting at least five of the measures; in 2017, that number rose to 94%. It is probably safe to predict that the

number of multiple measures expected to be met, as well as the measures themselves, will increase in the coming years.

This paper is divided into multiple sections designed to address each aspect of hiring, from the construction of the committee through the process itself, and also includes a new section on mentoring of new faculty. As mentioned above, the paper is designed to be used along with the CCCCO's *Equal Employment Opportunity and Diversity Best Practices Handbook*. There are also appendices with effective practices at different colleges, and information from the Chancellor's Office regarding the efforts to diversify faculty in the last few years.

The Decision to Hire: A Review of Hiring Procedures, Including Hiring Prioritization

The decision to hire faculty for contract positions, including tenure-track, should be determined cooperatively through a well-defined and thoughtful procedure which involves college administration, the academic senate, and subject-area faculty. This procedure should include a thoughtful review of the capacity and needs of the college and/or district. It should also include an assessment of subject area strengths and weaknesses, as well as any need for special skills or foci within the discipline. Moreover, this procedure must rely on mutually agreed upon criteria that include "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" (Education Code, §87360). This procedure should result in jointly agreed upon recommendations for hiring prioritization to be presented by the college president to the district chancellor and/or the board of trustees.

Whenever possible, the initial determination of the need to hire within a subject area should rely on, and often begins with, consultation with discipline faculty. Discipline faculty possess the expertise to evaluate the needs and requirements of the subject area. In collaboration with administration, such as the appropriate academic dean, a subject-area review by discipline faculty should include quantitative and qualitative data, and, where possible, make reference to the college's program review process, program-level outcome assessments, and other data relevant to the program or department.

Quantitative factors are typically provided to faculty and administration by the college's office of research and planning. Attention should be given to any identified data trends to include the current term and at least the two prior academic years, where possible. Quantitative factors to consider may include current full-time equivalent faculty (FTEF) within the discipline; the percentage of FTEF who are full-time faculty; the percentage of FTEF who are part-time faculty and/or overload sections; the total number of sections offered in the discipline; the total number of full-time equivalent students (FTES); and the average percent fill of course sections; and the total weekly student contact hours (WSCH).

Additional quantitative factors to consider include overall ratio of full-time to part-time faculty at the college, as well as the faculty obligation number (FON). Although Education Code §87482.6 specifies a goal of 75% of all sections to be taught by full-time faculty, many community colleges do not meet this goal. However, colleges should not be trending away from this goal, nor should the percentage for a college in a multi-college district differ significantly from other colleges within that same district. The FON is set by the Chancellor's Office per Title 5, §51025 which requires college districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Local senates should remain aware of the FON of the district as there are significant penalties for failure to meet this requirement.

Qualitative factors should also be considered in determining the need to hire and establishing hiring prioritization. The identification of qualitative factors should involve consultation with discipline faculty, and should be seen as a method to connect the hiring prioritization process to a college's and district's integrated planning processes, including program review and/or program updates. Qualitative factors to consider may include: the proposed job description, including how the position would serve the needs of the discipline; potential teaching load; the availability of qualified part-time faculty in the discipline; representation of the staff with regard to gender, underrepresented group status, and other diversity metrics; subjects and areas of the greatest strengths of the current staff, and areas where additional expertise is required; specific needs related to departments staffed by a single full-time faculty member or only part-time faculty members; any legal mandates for the program, including state or federal mandates and/or requirements by external accreditation bodies (e.g. allied health programs); and new programs that may require discipline faculty expertise. In addition, colleges with a baccalaureate degree will need to take into consideration the requirements of these programs.

A college may also want to consider an analysis of projected needs within the discipline, where relevant. As such, the hiring prioritization process may allow for reference to additional quantitative and/or qualitative factors which demonstrate these anticipated needs. Some to consider are: an analysis of projected enrollment trends within the discipline based on employment trends and/or trends in transfer-level courses or developmental needs; additional requirements for student support; changing technology and the need to support the development of new skills; diversity needs for the department as well as the college and/or district; additional needs revealed by the district's strategic planning processes, such as program review; forthcoming categorical funding requirements; and/or the district's education master plan.

The academic senate should be centrally involved in the determination of new faculty positions, as hiring "criteria, policies, and procedures" are a matter of joint agreement between the governing board and the academic senate. To this end, the academic senate should work with the governing board and/or its designee(s) to

develop clearly delineated procedures for analyzing the submitted requests and for ranking successful positions for which new faculty will be hired.

Although colleges and districts may utilize a range of local processes for the determination and prioritization of faculty positions, colleges are best served by clear processes which connect requests for the hiring of faculty to local planning and budgeting procedures to ensure that decisions are made on the basis of objective criteria, are applied fairly, and are focused on student needs.

Factors which the academic senate should consider in developing or reviewing its hiring prioritization process may include: a printed timeline for the hiring prioritization process, to include submission deadlines, review by the academic senate, and submission to the president and board of trustees; request for hiring prioritization forms which solicits the same information from all petitioning subject-areas, including clear connections to program review, outcome assessment, and integrated planning and resource allocation procedures; open discussion between the academic senate and administration regarding the merits of each petition; an agreed upon procedure for forwarding recommendations to the college president and/or governing board; and an agreed upon procedure should the college choose to deviate from or alter the recommended priorities. In this way, the hiring prioritization process is both predictable and transparent, while still maintaining required flexibility on behalf of the district.

In addition, while the majority of current and future faculty requirements may be anticipated, some program needs may be unknown at the time of the hiring prioritization process only to be determined a critical hire at a later time. These unknowns may include late or unanticipated retirements and resignations, unanticipated vacancies of probationary faculty positions, unanticipated vacancies due to loss of adjunct faculty to other full-time positions, or unfilled positions needed to implement new or existing programs (e.g. time-sensitive, grant-funded programs). Moreover, critical hires may be a response to an immediate need for more course sections or academic or student services due to program accreditation requirements, insufficient discipline adjunct pool, or other similar factors.

In all instances where a critical hire is required by the college, a corresponding procedure for the determination of eligible positions further contributes to the transparency of the overall hiring prioritization process. Therefore, it is in the best interest of any college or district to develop a procedure for the determination and hiring of critical hires. Some factors to consider are procedures for a review of the position to determine eligibility, including consultation with the academic senate, as well as the opportunity for the senate to make known its agreement or disagreement with administration to the board of trustees.

At its core, any procedure for the determination of hiring priorities should involve the academic senate in consultation with subject-area faculty, college administration and the board of trustees. The process should be as objective and data-informed as possible, while allowing for the inclusion of quantitative and qualitative factors. The

procedures should be timely and predictable, as transparent, repeatable procedures are the best method to ensure the integrity and transparency of the hiring prioritization process for all involved constituencies.

Consideration with Construction of the Hiring Committee

District policies typically will specify the composition of the hiring committee; however, it is recommended that the academic senate review that policy periodically to assure that is providing the best opportunity to hire faculty experts that meet the needs of our diverse student population. In some districts, the collective bargaining unit also plays a role in the hiring process. If this is the case, the collective bargaining unit must work with the academic senate to facilitate formation of an appropriate hiring committee.

The hiring committees should contain diverse membership to provide many perspectives in selecting candidates [Title 5, §53024(e)]

The hiring committee shall contain:

- faculty confirmed by the academic senate in consultation with discipline or subject area experts. Best practices would include a minimum of three or four faculty, but can vary depending on local practice.
- an EEO representative selected and trained by the EEO advisory committee or other sources as discussed in the district EEO plan. This may be the role of a faculty member already on the committee.
- the area administrator (typically a dean)

The composition and training of the hiring committee are very important, as the committee will make an impression on the interviewee that may be a factor in the decision of a candidate with multiple offers. No committee should ever sacrifice discipline expertise for the sake of a more diverse committee makeup; however, if the discipline expertise does not supply significant diversity for the committee, then the college may wish to supplement the discipline faculty with additional faculty representatives who can provide differing perspectives.

The Role of the Administrator

A number of administrators will play key roles in the hiring process. Although the precise nature of administrative involvement will vary from district to district, their participation is likely to look something like this:

The area administrator, often a dean, may be the chair or a member of the committee and through his/her office will supply the committee with logistical support. The area administrator, by virtue of service on a multiplicity of hiring committees, should have developed considerable expertise in all areas of the hiring process, and should be a valuable resource to the committee. If the area administrator is not the chair, he or she should also work with the committee chair on various tasks, including making the reference checks on the finalists. The position of the area administrator on the committee, including whether or not the

administrator is a voting member of the committee, will be a matter of local policy, jointly agreed upon by the governing board and the academic senate.

The chief human resources officer will review committee materials to ensure their conformity to state law and district policy and will serve as a resource to the committee on these matters. The chief human resources officer may also be responsible for coordinating the advertisement of the position.

In some districts, a vice president or other senior administrator serves as the president's designee in final interviews. The number of interviews and the involvement of the committee with those interviews beyond the initial interview will be dependent on local processes.

The selection of the finalist to be recommended to the chancellor and/or the board of trustees is the responsibility of the college president.

The Role of Faculty

First, it is critical that faculty on the committee be appointed or confirmed, depending on local process, by the academic senate. Hiring procedures are, by statute, the product of joint agreement between the governing board and the academic senate. The academic senate's involvement provides assurance that procedures are being followed and thus affords a level of legitimacy that would otherwise be absent. Also, in practice, the exercise of the academic senate's role provides an opportunity for any objections to the committee's composition to surface and be resolved at the earliest stage of the hiring process. Finally, academic senate appointments will be made "in consultation with faculty of the discipline or subject area," acknowledging the key role of department members in hiring into their own discipline and avoiding unnecessary tension between the roles of the department and the academic senate.

As the discipline experts, faculty play a key role in writing the job description, determining if the minimum qualifications should go beyond the disciplines list requirements, additional desirable or preferred qualifications, and applicant screening criteria. Having a diverse committee composition also insures that many different perspectives are considered throughout the process so that the candidates that can best serve the diverse needs of students are more likely to be selected. Some districts may also request faculty input regarding where to advertise the position, recruitment efforts prior to the position close, or other activities.

Training the Hiring Committee

Once the hiring committee has been constructed, it must be trained in accordance with the district's EEO plan [Title 5, §53003(c)(4)] This training should go far beyond the legal requirements of compliance with EEO standards, to include anti-bias training including components of implicit bias. This type of training is essential if colleges are to make significant progress toward diversifying their faculty. Furthermore, it is imperative that this training occur before the job

description is written to assure that a richly diverse applicant pool is obtained and that qualified applicants are not inadvertently screened out because of biases in the job description.

It is the role of the EEO representative on the committee to monitor the process to ensure that process adheres to the principles in Education Code §87100(a)(3) “that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” As will be discussed below, all members of the committee must have EEO training; however, in an effort to increase diversity according to the district EEO plan it is essential that there be one person on each committee whose primary function is to ensure that appropriate procedures are adhered to and that the EEO perspective is maintained throughout all of the committee’s deliberations. Thus, the EEO committee member must receive specific training in anti-bias and compliance according to the district’s EEO plan and have access to the district’s EEO officer for advice and, if necessary, reporting any perceived bias that cannot otherwise be resolved.

As mentioned above, the committee should receive anti-bias training. As job announcements may contain implicit bias, committee members must receive training on elimination of bias before construction of the job announcement. Furthermore, it is important to remember that many potential candidates that meet or exceed minimum qualifications have little familiarity with the California Community College system and cannot be presumed to know about common terms used in the system. Therefore, as with the job description, the primary qualifications desired should be made very clear. Furthermore, the details of the application processes and the meaning of such terms as equivalency and how it can be demonstrated should be provided to potential applicants. District equivalency processes should be clearly spelled out and easily obtainable for interested applicants who might not meet the minimum qualifications as stated.

Job description

Prior to even developing the description for a hire, the committee should begin by developing clear objectives. While our colleges are generally very good about explaining what a new hire is going to teach and how the committee wants the candidate to appreciate the diversity of the students, clarity must also be provided about what it means to be part of the campus culture and any other attributes that would contribute to someone being an ideal candidate. This will dictate the design of the entire hiring process including job description, applicant screening criteria, interview questions, and applicant selection criteria.

Developing objectives.

The first things to consider and determine are hiring objectives. Ideally, the discipline faculty or the department would meet and have a serious dialogue about who this person needs to be – both objectively and subjectively. What strengths

does the new hire need to have? What particular challenges will a new hire face? What perspective might be needed in the department? The development of the objectives should be the product of extensive dialogue such that the whole committee has a common understanding of what characteristics are desired in this new faculty member.

The next challenge is crafting the job announcement to capture the objectives. Aside from the college's required information on each faculty vacancy announcement, the discipline faculty/department must decide what minimum qualifications are expected from a candidate and what desired qualifications the ideal candidate possesses. To broaden the pool of applicants, the committee may wish to have the only standard minimum qualifications from the Board of Governors' Minimum Qualifications for Faculty and Administrators in the California Community Colleges, known colloquially as the Disciplines List. The minimum qualifications simply allow an applicant to become part of a pool of candidates to be considered. Therefore, raising the minimum qualifications should warrant serious consideration, especially in disciplines that traditionally have a limited overall pool or a limited pool of diverse candidates. Depending on the position, however, more rigorous qualifications than stipulated by the Disciplines List may be desired. For example, if the new hire needs to have particular experience, a license or certificate in a particular area, or be bilingual, these supplemental criteria may be used. As raising the minimum qualifications often has the effect of limiting the applicant pool, this should only be pursued when it is determined that additional qualifications are necessary to perform the duties in the job description. While constructing the job announcement bear in mind that "Job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. (Title 5 §53022)"

After determining the minimum **required** qualifications, a determination of **preferred** or **desirable** qualifications should be made. These preferred or desirable qualifications, as well as your minimum qualifications, should clearly connect to the hiring objectives. For example, it is a fairly common practice to give preference to candidates with California Community College experience. Unless there is data to show that candidates with California Community College experience are significantly more successful as in serving students that faculty with other backgrounds, such criteria should be avoided. Criteria such as these not only serve to limit the applicant pool, but often have other unintended consequences such as limiting the diversity of candidates. For example, many recent graduates with experience as graduate teaching assistants but no community college experience including recent graduates of nearly all HBCUs and HSIs would be eliminated.

B. Desirable qualifications can include but are not limited to the following:

1. Academic qualifications beyond the minimum set by law and regulation if these qualifications would provide the basis for better teaching or other service.

2. Measures of pedagogical skill such as evaluations of prior experience, education in pedagogy, or demonstrations of effectiveness as a teacher, counselor, librarian, or other faculty member.
3. Specific preparation to offer instruction or other service narrower in scope than a discipline. An example from the Fall 2000 paper is still relevant: when hiring someone to teach piano, the college would probably require not only the minimum qualifications to teach music, but specific qualifications to teach piano.

Committees should identify the desirables that, when teamed with the minimum qualifications, will result in a candidate that meets the characteristics of the ideal candidate. It is essential that the previously determined objectives emerge clearly from the job description developed. Committees should also seek the assistance of the appropriate administrators to be certain that the job description conforms to relevant legal requirements, particularly those noted in Title 5, §53022.

Once the committee has drafted and approved the job description through its local practice, it is not acceptable for others to subsequently add additional qualifications to the description. In districts where this intrusion is a problem, the academic senate should request to the governing board that hiring policies be revisited, and revise them to explicitly exclude this practice. It should be noted that interference with established hiring policies in an ongoing hiring process should be cause for immediate alarm, and may be a basis for terminating the process. Academic senate presidents should be alerted to any such intrusion when it occurs.

Finally, the language of the job description should be diversity friendly and inclusive. A job announcement should do more than state what the college is looking for in the position; it should also convince the applicant that the college is a desirable place to work. In order to attract a diverse body of candidates, the job announcement should reflect the institution's mission, priorities, and interest in inclusion and diversity. Colleges should look for every way possible to make all job announcement materials represent the institution's commitment to all students and to make them inviting to candidates of diverse backgrounds and perspectives.

Advertising and Recruiting

The selection committee should be involved in the development of advertising copy to ensure that the copy is clear in its intent, honest in its representations, and friendly to diverse populations. As the job announcement is a recruitment tool, committee members should also give thought to the nature of their campus culture, the features of the campus and community that make it a pleasant and exciting place to work, and accomplishments or traditions of which they are particularly proud, and communicate these to potential applicants. To develop a richly diverse pool of candidates, more will be required than posting the job opening in the CCC Registry the Chronicle of Higher Education. The selection committee should work with the college and district human resources and EEO offices to identify additional avenues to reach potential candidates. Some examples include:

- targeting discipline departments in colleges with large populations of historically underrepresented groups;
- working with national organizations, representing historically underrepresented groups, to develop further postings;
- advertise in a variety of locations that increase the likelihood of reaching the most diverse pool of potential candidates possible; and
- connect with discipline specific organizations representing historically underrepresented groups

Beyond these electronic and print mechanisms, faculty should consider face-to-face opportunities at local or regional job fairs, educational placement fairs, or other such creative venues. While human resources officers are often attend such efforts, the committee members themselves may make better salespersons, responding to particular questions about the discipline, the college expectations, the joy of teaching at the local institution.

Paper Screening

The selection of candidates begins with the review of their applications. The hiring committee's first pass through the applications should eliminate any applicants who do not meet minimum qualifications. Any questions regarding equivalency are to be resolved using procedures "developed and agreed upon jointly by representatives of the governing board and the academic senate." In some districts the initial screening for minimum qualifications is performed by the human resources office. Having individuals outside of the discipline determining minimum and preferred qualifications is not good practice, and could result in the loss of excellent candidates, whose qualifications would be evident to discipline faculty.

The hiring committee should make every effort to ensure that review and selection procedures are free from bias and/or barriers in order to identify the best qualified candidates from diverse backgrounds. The following recommendations should be taken into consideration when evaluating applications:

- Assess ways that non-traditional or unconventional scholarship or research might contribute to the discipline, department, etc.
- Recognize that some individuals from underrepresented groups or other populations, such as those who were refugees, may have gaps in their education or might have taken longer to complete their coursework.
- Understand that many transferrable skills are acquired through alternative work or volunteer experiences and are no less valuable than more traditional pathways.
- Be sensitive to how applicants whose secondary language is English might utilize grammar, word choices, etc. in the writing of cover letters and resumes.

The committee should have a screening instrument, or score sheet, which allows members to rate each candidate on the qualities enumerated in the job description. As with the job description, the responses on the screening instrument should be weighted to emphasize those qualities most relevant to the candidates' performance of the work for which they will be hired. Determination of the scale for this ranking should be agreed upon by the committee prior to the review of any applications to ensure that no bias seeps into the process. Screening criteria should align with the minimum and preferred qualifications spelled out in the job description, although additional screening criteria, such as quality of application, can be included if there is agreement among the committee members and inclusion of such criteria reflects locally approved processes.

Fatigue and time constraints sometimes contribute to committee members simply "adding up the scores" and moving on to the next stage of the process. However, committee members should allot time for a full discussion of their responses to candidates' applications. This allows each individual member to process any thinking that might influence their perceptions of the applicants. Having an open and honest dialogue encourages members to ask questions about aspects of an applicant's background that they might not understand and creates an opportunity to reflect on any unconscious biases that might lead to the exclusion of qualified candidates from being interviewed.

Members should be encouraged to modify their scores in the light of insights gained through discussion, and at that point the scores might be given a major role in the final decisions. Because all of the documents used in the hiring process must be submitted as part of the legal record, committees may want to create a second rating sheet for this discussion phase, on which they make notes and enter their sometimes-revised scores. Both sets of scores, both pre- and post-discussion would then be submitted.

Once the decision as to who to interview has been made, the committee should establish a tentative interview schedule. At that time, both successful and unsuccessful candidates should be notified immediately. It will probably not be the responsibility of the committee to notify the candidates; however, this courtesy is extremely important, as any faculty member who remembers his/her own job applications will recall. The committee chair should follow up with the responsible party to see that this courtesy has been rendered.

Interview Process and Questions

College and district policies on interview questions vary, with some colleges using a relatively "boiler plate" set of questions and other colleges allowing the committees to determine their own questions. The creation of the questions for the interviews should be done prior to the screening of applications to avoid any kind of bias in the questions themselves. If the committee is creating the questions, it may seek out questions used in previous interviews or from other sources, or create the questions themselves.

While in the past certain types of questions were a given, such as the so-called “diversity question”, committees should seek to infuse desirable qualifications such as diversity or cultural competence into multiple questions. Questions which require knowledge of a particular subject or terminology that is not a requirement for the position, such as knowledge of the California Community Colleges nomenclature, may screen out candidates and prevent them from being considered for a second or final interview, potentially impacting the overall diversity of those being sent forward. Committees should consider these types of questions before agreeing to include them – for example, is it necessary that a candidate know what Title 5 is, or can the question reference “regulations” instead? In order to ensure fairness for the candidates, the committee should ensure that there is consistency in the interview process for all being interviewed.

Most faculty hiring committees require a teaching demonstration of some sort, and it is important for the committee to consider the question or questions for the teaching demonstration and the expectations of the candidates. Candidates should be told how much time they have ahead of time, so that they can prepare an appropriate demonstration within the allowed time constraints. Candidates should be informed if they will be allowed to use technology and what the expectations around that will be -- for example, will they be required to bring their own computer? Will there be internet access if the candidate wants to bring up a cloud-based document? Committees should also consider what kind of teaching demonstration they want to ask the candidates to provide. While in the past the standard demonstration often involved a lecture, pedagogical changes have meant that many classes are “flipped” or have more interactive components, and committees should be clear about what their expectations are in terms of the demonstration. For example, if the committee is instructed not to interact with the candidate (an instruction that was not uncommon until a few years ago) and the candidate is not made aware of this requirement, the candidate might not understand why the committee is not reacting. Given the stressful nature of interviews, ensuring that the candidate is aware of what is expected ahead of time will go a long way in allowing the candidate to shine.

The committee may also want to consider whether or not to allow for variations on interviews, such as allowing Skype interviews for the first round of interviews; because most colleges do not have the budget to reimburse candidates’ travel expenses to come to the interviews, the cost associated with interviewing may preclude some potential candidates from being able to participate in the interview process. Additionally, colleges which are not easily reached may want to consider the possibility of alternative interview processes to reach a more diverse group of candidates. While it can be easy to fall into the mindset of “Well, if they want the job, they’ll get here”, it is crucial that colleges interview the candidates that they believe will be the best faculty hire, not the candidates who can afford transportation to the campus.

Selecting the Finalists

The selection of finalists can be a stressful proposition for a committee, particularly if there is a divide among the members about whom to send forward. Committees often fall into the trap of looking for “fit”, and while it is important that a potential hire be collegial and able to work with colleagues, it is also important to consider the needs and interests of students in the program for which the faculty member is being sought. It is also crucial that the committee be cognizant of the implicit bias that can exist when interviewing candidates whose experiences or educational path may be different than those of the committee. Relatively new graduates might be more interested in different forms of assessment than those traditionally used in a discipline; that should not automatically preclude them from consideration. The committee should consider a wide range of criteria, including the diversification of the department, growth and development of new curriculum, and the overall needs of the students when determining who to send forward to final interviews.

Different colleges and presidents have a varied range of expectations and processes when it comes to selecting finalists. At some colleges, the committee is charged with sending forward only candidates that they are enthusiastic about, even if that means forwarding only one candidate or even no candidates. At other colleges, a minimum number of finalists is expected, and in some cases, a maximum number exists as well. While it might make sense to limit the number of finalists due to the busyness of a presidential schedule, these limits might also exclude a candidate that would be the best choice for the position. Whatever local process the committee uses to choose finalists, it should be followed with the best intentions for students in mind.

Finalist Interviews

Colleges have a variety of processes for final interviews. In some cases, only the president and the EO representative, along with the chair, are present in the interviews. At other colleges, the entire committee is part of the final interview. Some colleges require a teaching demonstration in the final interview, while others do not. Some presidents prefer a more casual approach to the final interview, almost in the form of a conversation, while others prefer the more traditional scripted interview format. Whichever processes a college has chosen to follow, it is important that the president be confident in the candidates that the committee has sent forward and that the committee representatives be able to articulate the reasons that the candidate(s) have been given the opportunity for a final interview.

Colleges may also want to consider alternatives for final interviews. For example, if a college requires that candidates physically travel to the campus for a first interview, the committee may want to try to schedule the final interviews as close to the first interview as possible, so that candidates that are selected to go forward do not have to travel twice. Alternatively, giving candidates several weeks to make travel arrangements might result in less expensive plane tickets depending on their destination. These kinds of considerations can assist in the diversification of pools and bringing greater diversity to a college.

What Happens If a Search Fails?

Sometimes, despite the best efforts of the committee, a search fails. It could be due to a lack of diversity in the pool, an absence of qualified candidates, or reasons beyond the control of the committee, such as budget cuts or all the finalists taking jobs elsewhere. If a search fails, local processes should be followed to determine if the pool can be reexamined, if new candidates can be considered, or if other actions can be taken. For example, if a position is posted as “Open Until Filled”, will local processes allow the committee to review all applications that have come in since the original close date?

If the search is deemed to have failed, the committee may want to review the reasons for the failure and determine if there are means by which to avoid these issues in future searches. For example, was the search conducted late in the year when the pool was already limited? Were there similar searches going on at nearby colleges that might have impacted the overall quantity of applicants? For some colleges, external factors may play a role; for example, if a college is located in an area where costs of living are particularly high, candidates may be hesitant to take a job knowing that it would be difficult to find affordable housing. While there may be little that the committee can do to mitigate external factors, it may be worth considering how to communicate these factors to the candidates prior to final interviews.

Beyond Hiring: Mentoring and Retaining New Faculty

The hiring of a new full time faculty member is a lengthy and time consuming practice that often involves significant expense to the college in terms of substitutes for faculty that are sitting on committees and the like. While it is frustrating to have a search fail, it may be even more frustrating to hire a faculty member and then have that new hire leave after a year or two at the college. Sometimes, the departure of a new hire is due to circumstances beyond the control of the college – a spousal deployment or other family matter that precludes the new hire from remaining at the college.

However, sometimes new hires leave because they don't feel that they have truly found a place at the college. Mentoring new faculty is an essential part of the experience of retaining new hires at a college, and it is an element that the faculty should absolutely take the lead on. Mentoring is outside of the proscribed role of the tenure committee, and may be difficult at a college where there are a limited number of permanent full time faculty. It may be one of the most important means by which to retain new hires, to provide them with guidance and assistance in navigating a new college system, and to make them comfortable with the college and therefore more comfortable with their position and their students.

Many colleges have begun experimenting with programs such as a first year mentorship program, which brings together all of the new full time hires for regular gatherings to discuss college culture, allow the new hires to express concerns or frustrations, and provide information for the newly hired faculty that might not be

apparent. Creating a cohort with the new faculty benefits the new hires, as they see that their experiences are shared and that they are not alone, and it provides the opportunity for the new faculty to interact with senior faculty that they might not otherwise have the chance to meet. A model mentoring program, from Sacramento City College, is provided in the appendices, and includes a variety of ideas regarding mentoring new faculty.

Part Time Hiring

As mentioned above, one of the myths about the California Community College faculty ranks is that the part time faculty in the system are far more diverse than their full time counterparts. Recent information from the Chancellor's Office has demonstrated that this is not accurate; however, part time faculty are an essential part of the community college system and are often the first faculty students encounter when beginning at a college. For that reason, it is essential that the hiring of part time faculty be done with rigor akin to that found in the hiring of full time faculty.

Processes for hiring part time faculty vary across districts, colleges, and even divisions and departments. Some colleges have set practices when it comes to hiring part time faculty, including set interview questions, while others are casual in their approach. Some colleges require a teaching demonstration, for example, while others do not. While there is no single effective practice when it comes to hiring part time faculty, it is a good idea to have a consistent policy if possible. It is also important to remember that in a multi-college district, equivalencies at one college would also be valid at the other colleges in the district, so if a part time faculty member was granted equivalency and then became full time, that equivalency would carry to the other colleges in case of a reduction in force or other action.

In addition to traditional part time faculty hiring, there are also cases where a college may choose to hire a full time temporary replacement, such as a parental leave substitute or other temporary replacement situation. These positions often have no processes associated with them, and it would behoove the academic senate to discuss processes prior to the college requesting a temporary hire. The hiring of full time temporary faculty can be viewed as another opportunity to diversify the faculty at the college.

Emergency Hiring Procedures, Full-Time and Part-Time Temporary Positions

Whenever possible, a college district should use its regular procedures and timelines for the hiring of full-time and part-time faculty. However, there are times when the need to hire additional faculty falls outside of predictable norms and calendars needed for regular hiring practices to occur. For this reason, a hiring procedure should take into account the need for emergency hires for both full-time and part-time faculty members, including what conditions should trigger the

process, as well as providing timelines and requirements feasible within shorter time periods.

Emergency hires typically occur when regular hiring procedures are impacted by restrictive timelines due to unanticipated vacancies close to the beginning of a term. Often, these vacancies can mean unstaffed but populated sections of courses. As such, emergency hires may serve the student, the discipline, and the college. Some criteria to consider prior to initiating an emergency hiring procedure might include: the number of viable and/or populated course sections without an instructor and any subsequent impact on student completion and success to include a clear need for additional faculty; if the vacancy is deemed essential for the viability of the program; if the vacancy is essential for purposes of accreditation, including external accrediting bodies; there are twenty or fewer days prior to the term of the identified need.

A college or district may choose to have different emergency hire procedures, depending on how much time is available between when the need is identified and when the term begins. For example, a college may choose to identify one streamlined process if there are fewer than twenty days but more than seven, and another more truncated process should the number of days be fewer than seven. In these cases, it is up to the academic senate in collegial consultation with administration to identify what works best for its college.

Some items to consider when developing these procedures might include: how might the shorter timelines impact the membership of the committee, especially if hires are to occur during summer or winter breaks when most faculty are off-campus; how the membership of the committee is to be selected, including academic senate confirmation, if applicable; how are interview materials reviewed, and as well as the development of interview questions, teaching demonstrations, and other materials required for interviews; changes to timelines and expectations for reference checks; and the viability of additional interviews.

Generally, for emergency hires, the hiring of part-time faculty is preferable, in absence of specific and compelling circumstances to justify an emergency, full-time hire. If a full-time faculty member is needed for the long-term, the subject area may participate in the next round of considerations for hiring prioritization. If a full-time faculty member be necessary, the position should be a full-time temporary position, with the term of service clearly identified, to allow this position to be reconsidered at the time of hiring prioritization considerations. In all cases, emergency part-time and full-time hires should be required to interview per the college's regular hiring procedure within a reasonable timeframe after the date of the emergency hire. Emergency hiring procedures should not be used solely as a method to grow FTES and college apportionment.

Administrative Retreat Rights

An additional factor which may impact a district's hiring procedures, including hiring prioritization, as well as the district's faculty obligation number, are administrative retreat rights. Per Education Code §87454 and §87458, there are two conditions wherein a current administrator may invoke retreat rights to become a faculty member at the college: as a previously tenured faculty member, or as an administrator who has not previously received tenure within the district.

The first condition applies if the administrator was previously a tenured faculty member within the same district and continuously employed by that same district. In this instance, the tenured employee may invoke retreat rights, and, in so doing, shall retain status as a tenured faculty member at that institution. Faculty tend to be aware and supportive of the first condition, as the retreating administrator navigated successfully the college's hiring and tenure processes prior to assuming an administrative role.

However, the second condition allows for retreat rights of an administrator who has not participated in the college's hiring processes for faculty, thereby disallowing discipline faculty the opportunity to participate in the hiring of a tenure-track peer, including any corresponding teaching demonstration. While this second condition is not commonly exercised, should it occur, this condition may invoke feelings of disenfranchisement for discipline faculty who are appropriately accustomed to having an active voice in the hiring process.

Per Education Code §87458, "a person employed in an administrative position that is not part of classified service, whose first day of paid service as a faculty member or administrator is on or after July 1, 1990, who has not previously acquired tenured status as a faculty member in the same district, and who is not under contract in a program or project to perform services conducted under contract with public or private agencies, or in other categorically funded projects of indeterminate duration" does have the right to become a first-year probationary faculty member (tenure-track) once the administrative assignment expires presuming all of the following criteria apply:

1. In mutual agreement with the senate, procedure is followed to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member;
2. In mutual agreement with the senate, procedure is followed to provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code §87358;

3. The administrator has completed at least two years of satisfactory service, including any time previously served as a faculty member, in the district;
4. The termination of the administrative assignment is for any reason other than dismissal for cause;
5. There is an identified, first-year, probationary faculty position available to which the administrator may retreat.

Of relevance to the final criterion, if there is no currently identified first-year probationary faculty position to which the requesting administrator could be appointed at the time of termination, the College is not required to grant the request of the administrator. (Ref. Wong vs. Ohlone College, No. A109823, 28 March, 2006.) Importantly, a lack of procedural language which captures the above allows the district to follow pre-existing procedures (if there even is one), tacitly empowering the district with greater latitude for decision-making which may or may not include its academic senate. It is therefore prudent to be aware of the conditions of each scenario, as well as to develop corresponding procedural language by mutual agreement prior to any discussion of a previously untenured administrator seeking retreat rights. In this way, academic senates have the opportunity to participate in the development of corresponding procedures without the added weight of faculty discord or feelings of administrative overreach into the hiring and/or tenure processes.

Therefore, academic senates should work with the college to mutually agree upon related procedures to accommodate each of these criteria. Development of a procedure should include a timeline for the district to communicate in writing the intent of the non-tenured administrator to invoke retreat rights. Where possible, the timeline should correspond to the ranking of faculty hiring priorities. Moreover, any timeline should be reasonable enough to allow for the senate to provide feedback ideally prior to the issuance of March 15th notifications to assure the senate that its feedback is to be considered.

As a part of the request, the district should provide evidence that the administrator meets all of the conditions as required by Education Code §87458. As part of the procedure, the academic senate shall be allowed to review the minimum qualifications of the administrator to ensure they align with the most current "Minimum Qualifications for Faculty and Administrators in California Community Colleges." The procedure may also want to allow the review of the minimum qualifications to include the appointment of a faculty member from the identified discipline. Should the identified administrator not meet the minimum qualifications, there is no equivalency process.

Best practice would suggest that any procedure include a presentation of the proposed job description to be assumed by the administrator be provided. Where

the identified position requires specific expertise, reasonable assurance the administrator can fulfill assigned faculty duties should be provided by the district. Based on the information provided, the academic senate is to communicate its recommendations to the college president and/or the governing board. To best equip the academic senate, any procedure may want to consider the development of an impact report, as there will likely be measurable impacts on the hiring prioritization process, as well as impacts on subsequent quantitative and qualitative measurements of the affected subject area. In its assessment, the academic senate may also choose to consider additional impact on current full-time and adjunct faculty, the potential for other full-time hires in areas where the need is greater, the fiscal sustainability of the position, any impact on the diversity of teaching faculty, and any potential impact on student success.

When the governing board takes action either to approve or not approve the retreat request, the board or its designee shall provide to the academic senate an explanation of action taken by the board in writing, to include reference to the written record of the decision, including the views of the Academic Senate, pursuant to Education Code §87358.

Recommendations

1. Faculty should be familiar with the CCCC's *Equal Employment Opportunity and Diversity Best Practices Handbook* (2016) and any subsequent updates from the Chancellor's Office regarding the requirements for use of multiple measures while hiring.
2. Processes and procedures within colleges and districts should be as consistent as possible and should involve the academic senate in the development and implementation of those processes and procedures.
3. Faculty should consider a variety of options in hiring both full and part time faculty in an attempt to diversify the faculty ranks at their colleges.
4. Hiring committees should be actively involved in all aspects of faculty hiring, from the creation of the job description to the forwarding of finalists.
5. Processes for hiring part time faculty should, to the greatest extent possible, mirror the processes for hiring full time faculty.
6. Local academic senates and tenured faculty should be involved in the district and college Equal Opportunity Committee and any other shared governance groups which are involved in hiring processes for faculty.

Conclusion

The hiring of faculty, both full and part time, is at the heart of the success of the California Community College system and the ultimate success of its students. The involvement of faculty, through the academic senate and hiring committees, is essential to ensuring the strength of the faculty hired at the colleges in all

positions. As colleges move forward with hiring a new group of faculty, the needs of students should be at the forefront of each hiring decision, and the diversification of the faculty ranks can only serve to benefit students and the colleges that serve them. While the hiring processes can be onerous, it is among the most crucial jobs that faculty take on beyond their responsibilities as teachers, counselors, librarians, and coaches. The conclusion of the Fall 2000 paper quoted the great philosopher Baruch Spinoza's *Ethics*, and the quote rings as true for this paper as it did for the one adopted in 2000: "All things worthwhile are as difficult as they are rare." The hiring of faculty may be difficult, but it is a worthwhile endeavor that will serve to benefit the students and the system of the California Community Colleges.



Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: February	Year: 2018
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The AB 705 workgroup met on January 26, 2018 to begin defining the terms identified at the November 22, 2017 meeting. The workgroup will meet twice in February (the 7th and the 26th) with the hope of sending recommendations to 5C by the end of February. ASCCC has 7 faculty serving on the group Craig Rutan, Karen Chow (English), David Beydler (Math), Kathryn Wada (ESL), Sydney Rice (ESL), Ryen Hirata (Counseling), and Nicole Bruant Lester (Reading/English).

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



Executive Committee Agenda Item

SUBJECT: Ensuring Effective Online Education Programs: A Faculty Perspective		Month: February	Year: 2018
		Item No: V. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and provide feedback for the paper.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Conan McKay	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Spring 2016 Plenary session, the ASCCC passed resolution 11.01 which states: “Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates.*” The ASCCC Online Education Committee was tasked with revising the paper: attached is first draft. The Online Education Committee would appreciate comments and feedback.

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

Ensuring Effective Online Education Programs: A Faculty Perspective

Adopted Spring 2018

2017-2018 Online Education Committee

Conan McKay (Chair), Child Development, Mendocino College

Caleb Fowler, Computer Information Systems, Folsom Lake College

John Freitas, Chemistry, Los Angeles City College

Michael Heumann, English, Imperial Valley College

Kandace Knudson, English(?), Sacramento City College

Philise Smith, Dance, College of the Canyons

Table of Contents

Introduction

The educational landscape has changed drastically over the past twenty-five years. Distance education has gone from one-on-one correspondence that utilized pen, paper, and the post office as the sole channel of communication between pupil and teacher—limited in content, desultory, and educationally disparaged—to enabling students to engage their instructors and their fellow students in interactive online environments in which content is delivered to the student through varied means that can rival the face-to-face classroom in positive student experience and efficacy. In short, distance education is a legitimate instructional modality.

The purpose of this paper is to address the need to provide guidance on professional standards for educational practices in distance education. The Academic Senate for California Community Colleges (ASCCC) has long provided leadership in the introduction and successful implementation of distance education over the past twenty-three years. During this time, the ASCCC has played a leading role in shaping policies and procedures for distance education in order to ensure that students are receiving the best educational experience possible. At the Spring 2016 Plenary Session, the delegates called for an update of educational technology best practices and adopted Resolution 11.01 S16:

Whereas, The creation of educational programs, including professional development, technology, and curriculum standards, is an area of faculty primacy regardless of modality, and an increasing number of colleges are creating or expanding online programs in response to student interest in online courses, degrees, and certificates;

Whereas, in order to be effective in serving students, high quality online educational programs require sufficient resources, including infrastructure, technology, professional development resources, and student support services, all of which are needs that may be identified through local program review

processes, institutional planning and budget development processes, and faculty development processes, each of which is a matter of local senate purview;

Whereas, Since the publication of the Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* in 2008, substantial advances in online education have occurred in the areas of technology, pedagogy, and student support services, including those promoted through the efforts of the California Community Colleges Online Education Initiative; and

Whereas, The Academic Senate for California Community Colleges is the legal representative of faculty on academic and professional matters and therefore has primacy in providing professional guidance to the field on the elements of high quality online education programs, including curriculum, student support service needs, infrastructure, technology, and faculty professional development;

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*.

Rather than trying to update the 2008 paper on Educational Technology, as called for in the resolution, it was decided that, given the recent and fast-moving developments in distance education, the best approach would be to write a new paper exclusively about distance education. This new paper will frame the issues regarding distance education from several perspectives: working with the local academic senate, developing effective practices, interacting with student services, creating total accessibility, and, developing curriculum designed to succeed.

Governance and the Role of the Local Academic Senate

All academic and professional matters are under the purview of faculty through the legal authority granted to local academic senates in the Education Code and the California Code of Regulations. Specifically, Education Code §70902(b)(7) gives local academic senates the right “to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” California Code of Regulations title 5 §53200 identifies the academic and professional matters under the purview of local academic senates, including areas that have a direct impact on distance education programs, such as curriculum, educational program development, and policies for faculty professional development. Furthermore, Title 5 sec. 55204 specifically identifies regular and effective contact in distance education courses as an academic and professional matter.

Title 5 sec. 55202 establishes the determination of distance education course quality standards as a curricular matter (by reference to sec. 55002), with the process for determining course quality standards requiring collegial consultation with local academic senates (by reference to sec. 53200 and subsequent sections):

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Thus, the determination of a course’s instructional modality is a matter of local academic senate purview and should be addressed through existing local processes established by collegial consultation with local academic senates.

Title 5 sec. 55204 the requirement that governing boards ensure that there is “regular effective contact” between instructors and students in distance education courses, and

identifies regular effective contact as an academic and professional matter. Thus, colleges are required to establish a local regular and effective contact policy. Because regular effective contact is identified as an “academic and professional matter pursuant to title 5 sec. 53200 et seq,” local regular effective contact policies must be established by governing boards through collegial consultation by relying primarily on or reaching mutual agreement with local academic senates. Finally, because regular effective contact policies are established through collegial consultation, they must be revised through collegial consultation.

Title 5 sec. 55206 requires that there must be separate local approval for courses to be offered through distance education in order to ensure that proposed distance education courses meet the same course quality standards as in-person courses, and that regular and effective contact is ensured. The process described in this section of Title 5 is a curricular review process that is established through collegial consultation with the local academic senate.

While local processes and governance structures will vary, the local committees that often are the most important committees that are engaged with the college distance education program are the curriculum committee, distance education committee, and the professional development committee.

Role of the Curriculum Committee

As stated previously, sec. 55202 establishes the requirement for distance education and in-person courses to have the same quality standards, and sec. 55206 establishes the requirement for separate review and approval for courses to be offered through distance education. These requirements apply to existing courses that are offered in-person and to new courses that are to be offered through distance education. Because sec. 55202 specifically references Title 5 sec. 55002, which establishes curriculum committees and the requirements for course quality standards, and sec. 55206 requires the use of local course approval processes, the required separate review is a curriculum

process which should be performed by the local curriculum committee. While local processes vary, a common practice is to require the use of a distance education addendum to the course outline of record that describes how instruction for the course will be conducted in the distance education modality. The distance education addendum would then be reviewed through the local curriculum process to ensure that all course quality standards are met. Furthermore, the curriculum committee should review the course the methods for ensuring that the course content is delivered to students through regular effective contact in order that they may successfully complete the objectives and meet the learning outcomes are described. Once this separate approval process is completed through the local curriculum process, the course can then be offered via distance education. The time required to complete the curriculum approval process for distance education courses should be consistent with that for approving in-person courses. Finally, the process for reviewing distance education proposals must be established through collegial consultation with the local academic senate.

Role of the Distance Education Committee

It is recommended that distance education committees be established to oversee the quality of college distance education programs. While the curriculum committee is responsible for ensuring that course quality standards are met for all courses offered through distance education and that the methods delivering instruction through regular effective contact are described, regardless of who teaches the distance education course, the typical role of the distance education committee under the auspices of the local academic senate to oversee the quality of the entire distance education program.

This includes, and is not limited to, the following responsibilities:

- Development of instructional design standards for online courses.
- Review of course shells in the Course Management System (CMS) to ensure that they comply with the college instructional design standards.
- Development of policies regarding the distance education program, including policies for the ongoing professional development distance education instructors,

policies training in the use of the CMS, and policies for ensuring that all courses and materials are accessible to all people with disabilities.

- Development of the college distance education plan.
- Drafting of the college distance education handbook.
- Oversight of the college distance program to ensure its overall quality so that all accreditation requirements are being met and that students are being well-served.

Because the scope of the distance education committee covers academic and professional matters, the distance education committee should be under the auspices of the local academic senate, which reviews and takes action on recommendations from the distance education committee. The membership of the distance education committee will vary from college to college. While there is no one correct structure, it is recommended that the local distance education committee include at a minimum the distance education coordinator, curriculum chair, the primary distance education administrator, the professional development coordinator, a learning disabilities specialist, a counselor, information technology staff, faculty with distance education expertise, and student representation. The composition should be primarily faculty. If the distance education committee is not established as a local academic senate committee, it is important that all recommendations regarding academic and professional matters be forwarded to the local academic senate for review and action.

Role of the Professional Development Committee

The professional development committee is responsible for developing the overall faculty professional development requirements. This committee should work closely with the distance education committee to ensure that faculty professional development requirements include the requirements for professional development for distance education instructors, including flex time requirements for colleges on flexible calendars. Recommendations for professional development requirements for distance education instructors are forwarded to the local academic senate for review and action.

Consultation with the Union

Title 5 section 55208 covers faculty selection requirements and workload, including the requirement that all distance education faculty must meet the same minimum qualifications as faculty teaching in-person courses order to teach courses offered through distance education, and states that the determination of class sizes for distance education “shall be determined by and be consistent with other district procedures related to faculty assignment.” Furthermore, subdivision (c) of sec. 55208 states that “nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.” The local collective bargaining agreement may include language about the rights and responsibilities of distance education instructors, including parameters for training and professional development, requirements for the portability of meeting professional development requirements in multi-college districts, instructor evaluation, requirements for assigning faculty to distance education classes, and class size requirements. Therefore, it is important that the union be consulted when developing policies for distance education instructors in order to ensure compliance with the local collective bargaining agreement.

Regular and Effective Contact

Context: The distance education landscape is shifting quickly in response to technological changes that have evolved throughout the past decade. Policies and regulations at the State and Federal levels have been slow to match the shifting use of technology, and as a result, campuses must be vigilant to ensure that their practices are in compliance. At the time of this writing in early 2018, there is a proposed reauthorization of the Higher Education Act, which—as currently written—could significantly alter federal regulation of distance education as well as best practices for engagement with students via distance education (<https://edworkforce.house.gov/prosper/>). Considering the role of the ACCJC in ensuring that our institutions meet Federal regulations, any shift on the Federal level would impact the practices of the ACCJC as they relate to our accreditation processes. Accordingly, campus distance education leaders should be attentive to the CCCCCO and ACCJC in order to identify regulatory changes that require changes in practice. The recommendations below are static, based on known regulations as of December of 2017. For an ongoing discussion of the evolving Federal regulations that govern faculty-student interaction in the online modality, see the Frontiers blog of the Western Interstate Commission for Higher Education Cooperative for Educational Technologies (wcetfrontiers.org).

Introduction to REC/RSI

At their most basic, laws and regulations that establish the requirement for Regular and Substantive Interaction (RSI, Federal) or Regular Effective Contact (REC, State of California) are intended to ensure that students are receiving their share of faculty-initiated instruction from programs that receive Federal backing via student financial aid. ACCJC has a more stringent set of evaluative criteria for distance education than the state or the federal criteria but is based on the premise of ensuring parity between the traditional on-ground and distance learning modalities that include but are not limited to interactive television or internet-based methods of delivering instruction.

Federal definitions

The federal department of education established two classifications of online or distance learning as a means of distinguishing federally fundable types of educational delivery methods: "correspondence education" and "distance education." The latter method, distinguishable by its inclusion of RSI, determines that students are eligible for receiving student federal financial aid while the prior method is considered "self-paced" or "correspondence-based" and not inclusive of enough faculty-student interactions to warrant financial support. The classification is meant to disincentivize self-paced or inferior programs in which students have little faculty guidance and interaction.

Specifically, the code of federal regulations Title 34 section 600.2 defines a correspondence course as "typically self-paced" and with limited "interaction between the student and instructor" that is "not regular and substantive" while being "primarily initiated by the student." Distance education courses, on the other hand, include "regular and substantive interaction between the students and the instructor, either synchronously or asynchronously." Although the CFR does not offer additional definition of RSI, a clearer definition of RSI can be inferred from relevant federal financial-aid related documents.

The 2017-2018 Financial Aid Handbook explains the role of accreditation and distance education: "A distance education program at a domestic school is considered an eligible [Federal Student Aid] FSA program if it has been accredited by an accrediting agency recognized by the Department for accreditation of distance education" (p. 2-36). It defines distance education accordingly:

"Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor and **to support regular and substantive interaction between the students and the instructor**. The interaction may be synchronous (student and instructor are in communication at the same time) or asynchronous. The technologies may include the Internet; audio conferencing; or one-way and two-way transmissions through open broadcast, closed

circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices" (p. 2-36, emphasis in original).

In contrast, correspondence courses are defined by the lack of RSI: "A correspondence course is a home-study course for which the school provides instructional materials, including examinations on the materials, to students who are not physically attending classes at the school. Interaction between the instructor and student is limited, not regular and substantive, and primarily initiated by the student. " (p. 2-36). The distinction between correspondence and distance education is critical, as correspondence is usually not eligible for federal student aid: "If a school offers more than 50% of its courses by correspondence or if 50% or more of its students are enrolled in its correspondence courses, the school loses its eligibility to participate in the FSA programs " (p. 2-36).

Although there is no additional explanation in the CFR or FSA handbook of what "regular" or "substantive" interactions are, David Musser, a Title IV program specialist with the US Department of Education provides additional guidance via two 2016 presentations in which he and Julie Arthur clarify that faculty-student interactions "are considered to occur 'regularly' if the program is designed to ensure that they occur on a predictable and regular basis" (Competency-Based and Direct Assessment Programs). Interactions "are considered 'substantive' if they are substantial (i.e. more than just a grade) and relevant to the academic subject in which the student is engaged [and] provided by a faculty member who meets accrediting agency requirements for instruction in the subject matter under discussion" (Competency-Based and Direct Assessment Programs). In a second presentation, Musser and Greg Martin specify that RSI could include "student attendance at faculty-supervised discussion groups, faculty-initiated conversations with students, [and] submissions of assignments where faculty provide substantive, written feedback" (Title IV Eligibility of Competency-Based and Direct Assessment Programs).

In a February 2017 final program review determination letter to one of the CCC campuses, the Department of Education summarized their January 2017 review of the

college's Title IV-eligible programs. Although "no significant findings were identified" during the review, the report offered recommendations, specifying that the college should "stress the importance of regular and substantive interaction with students": "Faculty should provide feedback and guidance to students throughout the weekly online meetings and through multiple channels (e.g. engaging in forum discussions with students, commenting on written assignments, **and** graded quizzes. [emphasis in original]). This is true even when students are required to attend in-person orientations, midterms, and finals. Feedback and guidance must be related to the academic content of the course (i.e. not limited to reminders about deadlines or other logistical matters) and must go beyond perfunctory comments such as 'good job' or 'great work.'"

The details about RSI outlined in the college's review letter are consistent with Musser's explanations and should be used as the most relevant and thorough guidance offered by the Department of Education to date. Accordingly, regular and substantive interactions are between certificated faculty and students, faculty-initiated, are regular and predictable, are about the course's subject matter, and are qualitatively more than just a boilerplate assessment of student work.

State Definitions

The California Education Code Section 55200 defines distance education much like the federal definition: "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology." There is additional guidance, however, in section 55202 about the scope of administering distance education in the institution: "the same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty."

Instead of RSI, the State uses the term "regular, effective contact" (REC) and specifies, "any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities." It adds that REC is the purview of faculty: "regular effective contact is an academic and professional matter."

Given the importance of federal financial aid to the students of CCCs and the lack of precise definition of what REC entails in practice, it is logical to combine the Musser specifications with those offered by Title V. It is prudent, then, to consider REC/RSI (referred to from here as "REC") as *regular and predictable (certificated) faculty-initiated interactions with students about the course content and about more than just boilerplate assessment of student work* (emphasis added).

ACCJC

In 2017, the ACCJC revised the guides to institution self-evaluation and to evaluating and improving institutions to incorporate distance education and no longer publishes a separate distance and correspondence education guide. The primary DE-related ACCJC documents that help institutions through the accreditation process are the Manual for Institutional Self-Evaluation, the Guide to Evaluating and Improving Institutions, and the 2011 Policy on Distance Education and on Correspondence Education (DE/CE). Faculty involved in distance education leadership on their campuses should familiarize themselves with these documents and understand ACCJC's role in ensuring compliance with Federal regulations. The ACCJC is primarily concerned with ensuring that institutions "assure the quality of DE/CE to the same extent as education delivered in face-to-face classes" (Manual, 2017, p. 26). In particular, institutions are responsible for ensuring, for instance, that their DE courses include RSI/REC, that their DE students receive the same level of support as face-to-face students, and that the institution has effective practices and policies that support student success in DE.

Local policies

ACCJC is clear in recommending that campuses have policies that ensure the quality of DE courses and programs. In some cases, these will be district policies that outline uniform definitions and procedures, supplemented by codified practices created or endorsed by campus committees. Local academic senates should be instrumental in campus discussions of DE as they relate to student success, faculty professional development, and other related 10 + 1 issues. One model is for campuses to create a local distance education committee as a subcommittee of the Academic Senate. On smaller campuses where information technology-related committees include academic and professional matters related to distance education because they lack a separate DE committee, the risk is that non-faculty make recommendations that fall exclusively in the scope of 10 + 1.

Labs in the DE Environment

The advances in technology that have provided affordable mobile computing devices have also created pedagogical paradigms that are outdated. For instance, years ago when the costs of computers or intricate software were prohibitive for individuals to have personal access, colleges purchased the equipment and/or software and provided direct access for students via activity laboratory classes where faculty directly supervised student work. Now, as students have their own direct access to computers and software, local labs or equipment and faculty supervision may be less necessary, thus changing the curricular paradigm. Faculty must be diligent in the curriculum development and review process to ensure that—because state apportionment requires faculty supervision of student work—all labs taught in the DE modality include faculty supervision via RSI/REC. The callout and logic map below are designed to help faculty determine the extent to which DE labs meet the RSI/REC requirements.

Callout: DE Labs decision-points

As a public institution of higher education that receives federal funding from student financial aid, we as California Community Colleges are legally bound by two primary regulatory sources:

1. Federal Education Law Codes: Federal Financial Aid guidelines that dictate institutional eligibility

- a. Any online instruction must be considered "Distance Education" (DE) and not "Correspondence" in order to be eligible
- b. To be considered DE, a course must have Regular Substantive Interaction (RSI)
- c. RSI: faculty-initiated, regular/predictable, and course content-related interactions with students

2. State Ed Law Codes:

- a. For state apportionment (section 58050), students must be supervised
- b. Lab hours = 2 hours of supervision and 1 hour of outside-of-class work.
- c. Lecture hours = 1 hour of class time and 2 hours of out-of-class work
- d. Distance education (not correspondence) must have REC
- e. REC = faculty-initiated, course content-related, regular

Altogether, these regulations indicate that **all labs must be faculty-supervised and must contain RSI/REC: faculty-initiated, regular or predictable interactions with students about course content and commensurate with the number of hours indicated on the COR.**

Course Design Rubrics for Local Review Process

Evaluation of online materials is vital to the success of any college's online program. Without an evaluation, there is no way to guarantee regular and effective contact. These evaluations can come in many guises, but they should include:

- Separate course review for distance education
- Evaluation of course design using rubrics like the OEI Course Design Rubric
- Accessibility evaluations
- Instructor self-evaluations
- Student evaluations
- Continuous Evaluation

Separate Course Review for Distance Education

First, before any distance education course can be offered to students, the course needs to be approved to be offered in the distance education modality. Title 5 §55206 states that a separate review is required for any course before sections of this course can be offered either online or as hybrid. The main goal of this separate review is to explain how the course will be able to include faculty-initiated, regular and effective contact between faculty and students and between students and the course materials, which is required by Title 5 § 55204 and described in the section above. Your college or district should have some form of DE addendum that can be evaluated and approved through your shared government process, usually through the college or district's Curriculum Committee. Your college faculty should not begin offering an online course until that course has been approved for distance education through this separate review.

Evaluation of Course Design

Once the separate review has been approved by your college's shared governance system, then the development of course materials—and the evaluation of these materials—can begin. It is important to note that the evaluation in this section is not evaluation of the instructor. Rather, the evaluation described here is an evaluation of the instructional design of the course. The first type of evaluation that usually takes

place when an instructor wishes to teach an online class for the first time is the evaluation of the course design itself. These evaluations come in many shapes and sizes. Some are peer evaluations of the course design conducted by members of a college's distance education committee or faculty with considerable experience in online teaching and learning [IVC, Mt SAC]. Others are self-evaluations, allowing an online instructor a better idea of what should be developed for a successful online course [American River checklist]. Still others are a mix of the two—a helpful guide to ensuring online success, often conducted with the help of an experienced peer.

Similarly, the ultimate purpose of these evaluations can vary dramatically from one college to another. Depending upon what a college's collective bargaining agreement says regarding online teaching, a low score on this evaluation can mean that the instructor in question is not allowed to teach the particular course online until the inadequate areas are improved. At other schools, these evaluations have no binding impact on whether or not an instructor can teach online; rather, they serve as a helpful review of course materials and class design.

Ultimately, though, these evaluations utilize rubrics that guide evaluators through the various aspects of an online course that the college in question has determined to be crucial for a successful distance education course—and for regular and effective contact. There are as many different course design rubrics as there are colleges with such rubrics. Some are extensive and require detailed responses; others are brief and only highlight the most important aspects of online teaching. There is, in short, a wide disparity in the way course design rubrics have been developed in the past.

When the Online Education Initiative was developed through the Chancellor's Office in 2013, one of the goals was to develop an all-encompassing rubric that would provide one clear answer to this question. The result of these efforts is the OEI Course Design Rubric, which was first developed in 2014 and continues to be updated on a regular basis. As it says on the OEI website, "The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high quality learning environment that promotes student success and conforms to existing regulations." In

other words, the rubric is not just a tool for evaluating online courses; it is also a guide for instructors developing new courses or wishing to improve their existing courses.

In its most recent iteration dated November of 2016, this 23-page document assesses 56 different aspects of online course materials and design decisions. These 56 aspects are broken into five main categories:

- Content presentation
- Interaction
- Assessment
- Accessibility
- Institutional accessibility concerns (for external tools and third-party content)

Each category is broken up into a variety of sub-sections that, together, evaluate just about anything that could possibly be utilized in online education. For example, under the heading “Section A: Content Presentation,” there are categories such as “A1: Placement of Unit-level Objectives,” “A3: Alignment of Unit-level Objectives,” “A4: Course Navigation,” “A8: Student Centered Teaching,” “A10: Individualized Learning,” and so on. Each of these categories is evaluated in one of three ways: Incomplete, Aligned, and Additional Exemplary Elements. In A4: Course Navigation,” Incomplete is defined as “Navigation and content flow are not easily determined”; Aligned is defined as “Navigation and content flow are easily determined by user”; and Additional Exemplary Elements is defined as “Clearly labeled tutorial materials that explain how to navigate the specific course are included.” Peer review experts evaluate online courses for the OEI Exchange, and when a grade of Incomplete is given, there is usually a written explanation to offer suggestions for improving this part of the course. Ideally, a course should be Aligned to all 56 elements in the rubric.

Within these 56 elements, there are answers to that most basic question: what is regular and effective contact? Certainly, the elements within the rubric covering course design, assessment, and accessibility all play key roles in ensuring regular and effective contact—particularly in the area of student-to-content interaction. However, the section

on "Interaction," provides clear definitions of the other ways that regular and effective contact can (and should) be provided:

- Pre-course contact: communicating to students how to get started in the class and what is expected
- Instructor-initiated contact: using announcements, email, feedback on assignments, and other tools to push information out to the students
- Student-initiated interaction: providing opportunities for students to ask questions or get other assistance through email, chat rooms, online office hours, and so forth
- Student-to-student interaction: providing opportunities for students to interact, to collaborate, and to learn from one another

In all, the OEI Course Design rubric provides one answer to the question of regular and effective contact. That is why the OEI has determined that, for a course to be offered to students in the CCC Course Exchange, it must first go through a course review process by a team of trained faculty Peer Online Course Reviewers (POCRs) that ensure the course aligns with the OEI Course Design Rubric (OEI CDR).

Its thoroughness in responding to this question makes it a good starting point for colleges when seeking to develop their own definitions and rubrics. Indeed, at the Fall 1015 Plenary, the Academic Senate for the California Community Colleges adopted resolution 9.01, "Creation of Local Online Educational Rubrics," which notes that the OEI Exchange "will require compliance with certain standards set forth by the OEI in its adopted rubric" and encourages "local senates to establish rubrics for online course standards." The resolution stops short of encouraging colleges to adopt the OEI Rubric, but it does indicate that colleges develop rubrics that, like the OEI's rubric, adhere to regular and effective contact. It is important, then, for colleges and districts to have both a clear definition of regular and effective contact and to have a rubric in place to assess how and where that contact takes place during an online course.

Accessibility Review

A third type of evaluation that must be completed for online education is the accessibility review. Although the review can vary in scope and content from college to college, the review itself needs to be as thorough and as comprehensive as possible in order to ensure Section 508 compliance.

The accessibility review can be conducted by an individual knowledgeable about both accessibility and distance education, or it can be conducted by a group (perhaps a sub-committee of your distance education committee) which includes individuals skilled in either accessibility or distance education (or both). Ideally, the actual evaluation should be completed by someone with both accessibility and online teaching experience.

Before a review is completed, it is advisable for online faculty to self-check their own courses. Faculty should begin by learning as much as possible about accessibility. @One provides webinar training and online classes on accessibility, and OEI's "Online Accessibility Resource" website also provides comprehensive information on online accessibility and how to create online content that is 508 compliant. There are also online tools (or "wizards") that will automatically review your online content to identify problems in accessibility. One such tool is the "Accessibility Check" function found in Canvas's Rich Content Editor.

Instructor Self-Evaluation and Student Evaluation

Two key types of evaluation that can be utilized to better improve the regular and effective contact in online courses are those completed by online instructor and online students directly. A self-evaluation can be utilized to allow instructors a chance to clearly explain both their philosophy towards online education and the teaching practices utilized to bring this philosophy to life in their online classes.

Meanwhile, the student evaluation process can be used to give online students a chance to assess the positive and negative parts of their online experience. Many

colleges actually create modified versions of the traditional evaluation forms specifically to include questions that focus specifically on aspects of the educational experience that are unique to online students who may never meet the instructor in person.

Continuous Evaluation

Instructor and student evaluations are not one-time actions; they are only effective if repeated frequently. Student evaluations for DE, like all other student evaluations, can be conducted semester-by-semester. The more times the evaluations are conducted, the better an instructor's understanding of what students find helpful and unhelpful in their online class experiences. Similarly, instructor self-evaluations should be conducted on a regular basis in order to give the online educator a chance to reflect on the online teaching experience, to celebrate successes, and to identify areas of improvement.

Instructor self-evaluations and student evaluations can help to improve the online education experience for both students and teachers. However, continuous evaluation does not need to stop here. It is also greatly beneficial for online classes to be periodically evaluated by a peer to gauge an online course's effectiveness over time. Just because a DE course is deemed to be effective when first developed does not mean that the course remains effective. Periodically allowing peers to review and evaluate an online course gives additional feedback to the online instructor; it also helps to reaffirm that regular and effective contact is evident in the course. These types of continuous evaluations can be a repeat of the initial course design evaluation; the same forms and processes could be used periodically. Alternately, these ongoing reviews can focus only on the most important aspects of online student success such as regular and effective contact. The key, again, is the regular repetition of these evaluations.

One final type of evaluation that can (and, really, should) be conducted is a regular review of your college's distance education program as a whole. Most colleges and districts have numerous mechanisms in place to effectively evaluate the health of a program: the program review cycle, accreditation, committee evaluation, and so on.

Hopefully, your DE program is subjected to the same kind of regular review as all other programs on your campus. If not, then it should be. Another way to ensure the continued health and the continuous growth of your distance education program is to develop and regularly revise a DE master plan. Finally, your distance education committee should regularly review its own performance, identify both successes and problems and seek out solutions to those problems.

Professional development for new and continuing online faculty

Ultimately, all of the evaluations and rubrics are meaningless unless the online instructor is properly trained in online course design and online pedagogy. For some colleges, this training is mandatory and must be completed before an instructor can teach an online class; for other colleges, the training is recommended but optional. Ultimately, this is a local decision and one probably determined by the local collective bargaining agreement.

In spite of the requirements or rules at a given college, it is very important for new online instructors to receive this training before developing and teaching online. It is also important for experienced instructors to receive continued training in order to stay current with the latest developments in online education and to better hone their own craft. Finally, it is useful for all faculty involved in distance education to meet in workshops, institutes, or conferences in order to discuss and debate the latest issues in the field.

Fortunately, there are lots of ways for faculty to receive training to teach online. For those who are beginning the online teaching process, the first step should be to take an online class. It's important for faculty teaching online to understand what it is like to be an online student. There are many classes designed specifically to introduce faculty to the basic concepts behind teaching online and to take them through the process of developing online content. Your college or district can develop its own such course or rely on existing courses conducted out of @One or other organizations.

Similarly, Canvas has a self-paced course that is available to any faculty member and covers much the same content as the @One course (though without an instructor).

The online course experience is key for online teachers, but often just taking a course is not enough to produce a quality online class. The next step is usually local training, either in the form of one-on-one tutoring with a distance education expert (such as an Instructional Media Designer), group workshops, or peer review sessions with a content expert.

Once instructors have developed and begun teaching online, continued training is essential. After all, there is no such thing as a perfect course; all faculty can benefit from continued education. This is particularly true for online faculty because distance education changes rapidly, and it is important to keep up with the latest trends and tools. Luckily, there are many ways to receive this kind of education. Online, there are webinars available from @One, OEI, and Canvas (among other groups) that focus on key online issues. There are also conferences and workshops that take place on a regular basis throughout California. One of the bigger events is the Online Teaching Conference, which is a three-day conference held each June and is co-sponsored by the Chancellor's Office.

As well, nearly every main ASCCC event (including Plenary, Accreditation Institute, Curriculum Institute, and regional workshops) includes breakouts on distance education or related issues. These breakouts are especially helpful because they provide a direct opportunity not only to hear from distance education experts but also to network with others passionate about distance education.

Finally, those who aspire to be true distance education masters might consider taking additional online courses through @One or elsewhere to receive certification in online teaching. This would allow these faculty to train others, either at their own campus or elsewhere.

Accessibility

Compliance with Federal and State accessibility regulations is the law. This section presents an overview of the Federal and State accessibility guidelines and provides information faculty need to know in order to comply with accessibility in distance education.

Federal and State Laws

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the education benefits and opportunities afforded by the technology and equal treatment in the use of such technology.¹

To address the needs of individuals with disabilities, the federal government enacted the Rehabilitation Act of 1973 (Rehabilitation Act). The Rehabilitation Act states that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance. As recipients of federal funding, California’s community colleges are subject to the provisions of the Rehabilitation Act and must be in compliance.²

In 1990 the federal government reinforced its commitment to individuals with disabilities by enacting the Americans with Disabilities Act (ADA). ADA provides individuals with disabilities civil rights protection and places emphasis on providing them with equal opportunity. Specific provisions of both the Rehabilitation Act and the ADA apply to programs and activities provided by public entities, including California’s community colleges (Ibid).

In 1998 Congress enacted Section 508 of the Rehabilitation Act (Section 508), which requires federal agencies to make electronic and information technology accessible to individuals with disabilities. The law applies to federal agencies when they develop, procure, maintain, or use information technology. Under Section 508, agencies must provide individuals with disabilities access to and use of information and data that are comparable to the access to and use of the information and data available to others.

In 2002 the California Legislature amended state law to make the requirements of Section 508 applicable to public entities in California. Because California's community colleges are public entities, they must comply with the provisions of the Rehabilitation Act, the ADA, and Section 508 (Ibid).

Thus, the Americans with Disabilities Act, Title II and Title III, Section 504 of the Rehabilitation Act, Section 508 of the Rehabilitation Act, and state accessibility laws work together to provide accessibility for those with disabilities.

In conjunction with these laws, California Government Code section 11135 requires that accessibility for persons with disabilities also be accommodated by a community college district using any source of state funds. Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.³

Current Status

Development of online courses in the California Community College System has seen tremendous growth. However, despite its growth, required federal and state accessibility mandates to provide accessibility in online education have lagged far behind. A 2017 California State Auditor's Report focusing upon three community college districts' processes for replacing and upgrading information technology found that none of the colleges were currently monitoring their accessibility compliance performance. The report also found that the colleges did not have specific processes in place to review whether instructional materials used are in compliance nor had the Chancellor's Office provided these districts with guidelines on how to develop

accessibility monitoring procedures. According to the report, this meant that some students would continue to be denied access to equal education.

The report concluded that community colleges must make accessibility a shared responsibility between faculty and their colleges. Suggestions for initiating this partnership include the development of online course content around the principles of Universal Design.

Universal Design

Universal Design was coined by Ronald Mace in 1989.⁴ Mace stated that universal design is an approach to creating an environment and product that are usable by all people to the greatest extent possible. The seven principles aligned with universal design are also a component of the WCAG Guidelines (see below) and include

- **Equitable use**
- **Flexibility in use**
- **Simple and intuitive use**
- **Perceptible information**
- **Tolerance for error**
- **Low physical effort**
- **Size and space for approach and use**

An example of how to implement universal design course content and mandated accessibility can be found in the Online Education Initiative (OEI)⁵ rubric that focuses upon the development of inclusive course design and accessibility parameters.

WCAG Guidelines

For example, the accessibility portion of the OEI Course Design Rubric utilizes the WCAG (Web Content Accessibility Guidelines). The WCAG was updated in 2008 and become known as WCAG 2.0.⁶ WCAG provides definitions and requirements essential to making web content accessible. Several layers of guidance are offered, including overall principles and general guidelines. The guidelines have three conformance levels

(A, AA, and AAA, from lowest to highest respectively) in which each checkpoint is either a level A, AA, or AAA, and were created around the following 4 foundations.

1. **Perceivable**

- Provide text alternatives for non-text content.
- Provide captions and other alternatives for multimedia.
- Create content that can be presented in different ways, including by assistive technologies, without losing meaning, thus making it easier for users to see and hear content.

2. **Operable**

- Make all functionality available from a keyboard.
- Give users enough time to read and use content.
- Do not use content that causes seizures.
- Help users navigate and find content.

3. **Understandable**

- Make text readable and understandable.
- Make content appear and operate in predictable ways.
- Users avoid and correct mistakes.

4. **Robust**

- Maximize compatibility with current and future user tools.

Faculty utilizing the OEI Course Design Rubric, which focuses upon the above components, move closer to ensuring that they comply with federal and state accessibility laws.

Faculty Professional Development

Of course, meeting accessibility guidelines is a challenge, and faculty are understandably unclear about how best to provide accessible content to their students. Some of the questions that plague faculty are listed below and answered in depth in the Distance Education Accessibility Guidelines (2011) report. Such questions include but are not limited to questions like:

- **Do I really have to make my course accessible?**
- **I have a video I want to use in my distance education course that is not captioned, but I don't know of any deaf students currently enrolled in my course. Do I still have to caption the video?**
- **How much time will it take to make my course accessible?**
- **What if I teach a Math or Chemistry course? Is accessibility possible?**
- **If I have no disabled students in my course, do I still have to make it accessible?**
- **To whom do I go for help?**

Answers to these and other questions are available to faculty typically through their distance education offices and faculty professional development programs. Therefore as the State Auditor report concludes, colleges must provide their faculty resources to work towards accessibility. However many faculty are unaware that there are resources to assist them. CCC faculty can, in addition to using the resources available at their campuses, access the CCC resources available through its High Tech Center (<https://ccctechcenter.org/about/accessibility>).

Wynants and Dennis ⁷ note that faculty who participated in an online disability awareness program were more apt to have information, confidence and methods on how best to provide accessibility for their students. Given this and the conclusions of the State Auditors' Report, the following are recommendations for this discussion on accessibility.

- 1. Faculty should become familiar with the applicable State and Federal Accessibility Laws and definition of accessibility.**
- 2. Colleges should take the lead in providing faculty with resources on accessibility**
- 3. Accessibility training for Faculty should be mandatory.**

EQUITY

Equity and student services are important topics in higher education. Todd and Rico (2014) provide a quick overview of equity and student success issues in the Community College system. The authors explain that equity is concerned with reaching the same outcome across different populations. Equality, in contrast, is concerned with fair treatment and resources for everyone. Inequality is an equity issue. The difference between disadvantaged students and the non-disadvantaged student body is the equity gap. Equity and student services are often discussed together with good reason: they are opposite sides of the same coin. Student services are institutional attempts to remedy the equity gap.

Addressing the equity gap is vital for the health of our students, colleges, and society. Equity has long been a concern of the California Community College system (Stanskas and Todd 2014). Berliner (2013) reported that inequality is linked to increases in a number of undesirable outcomes such as: mental health problems, incarceration rates, school dropout rates, drug use, and rate of teen births. The California state legislature has imposed a legal obligation on the community college system to address inequities with SB1456 Student Success Act of 2012 (Various, 2012). Equity concerns are not limited to the United States; this is a concern across the globe (Shah, Goode, West and Clark 2014; Igwe 2013). Tawfik et.al. (2016) noted the equity gap has become worse. Administrators and faculty have a legal and moral obligation to address equity issues.

The Problem

We are familiar with equity issues involving on-ground courses. The question “What are the equity differences between online and on-ground courses?”, has attracted a great deal of attention all over the world. Researchers in Africa (Igwe, 2013), China (Zhou and Fran, 2014) and Australia (Shah, Goode, West and Clark, 2014) have grappled with this question. In the United States, Xu and Jaggars (2013) studied community and technical college students in Washington state using a data set containing nearly 500,000 courses and over 40,000 students. The authors found the performance of all online students suffered in the areas of course persistence and grade. However, some groups suffered more; males, young students, African American students and students with lower grade point averages suffered disproportionately. Newell (2007) found students of color performed worse than white students in online courses.

However, other large studies present a more nuanced picture. James, Swan, and Daston (2015) analyzed 656,258 student records obtained through the Predictive Analytics Reporting (PAR) Framework. This is a multi-institutional, nonprofit collaborative effort dedicated to collecting data in a common framework and utilizing predictive analytics with that data to facilitate student success (Wagner and Davis, 2013). The researchers found that retention rates were lower for community college students taking exclusively online courses. However, taking only some online courses did not result in lower retention rates. This pattern was repeated at primarily online institutions but was absent from primarily four year on-ground institutions. Subsequent researchers (Shea and Bidjerano, 2017) report that more than 40% of a semester's coursework for a given student begins to reduce the benefit of taking on-ground courses with respect to completion rates.

In California, Johnson, Cuellar Mejia and Cook (2015) summarized the online education equity gap discrepancy. They noted that online California student success is about 10 to 14 points lower than in on-ground courses with even lower success rates for disadvantaged students. Furthermore, analysis of California Community Colleges Chancellor's Office (CCCCO) data suggest only 11 percent of on-line courses had

passage rates of 70 percent or greater. The authors analyzed a variety of factors in an attempt to explain the poor performance. They saw a wide variation of success rates in individual courses, suggesting there are multiple contributing factors. This suggests that best practices for online education have not been broadly implemented statewide. The paper discusses a number of elements which may contribute to successful online courses. Interested readers are encouraged to download and review their work.

Other research explores specific demographic characteristics for differences between online and on-ground classes. Xu and Jaggars (2013) note demographic differences with gender and age. They found female students have better performance outcomes in many situations, including the online environment. However, there is some dissenting literature on this. The literature on age is mixed - some studies suggest increased completion rates while others do not show a difference (Xu and Jaggars 2013). A literature review conducted by Jaggars (2011) on the impact of online courses on low income and underprepared students concluded online coursework was a hindrance for these populations, noting:

- Online courses have significantly higher mid-semester withdraw rates than on-ground courses - especially with underprepared students.
- Some evidence suggests students who take online courses may be less likely to return in subsequent semesters.
- Community college students may be especially sensitive to the barriers of online education.

Online education has the potential to negatively impact California Community College students. However, the specific effects on students are still opaque. The situation is like a group of blind people inspecting an elephant. Each individual touches the area immediately in front of them and generalizes that information to the entire beast, and no one has a full grasp of what an elephant looks like. Fortunately, a number of large studies are starting to illuminate the overall picture of the equity and online education beast. It suggests there are a number of elements which contribute to

an overall equity problem. It also suggests that it is possible to remediate these problems as well.

Specific Equity Issues in Online Education

It's easy to view technology (and distance education technology in particular) as a whipping boy for the problems facing our students today (Williams and Bossu, 2012). However, the reality is more nuanced. Tawfik et.al (2016) notes that technology can have both a positive and a negative impact on academic performance. Furthermore, the authors suggest these findings also generalize to the equity gap - either increasing or decreasing it. They note several studies which confirm that community college faculty are the most important factor in influencing student success.

Examination of the literature also suggests two interrelated constellations of factors defining the impact of online education on student equity. The first constellation are those factors which relate to distance education as a modality of instruction implemented by a specific institution. These issues arise from the nature of online education as a medium or the way the local college implements instruction with it. This may or may not be something faculty can directly change or remediate. These are what the psychologist Fredrick Herzberg would call "hygiene factors." The second constellation of factors are personal attributes that faculty and students bring to the online education environment. Course design can help remediate these issues, but we often cannot directly change these elements themselves. These can be called "enrichment factors."

Hygiene Factors

Carver and Harrison (2015) argues that online courses are inherently unequal by their very nature. They explain that bifurcated education is nothing new in this country. Historically, the middle and lower class receive vocational training, which traps students in a cycle of poverty. The upper class receives a liberal arts curriculum which prepares them for leadership roles. Online education with its vocational bias, they argue, is simply the latest manifestation of this phenomena. Their argument starts with an

acknowledgement of the many positives of online education but then notes that it is often sold as a cost saving measure with low income students most susceptible to this pitch. Carver and Harrison (2015) conceptualize online education as the factory model of education - delivering reduced quality at a lower price. On-ground instruction is the artisan model - more expensive, but of higher quality. This is not necessarily bad, but it does not factor in the economic problems with online education: while online enrollment averages only 10% - 13% of all college students, it accounts for almost 50% of student loan defaults.

Other researchers focus on structurally based issues as well. Williams and Bossu (2012) discuss the importance of social inclusion in relation to equity. Social inclusion is a collection of elements and processes which highlight and facilitate material and social deprivation - not just the absence of these elements but the resulting changes in social and power relations as well. They claim factors which hinder social inclusion will also contribute to a growing equity gap and since elements of social inclusion are so pervasive, merely addressing the digital divide is insufficient. Social exclusion is an equity issue because it denies people an opportunity to participate.

Researchers have also examined the impact of large class sizes and the growing international flavor of our classrooms. The work of Maringe and Sing (2014) is aimed primarily at large lecture halls, but by implication should also apply to large distance education classes as well. The authors study the effects of large class size on educational equality and the equity gap. They conclude large class sizes have a negative impact on educational equality and the equity gap, and the impact is consistent across a large group of diverse students. This is especially troublesome in distance education because it is trivial to scale up class size and there is a tremendous economic incentive to do so. The authors speculate that larger classes will mean more diverse classes - a logical conclusion especially with online education. They worry faculty may be exposed to more variety in demographically diverse courses and have a harder time responding in culturally meaningful ways. There may also be cultural and

linguistic barriers to communication as well. Finally, faculty may not realize a multiplicity of pedagogical approaches are needed to facilitate deep learning for a diverse population of students. They further claim increasing diversity does not necessitate a corresponding decrease in the equity gap. It is not good enough to just provide the same resources and opportunities for all students because differing student backgrounds practically guarantees not all students will be able to make use of these resources.

The issue of large class sizes has been studied for a number of years, and these studies suggest that the impact follows a student throughout their education. Historically, the concern was on the impact of large lecture hall classes. Arguments against large class size are strangely familiar to anyone who has examined the impact of class size on distance education. Literature going back over twenty years notes students whose first experience of college is passively accepting information will likely continue to do so throughout their college experience. The students are not socialized in the behaviors it takes to be successful in college (Spear 1984). Additionally, the literature also cautions that impersonal and anonymous education in large lecture classes - the lecture specific nature of the courses - dramatically impact student engagement and foster the idea that learning is little more than the memorization of terms. Poor performing students who just disappear are just part of the process (MacGregor et al, 2000; Bligh 2002; McKeachie 1987; Penner 1984). This may be why it is so hard to convince the public that online education is not functionally equivalent to on-ground education. After all, if all faculty do is deliver information, then it doesn't matter what pipeline they use to do it with.

These are huge social and structural issues. Paradoxically, these issues may be the most amenable to Student Services initiatives. Remediation requires large, visible programs. Provide access to Information and Computer Technology (ICT), establish educational programs the digital divide, and utilize ICT resources effectively. Finally, keep online class sizes down.

Enrichment Factors

A great deal of research has occurred exploring the second constellation of equity issues - enrichment factors. These factors occur with students and faculty on a case by case basis. Any specific factor may be germane in one situation and completely irrelevant in another. A number of specific clusters has been discussed in the literature:

- Technological Access
- Novelty
- Cultural, Linguistic and Social Barriers
- Media
- Technology outdated

Technological Access

Technical problems relating to computer equipment are the most visible and obvious equity issues. Insufficient computer equipment means insufficient course access. Clearly, some type of computer technology must be accessible to the student to participate in online classes. Williams and Bossu (2012) speculate this may also be a self-selecting problem with survivor bias coloring research. Part of the problem is we may not have a good understanding of the number of students without access to ICT. This issue is larger than "do students have access to computer resources". Many students, obviously, have computer equipment. However, often their technology is so old it is worse than useless. Students spend a great deal of time troubleshooting old computers and attempting to get old software to run. These frustrated students struggle to participate in online classes and often drop out. This frustration is greatly diminished with students who have newer equipment.

Novelty

A literature review by Xu and Jaggars (2013) suggested some groups of students had more difficulty adjusting to the online environment than other groups. The online environment was novel - unlike anything they had encountered before. The vast majority of students receive the bulk of their education in an on-ground environment - online environments are unusual. A number of other studies explore this idea with

mixed results. Worthen (2014) suggests online courses require a different skill set from on-ground courses. The literature suggests students who are familiar with technology or who have skills in time management or self-directed learning are better able to perform in an online educational environment.

Cultural, Linguistic and Social Barriers

Our institutions are better at handling these problems on a large scale, but they can show up individually as well. Willems and Bossu (2012) assert cultural and linguistic barriers may pose more of an obstacle in online courses than on-ground courses because students may miss the context surrounding the current lesson. The students may miss cultural and linguistic cues. This makes it harder for them to acquire the necessary context for understanding. Socialization plays a role as well, and this is difficult to duplicate online. Carver and Harrison (2015) argues that the success of wealth students is due to connections as well as knowledgeable parents who could guide them through the process. Research by Jagers (2011) suggests the online environment leads to isolation and student's feeling disconnected. This may be one reason why course completion rates for distance education classes are lower than on-ground classes. Turkle (2011) claims the situation is direr than we realize and postulates mobile devices are training an entire generation to avoid social contact. This implies our students will become less able to cope with isolation and social disconnect.

Media

If we examine information flows between the faculty and students, on-ground instruction uses a much larger, interactive, channel. All the student's senses can be engaged. Feedback is immediate. In contrast, online courses use a much more restricted information conduit. Furthermore, the media used for digital artifact storage imposes additional restrictions (audio files are just for the ears, for example). Time shifting introduces delays in feedback. This limitation applies not only to the content of a course, but also to the way the course is organized. In our data saturated world, specific content is becoming less and less important and the way that content is organized is more and more important. This explains why students need faculty in spite

of the trivial accessibility of course content - faculty provide structure so our students don't wander around (Bates 1989; Bates 1996; Bates 2002). Faculty can make learning vastly more efficient. Jagers (2011) reports distance education courses generally have less structure than on-ground courses. This increases the ambiguity in the learning situation and makes it harder for the students to understand what they need to do in order to succeed. The asynchronous nature of these courses further amplifies this issue.

Technology outdateding

On-ground instruction means every lecture is different - containing the sum of what the instructor knows at that specific point in time. Instructors can update their students as soon as they learn new content. Every semester, instructors become more and more knowledgeable about their fields. The professor has the opportunity to present the most current information available to the students.

Floridi (2014) points out technology does not age, it "outdates." This applies to technological artifacts as well. If online instruction is using some sort of prerecorded digital artifact, that artifact begins to "outdate" as soon as it is produced. Unlike faculty, the content is not refreshed as a normal part of the instruction process - revision must be expressly performed. This means online students are exposed to increasingly old course content. The significance of this issue depends upon the rate of change within a specific discipline. The solution is to refresh all digital artifacts prior to the next class. Unfortunately, given the tremendous amount of time it takes to produce a digital lecture of quality, coupled with the temptation "make do for one more semester," it is easy to see online students may not getting the most current content possible. This suggests online courses in rapidly changing disciplines can become less equitable over time when compared against disciplines in slower changing fields. It also suggests online courses are less equitable than on-ground courses as well.

Remediation of enrichment factors is largely a question of scale. The solutions suggested earlier will certainly help, but they are not specific enough to address many of these equity concerns. These are more targeted interventions focused at specific

individuals. Interestingly, many of these could be useful in on-ground classrooms as well. Individual faculty are best positioned to create solutions to these problems. However, Xu and Jaggars (2013) suggest several integrated methods to improve online performance and close the equity gap:

- Screening - Stipulate online learning as a right and not a privilege. Consequently, students would need to demonstrate their ability to perform in an online course (either test or mandatory class) before they could enroll in an online course.
- Scaffolding - Add to the student learning outcomes material facilitating success in online courses. This would be especially attractive to courses which tend to draw first time online students.
- Create an online course early warning system to alert faculty when students are having difficulty. The faculty would then direct significant and meaningful interventions. This would probably be easier to do in an online environment because learning management systems could collect much of the data.

Other useful elements may include: using video wherever possible because it is the richest information conduct available, present information in multiple media formats to give students a chance to pick up on contextual clues, and develop policies and procedures to review course content for freshness.

Our solutions are only limited by our imagination. All the authors who commented on potential solutions followed themes relating to Carver and Harrison (2015). They believe student success arises from several key attributes: quality teaching, meaningful advising, and thoughtful student support services. The equity gap in online education is largely a human problem, not a technology problem. It will require our humanity to solve it.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Basic Skills Committee 8 December 2017, 10am – 3pm Santiago Canyon College

MINUTES

Respectfully Submitted by Corinna Evett

- I. Call to Order at 10:00 and Adoption of the Agenda: Approved
 - a. Members present: Dolores Davison (chair), Randy Beach (second), Corinna Evett (hostess), Katie Krowlikowski, Samuel Rodriquez, Craig Rutan (guest)

- II. Approval of Minutes: Approved

- III. Status of Previous Action Items
 - a. Assigned Resolutions
 - i. One resolution about Basic Skills funding and changing the funding model through the Chancellor's Office.
 - ii. The Chancellor's Office wasn't interested in changing the funding model the way that it was suggested.
 - iii. It was completed because the ASCCC took a suggestion forward, so the charge in the resolution was fulfilled.
 - iv. The BS Funding has been folded in with SSSP and Equity funding.
 - v. Concerns about colleges being limited with plans and funds being integrated together to be one all sweeping plan and fund.
 - vi. The Basic Skills expenditure reports keep changing, and the Chancellor's Office keeps changing the deadlines for reports, which has made it difficult for colleges to go through participatory governance processes.
 - vii. The Interim Vice Chancellor of Student Services Rhonda Moore is open to listening to the colleges and has heard the concerns.
 - viii. Pushed BS expenditure reports back again.
 - ix. Not sure how the funding will go moving forward.
 - x. One issue we are facing as a system in terms of Basic Skills: We have all new high level personnel in the Chancellor's Office. A majority of the folks who have recently been hired are on IJE two-year contracts, which will lead to more turnover and could prove problematic for the system.
 - b. Assigned Tasks
 - i. We need to create a charter for the Basic Skills Advisory Committee (BSAC).
 - ii. Any charter that we write might need to include ESL because of the recoding idea.
 - iii. The charter will deal in part with AB 705.

- IV. Status of Committee Priorities for 2017-2018
 - a. New Resolution – ESL Coding
 - i. We need to look at the ESL coding issues that remain problematic because:

1. Structure of CB 21 is flawed—constructed to lead to Fresh Composition. The coding needs CB 21 codes, so we track courses that were not intended to lead to Fresh Comp, so it looks like students were not successful. We view ESL not as a basic skill but more like a new language. So these courses should be degree applicable, but the Chancellor’s Office says that they should not be coded as degree applicable. They view themselves more like Spanish than like Basic Skills English.
2. A number of colleges coded everything, including ESL courses, that they could as Basic Skills so as to obtain Basic Skills funding. Since the funding model is different now, it is possible to re-code courses and do things a different way.
3. A number of ESL organizations in the state are interested in seeing some changes with the coding.
4. We should see different kinds of models—and CB 21 will most likely need to be completely overhauled, especially in light of AB 705.
5. Go through traditional English pathway or ESL pathway to get to English. No colleges connect ESL as a preamble to English for a few reasons: 1. ESL practitioners see ESL as a language, and native speaking students don’t appreciate taking ESL. The way that ESL courses are taught is different from the way that English courses are taught. Everything about AB 705 is about Basic Skills, and ESL is included, so ESL is now considered Basic Skills, and ESL instructors are now considered Basic Skills instructors. More colleges add an ESL course with the English course (when below Freshman Composition for most colleges) as a prerequisite for other courses.
6. Basically, we need to inform colleges that there are errors in the scorecard reporting and work with the Chancellor’s Office to correct the numbers within the report. Might need to be a *Rostrum* article to fulfill the charge of this resolution.
7. The report is designed to make us look as good as we can possibly look, and no college has perfect data in any of the metrics. There is a limited ability at the Chancellor’s Office to make changes. So we need to let the colleges know that almost everyone has errors with ESL reporting and try to provide support to colleges who need assistance with research and accurate data.
8. Could we recommend that the ASCCC do something like they did with the Taxonomy of Programs (TOP) Code Alignment Program for the ESL Coding issue? We could seek funding from the Chancellor’s Office through AB 705 and the Basic Skills Transformation Grants to assist college with ESL coding and curriculum review and revision.
9. Why do we even keep TOP Codes? The first issue is that Classification of Instructional Programs (CIP) Codes don’t exist at the Chancellor’s Office. The TOP Codes were created first. Looks like in the future, CIP Codes will replace TOP Codes. This is five plus years down the road to do this because the Chancellor’s Office’s reporting system will need to be updated to be able to make a switch to TOP Codes.
10. We could pose this suggestion to Julie and John and suggest that this be on the agenda for the January Exec Comm meeting.

- i. On Dec. 6, the Chancellor's Office, in accordance with ASCCC, released an implementation timeline for AB 705. The bill takes effect on Jan. 1, 2018, but full implementation is for fall of 2019. Any new courses or corequisite courses needs to be in catalogues by spring 2019. We have about 15 months to put everything in place.
- ii. There is a workgroup with CEO, CIO, CSSO, Academic Senate, RP, West Ed, CAP, 3CSN, Foundation for Community Colleges representatives. May prove difficult to reach consensus with such broad representation.
- iii. Colleges will be required to use high school transcript information to place students in classes.
- iv. Thought that the BoG will approve assessment instruments and create a master list of tools that colleges can use to determine student placement. Colleges will not be able to use tools not included on the list.
- v. They will probably have requirements for colleges to submit data that shows the efficacy of their assessment tools, subsequent student placement, and student success.
- vi. Not sure what the consequences will be if students don't succeed.
- vii. Don't know the definition of what a one-year time frame is or when the clock will start.
- viii. Had questions about what it means to "enter" a mathematic or English sequence. What happens if the student withdraws before the drop date?
- ix. The Chancellor's Office has had a requirement that the multiple measures use cannot be highly correlated. One of the questions that come up is: Aren't the high school measures highly correlated?
- x. Disjunctive model of placement is when one tool to assess students can be used to trump any other tool. If they do well in one measure, just use that one measure and ignore all of the other measures. Unclear as to whether or not this practice of using the highest measure will be mandated.
- xi. What does it mean to maximize probability?
- xii. This bill updates existing language from previous legislation from 2012.
- xiii. There will likely be no approval of new assessment tests under the current Chancellor even though the current test doesn't work for students who are not direct matriculates from high school.
- xiv. The senate has the most concern about section 78218 that deals with the establishment of prerequisites or how it relates to core sequences and how core sequences are comprised.
- xv. There are questions about the co-requisite model as well. Title 5 speaks to co-requisites that apply to all students. What are the co-requisite requirements that apply to a portion of the student population? Co-requisites have not been attempted at scale, such as with 1500 students enrolled in Fresh Composition in a given semester, which means that 1000 students, who are often disproportionately impacted, would be required to take a co-requisite course to get into the Fresh Comp., which could seem discriminatory. The co-requisite model has shown the most promise even more than CAP.
- xvi. Everything in this bill works better for English than for math.
- xvii. Are there any ethical or moral implications to using students as the subjects of the research project that this bill seems to be?
- xviii. There is a concern about adjusting standards to meet the law.
- xix. There is a concern about students finding time in their lives to fulfill the co-

- requisite.
- xx. Need to come up with a framework that is not incredibly prescriptive and that gives colleges autonomy.
 - xxi. In relation to this bill, Basic Skills will certainly change.
 - xxii. How can this committee assist the field? Can this committee influence any of the workgroup conversations? We can forward information, suggestions, and concerns to our reps on 5C and on the workgroup.
- c. Basic Skills Advisory Committee (BSAC)
- i. When Dolores first joined BSAC, she learned that BSAC has no defined structure for determining membership or chair selection. They have a set of bylaws that seemed out of place and are unclear. They have nothing that clearly defines what their responsibilities are or what their charge is, and the committee has been meeting for a number of years. They don't have any minutes or any other documents. There are no guidelines or charter for the committee. The Chancellor's Office website for Basic Skills has no information about BSAC on it.
 - ii. In addition to faculty and CIO reps, there are also 3CSN members who have a very vested interest in continuing Basic Skills funding. The chairs are the senate exec member and a dean. Should probably be an administrator appointed by the CIO board. Have had some push back from other organizations about appointing faculty positions. Groups with seats at Consultation Council usually do appointments.
 - iii. Need to create a charter for BSAC with the committee charge, meeting schedule, membership, and advisement/recommendation processes.
 - iv. For membership, we could have CEO, CIO, CSSO, and Noncredit administrators, include 3CSN and Basic Skills specialist as resources.
 - v. Do we embrace AB 705 as part of the charge for this group, or do we keep the charge broad?
 - vi. Need to give voice to AB 705 in a way that allows us to maintain Basic Skills.
 - vii. Also need to have a strong voice about equity in the charter.
 - viii. Suggested language for a possible charter from Katie:
This committee guides decisions that help support Faculty and staff who provide resources and training to under-prepared students in the system
 Because...
 - California's strong workforce depends on mastery of foundational (previously known as basic) skills contextualized to the workplace
 - The 3C system of colleges is an open-access system, and not all students are adequately prepared for immediate success in the rigor of transfer-level coursework
 - Public support of community colleges depends on efficient use of resources to support best possible outcomes for students
 - ix. We can workshop a charter through Google Docs.
- d. Future of Basic Skills
- i. With AB 705 does Basic Skills and BSAC go away, or do we use AB 705 as the platform for Basic Skills and deal with it that way?
 - ii. Not everyone involved with AB 705 agrees that we still need Basic Skills instruction.
 - iii. Discussed how we view Basic Skills as well as what Basic Skills really is and means and how Basic Skills is foundational to learning in all disciplines.

- V. Plenary Planning or Report
 - a. Report out from Plenary Breakout
 - i. Focused in the beginning on the BS funding formula and upcoming deadlines for the reporting.
 - ii. The conversation revolved around AB 705—people have lots of questions—questions that are hard to answer because there aren't easy answers.
 - iii. Prerequisites and the way that we establish prerequisites are imbedded in AB 705.
 - iv. Included a student services piece with the breakout to talk about some of the issues with equity, diversity, and Basic Skills.
 - v. The AB 705 Workgroup will have a breakout at spring plenary.

- VI. Topics
 - a. We discussed all topics.

- VII. Announcements
 - a. Events
 - i. January Executive Committee meeting, 11-12 January 2018 in Riverside
 - ii. February Executive Committee meeting, 2-3 February 2018 at South Coast Plaza Westin

- VIII. Adjournment – 2:30 pm



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Educational Policies Committee

Wednesday December 13, 2017

10:00 AM-3:30 PM

MINUTES

[Chaffey College Map](#)

7777 Milliken Ave, Rancho Cucamonga, CA 91737

Rancho San Antonio Medical Building

The white building is on the corner of Foothill Blvd and Milliken Ave. The RadTec program is on the ground level facing Foothill Blvd. on the southeast corner of the building. There is a metal mailbox outside the entrance door with a Chaffey College sign.

Parking permit is not needed.

I. Call to order and adoption of the agenda

Members present: Holly Bailey-Hofmann (West Los Angeles College); Randy Beach- chair (ASCCC Exec/Southwestern College); Rebecca Eikey (ASCCC Exec/College of the Canyon); Andrea Guillen Dutton (Chaffey College); Christopher Howerton (Woodland College).

II. Chair Updates

Randy updated the committee on developments around [Resolution S13 19.03 Develop Training Guidance for Faculty Engaged in Peer Evaluations](#). ASCCC president Julie Bruno reached out to other faculty organization leaders to form a workgroup to address the resolution. Final participation in the workgroup will be determined in January. Also, Randy is compiling research for a Rostrum article on Supplemental Instruction in response to [Resolution F11 13.20 Supplemental Instruction Survey and Glossary](#). The committee will review a draft in January.

III. Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)

The committee has concluded that [Resolution F16 18.01 Local Senate Approval for Participation in Multiple Measures Assessment Project \(MMAP\)](#) is no longer relevant due to the passage of AB 705 and the requirement that all colleges participate in multiple measures for placing students into math and English courses.

IV. New Resolutions Assigned to Ed Pol - Randy (30 minutes)

The committee reviewed new resolutions passed at the Fall 2017 plenary that have been assigned to Educational Policies:

- F17 7.03 Evaluation and Certification of Coursework from Home Schools: The committee recommended developing a work group potentially with K12 partners to research the topic and make recommendations.
- F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options: The committee agreed to approach this item in two ways: 1) Create a rostrum article

encouraging colleges to institute the practice 2) create a short survey on who is using the low-cost icon. Randy and Christopher will follow up after the new year.

- 13.02 Environmental Responsibility: College Campuses as Living/Learning Labs: The committee recommended that the 2019 Exemplary Program Award recognize outstanding community college programs that support responsible stewardship of the natural resources of California community colleges such as biodiversity, habitat conservation, and the college landscape as living and learning labs and develop responsible practices for the conservation of natural resources, including wildlife, within educational and facility master plans. Randy will take to exec for approval.
- 14.01 Effective Practices for Allowing Students to Repeat Courses to Alleviate Substandard Grades: The committee agreed to collect and survey policies on repetition of substandard work to look for trends and policies currently being used. Randy will collect policies 4225 from committee members and others, and the committee will review at a future meeting for trends.

V. Addressing the Needs of Students Impacted by the Changes to Course Repetition
The committee agreed that the resolution is very broad and difficult to address. Randy will reach out to groups such as the RP Group, the Career Ladders Project, AEBG, ACCE, and others for existing research or plans to do research and report back to next committee meeting.

VI. Model Grants Policy
The committee provide feedback to Holly and Randy on the model policy addressing [Resolution F12 17.01 Approval of Grant Driven Projects](#), and the policy was perfected. Randy will take to Exec for January for feedback. The committee will also review how this resolution impacts resolution SP17 17.01

VII. Allowing Faculty to Submit the “Report Delayed” (RD) Symbol for Instances of Student Academic Dishonesty
The committee discussed the draft of title 5 §55023-55024 that Christopher and Randy developed. The draft will be reviewed at 5C on Friday, December 15. Randy will report back to the committee in January.

VIII. Re-enrollment Information for Admissions and Records Staff
The committee discussed [Resolution F14 7.06 Re-enrollment Information for Admissions and Records Staff](#). Randy will reach out to the association representing admissions and records staff to determine if this is still an issue.

IX. Educational Program Paper
The committee discussed the draft of the paper and the timeline for review and approval. Randy will present a draft to the Executive Committee at its January meeting.

Meeting was adjourned at 3:00 PM

Resources:

- a. [Membership Contact Info](#)
- b. [17-18 Meeting Schedule](#)
- c. Travel form at: <http://www.asccc.org/content/flight-and-travel-request>
- d. Reimbursement forms at:
http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee

13 December 2017

9-10:30am

CCC Confer 888-450-4821

Participant Pin: 244867

MINUTES

- I. Call to Order and Adoption of the Agenda – call to order at 9:03am
 - a. Members present: Dolores Davison (chair), Sam Foster (second), Eartha Johnson, Orlando Shannon, Michael Wyly

- II. Status of Current Actions
 - a. Check in on paper
 - i. Due date to Dolores = 8 January for first read at February meeting **Move to Friday Jan 12 for all draft portions to Dolores; will combine and submit for February exec meeting**
 - b. CCLC Presentation -Presentation had lots of interest in diversity in hiring. Chancellor's office change to require 5 multiple measures to receive funding.
 - i. USC summit on diversity in hiring in April is looking at these same issues, and the ICAS brochure for legislative visits is also looking at increasing diversity
 - c. CCC LGBTQIA+ Presentation at UC Riverside: 350 people there to discuss issues around LGBTQIA+ concerns in California community colleges.

- III. Status of Committee Priorities for 2017-2018
 - a. New Resolutions
 - i. Support for DACA Students <https://www.asccc.org/resolutions/support-daca-students>--in progress. DACA resources on Senate web page. Grant from the Irvine foundation to put together a handbook similar to the EEO handbook about resources; EDAC will volunteer to work with the CO about this.
 - ii. Equity Issues with CAI termination. <https://www.asccc.org/resolutions/esl-equity-impact-caused-termination-common-assessment-initiative>. Dissolved the CAI earlier this year; will touch base with Craig Rutan (former CAI co-chair) regarding this issue to see what needs to be done.
 - iii. Revision of Equity Paper . <https://www.asccc.org/resolutions/revise-2002-paper-student-equity-guidelines-developing-plan> Revision around equity plan in integration of SSSP, Equity, etc. Create an outline by the end of the semester and hand to next year's EDAC
 - iv. 22.01 Insuring diversity for California Promise Program work with Leg and Advocacy; committee is meeting first week of January to discuss plans for this year.

b. EDAC Regionals for Spring

- i. Possible Dates: 16-17 February or 6-7 April chose April Date
- ii. Locations TBD considering Victor Valley? For the south. Will check with office for north locations
- iii. Topics
 1. Diversity in Hiring
 2. DACA Resource Manual being developed
 3. Others?

IV. Additional Topics for Discussion – none

V. Announcements

a. Events

- i. Executive Committee 12-13 January 2018, Mission Inn Riverside
- ii. Executive Committee 2-3 February 2018, Westin South Coast Plaza

VI. Adjournment at 10:12am



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Part Time Faculty Committee Meeting

18 October 2017, 10 a.m.-3 p.m.

Sacramento City College

3835 Freepoint Boulevard • Sacramento, CA 95822

Room SOG 119

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

-
- I. Call to Order and Adoption of the Agenda – 10am
 - a. Members present: Sam Foster (chair), Dolores Davison, Fenyx, Caron Lieber (Zoom), Lakita Long (Zoom), Guillermo Salazar

 - II. Planning Future Meetings
 - a. Possible Teleconference Dates – 20 November, 12-1:30
 - b. In-Person Date – 23 January at San Diego Continuing Education

 - III. Recap of 2017 Part-Time Faculty Leadership Institute
 - a. Survey results (see email attachments)
 - b. Takeaways from the Institute
 - i. Committee discussed that, based on evaluations, makes sense for Institute to be two days and run Friday and into the afternoon on Saturday. Foster will bring suggested dates to exec in December for the board to decide

 - IV. Preliminary Ideas for 2018 Institute
 - a. Dates of Institute -- Committee discussed dates for Institute in August (3-4 or 10-11 August)
 - b. Potential Theme/Topics
 - i. Survival toolkit
 - ii. More on mentoring
 - iii. Onboarding beyond just HR
 - iv. Reporting structure
 - v. Senate/Union reps and their roles
 - vi. Opportunities for additional involvement (compensated or not)
 - vii. How do you know you're making progress?
 - c. Other ideas – will continue discussion at January meeting and attempt to organize strands

- V. Fall Plenary Breakout—Supporting Part-Time Faculty (see email attachment)
 - a. Examples of part-time faculty support at locals campuses around the State
 - i. What do part time faculty need to know
 - ii. What can senate presidents and campus leaders do to support PT faculty
 - iii. How can senate leadership engaged in mentoring
 - b. Support from ASCCC
 - i. PT listserv
 - ii. More dedicated emails
 - c. Other?
 - d. Committee members attending Plenary
 - i. Lieber and Foster will head up breakout session

- VI. Part-Time Faculty Mentorship
 - a. Mentorship needs of Part Time Faculty
 - b. Examples of Mentorship at local campuses
 - i. Foster distributed examples from Fullerton
 - ii. Fenyx distributed examples from Los Rios
 - c. Possible Role of ASCCC in Mentorship
 - i. More at plenary/leadership about mentoring PT faculty
 - d. Other

- VII. Other Items for Discussion
 - a. Encourage local senates to move off campus to centers/other sites where more PT faculty might be present – possible resolution for spring

- VIII. Announcements/Events
 - a. CTE Regional Meetings – 20 and 21 October
 - b. Civil Discourse and Equity Regionals – 27 and 28 October
 - c. Fall Plenary Session – 2-4 November, Irvine Marriott

- IX. Adjournment – 3:20pm



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Part Time Faculty Committee Telephone Meeting

29 November 2017, 12 noon

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

- I. Call to Order and Adoption of the Agenda
 - a. Members present: Sam Foster (chair), Dolores Davison, Fenyx, Caron Lieber, Guillermo Salazar
 - b. Called to order at 12:02pm
 - c. Agenda adopted

- II. Plenary Session Breakout Recap
 - a. Supporting faculty/mentoring
 - i. Did not do a handout but included additional information on the PPT
 - ii. Got information about what colleges were concerned about
 1. Onboarding for full time faculty but not for part time; no really good way to bring in PT faculty -- no way to pay PT to faculty to attend
 2. How Fullerton supports their part time faculty – concerns about how much compensation was
 3. Provided documents from Folsom/Los Rios about how they support adjuncts
 4. Interest in consolidating ideas that were being done around the state into a single repository of practices – what are people already doing?
 - a. How can we use materials and resources we already have available rather than duplicating efforts
 - b. Committee might compile this information for use by the field
 5. Possible general session at plenary – panel of colleges that are currently doing good work onboarding/mentoring part time faculty followed by a breakout session
 - b. Part Time institute feedback
 - i. Concerns that senate presidents did not know about it in time or had to rush to be involved
 - ii. More input as to which PT faculty would be attending; requirement of some kind of input from the Senate presidents, and that faculty be able to report out
 - iii. Send out a notice to the presidents that they can send X attendees, present it to senate, apply for scholarships by a certain date, and then open it to at large attendees
 - iv. Possibly charge a small fee so more people can attend – expand size overall

- III. Agenda Item for Executive Committee for 2018 Institute (see attached)
 - a. Format and potential dates and locations
 - i. Looking at locations in north first
 - b. Possible nominal fee -- Possibly charge a small fee so more people can attend – expand size overall

- IV. Part-Time Faculty Mentorship
 - a. Potential committee recommendations
 - i. Discussed above – repository of resources to support part time faculty
 - ii. Expand role of the committee for mentoring, etc. in next years
 - b. Possible role of ASCCC in Mentorship
 - i. What will people get out of the repository and then move forward from there in terms of ASCCC role
 - c. Other

- V. In Person Meeting in San Diego
 - a. January 23 at San Diego Continuing Education – Caron will send information/parking permits
 - b. Submit travel requests for air travel
 - i. Sam will set times and let us know ASAP
 - c. Other
 - i. Meeting will focus on planning PT Institute

- VI. Other Items for Discussion

- VII. Adjournment – 1:06pm



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

RELATIONS TO LOCAL SENATES COMMITTEE

December 12, 2017

12:15 PM – 1:30 PM

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/758498624>

Or iPhone one-tap :

US: +16468769923,,758498624# or +16699006833,,758498624#

Or Telephone:

Dial(for higher quality, dial a number based on your current location) :

US: +1 646 876 9923 or +1 669 900 6833

Meeting ID: 758 498 624

MINUTES

- I. Call to Order at 12:18 pm
Present: Rebecca Eikey, Carrie Roberson, & Leigh Ann Shaw
- II. Note Taker: Rebecca Eikey
- III. Adoption of the Agenda
- IV. Approval of Minutes from October 17, 2017 (by consensus)
- V. Meeting Schedule 2017-2018
 - a. Teleconference/Phone meetings –March, April, May – Suggestion by Carrie to have possible In-Person meeting in May to plan for upcoming academic year.
 - b. In-Person meeting(s) – January 17, 2018 – Norco College – **ACTION:** Rebecca will follow up with the others who could not make today’s Zoom meeting on start time for In-Person meeting in January. Concern about travel times, so the meeting may start at 11 am rather than the proposed 10:30 am.
- VI. Status of Previous Action Items
 - a. Assigned Tasks
 - i. Leadership Survey Results- attachment, see below
 - The survey sent to the email listserve of academic senate presidents had 42 respondents from 42 of 114 colleges. As to be expected, the majority of the respondents indicated that they have more years experience as senate leaders than the respondents from the Leadership Institute.
 - Similar to the respondents from the Leadership Institute, the majority of respondents indicated that they do not routinely conduct training for their senate members yet the vast majority (in both surveys) indicated that they have access to previous senate leaders at both college and district level.
 - Consistent between both survey respondents was the type of ASCCC Resources that they are most familiar with such as ASCCC website, local senate handbook, publications and institutes/conferences. Yet, for both survey respondent groups, only about 50% access the ASCCC website and related resources. Furthermore, both groups indicated a strong interest

in utilizing a group of experienced local senate presidents if available. Leigh Anne discussed how she, Mandy Liang & Michael Berke meet regularly.

ACTION: Leigh Anne will work to Mandy and Michael to see if they are interested in collaborating on a possible Rostrum article about this promising practice of local senate leaders getting together to network and collaborate.

ACTION: Develop possible breakout session at Spring Plenary to explain more the ASCCC website and amount of information that can be located there (similar to an ASCCC Leadership Institute in Jun 2017) and other best practices for senate leaders (such as described in Leigh Anne's possible rostrum article, above).

- The senate president respondents indicated an interest in ASCCC being in contact with UC and CSU senates. The committee wondered if local senates are in contact with local CSU senates or if they should be. Questions around how the UC/CSU senates are involved with state-level work. Discussion about how UC/CSU senate connections may become more important especially around conversations related to guided pathways, C-ID and more.

ACTION: Rebecca will follow up with John Stankas about this.

- The survey respondents indicated that they needed more guidance on the following topics: Relationships with Administrators; Senate-Union Relations; and Sign-off & Consultation. The committee discussed that perhaps best practices in these areas can be found via surveys to local senate leaders on how they are working with the implementation of various initiatives, such as SSSP, Equity, Basic Skills, Doing What Matters/Strong Workforce and Guided Pathways. The committee wondered if there were already surveys in place related to faculty and senate involvement in the above initiatives.

ACTION: Rebecca will follow up with ASCCC to see if surveys in the above areas have been developed. If not, then committee will discuss what elements should be in the new survey.

- Those that provided comments about the need for specific guidance indicated that they would like guidance on the following topics:
 - General Issues that come up; Increasing diversity in the State Executive Committee; Writing local resolutions; BOT/District Office violations of 10+1, Brown Act, and Policy; relationship building and faculty engagement; nurturing leadership in newer faculty; and Ensuring Senate purview in major initiatives (Guided Pathways, Multiple Measures, etc.).These items were slightly different from the Leadership Institute respondents. The committee wondered if the respondents were interested in "just-in" time guidance or if the guidance would be in another way. Furthermore, the committee discussed that these areas may be related to the topics identified above (Relationships with Administrators; Senate-Union Relations; and Sign-off & Consultation).

ACTION: Rebecca will ensure these topics are included as part of the discussion on local senate visits in January.

- While most respondents indicated no barriers to accessing ASCCC resources, they did indicate concern related to diversity, specifically racial diversity of the ASCCC Executive Committee.

ACTION: Rebecca will follow up with ASCCC Executive Committee on this issue as they are developing their next cycle of Strategic Planning.

- ii. Campus Visits Resources - attachment NOT DISCUSSED (will be focus of January In Person meeting.)

VII. Fall 2017 Assigned Resolutions

a. 13.03 F17 Faculty Involvement in Financial Recovery Plans

The committee wondered if this resolution overlaps with Accreditation and the work of the Accreditation Committee. Should this resolution be assigned to that committee? Should the author of the resolution be asked to write an article about “Lessons Learned” for ASCCC Rostrum?

ACTION: Rebecca will follow up with Ginni May on Accreditation Committee work.

b. 17.04 F17 Support for Academic Senate Leadership Training

The committee thought perhaps an article could be written, but concern about how effective the article would be for local senates in need of resources.

c. 17.01 F17 Faculty Involvement in Scheduling Classes

d. 17.05 F17 Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation

e. 17.06 F17 Support for Local Academic Senates in Committing to a Guided Pathways Framework

The committee discussed how the above three overlapped with the work of the Guided Pathways Taskforce and need to collaborate there. Similar to item (b), the committee wondered if writing rostrum articles would be sufficient to see change in the field. Perhaps, the message of these resolutions (in addition to b) could best be served through presentations not only at ASCCC events, but at other system partner events, specifically CEO/League, CSSO, CIO, and CBO groups.

ACTION: Rebecca will follow up with Julie Bruno about possible presentations at system partner events.

ACTION: Carrie will ensure the intent of the above resolutions are addressed in the materials and resources the GP Taskforce is developing for the field.

VIII. Announcements and Events

- a. January 4, 2018: Rostrum Articles due
- b. ASCCC Executive Committee Meeting, January 12-13, 2017
- c. ASCCC Executive Committee Meeting, February 2-3, 2017

IX. Adjournment **1:07 pm**

Status of Previous Action Items

A. In Progress

- 1. Leadership Survey
- 2. Short Term/Long Term Planning – Campus Visit Resources

B. Completed

- 1. *October 2017 Rostrum Article* related to Spring 2015 Resolution 17.04 “[Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures](#)”



OPEN SESSION AGENDA
DoubleTree by Hilton, San Jose, CA
January 10, 2018

CALL TO ORDER: 8:30 a.m. Wednesday, January 10, 2018; Raúl Rodríguez, Chair

	Action	Attachments
OPENING PROCEDURES		
1. Chair’s Welcome and Overview		
2. Review and approval of the Agenda		X
3. Review and approval of the June 2017 Open Session Minutes	X	X
STAFF REPORTS		
4. President Richard Winn: Current ACCJC Initiatives and Issues		
5. Vice President Steven Reynolds: Training and Educational Programming		X
COMMITTEE REPORTS		
6. Policy Committee Report – John Morton, Chair; Stephanie Droker, Vice President		X
a. Items for First Read		
i. Policy on Contractual Relationships with Non-Regionally Accredited Organizations		X
ii. Policy on Substantive Change		X
b. Items for Second Read		
i. Policy on Review of Commission Standards		X
ii. Deletion of Standard III.A.6 and revisions to Standards II.A.2		X
7. Evaluation and Planning Committee Report – Sonya Christian, Chair; Gohar Momjian, Vice President		X
a. Draft Strategic Plan 2017 – 2025		X
b. Draft Implementation Report on Strategic Plan		X
8. Budget Report – Mary A.Y. Okada, Chair, Budget Committee		
OPPORTUNITY FOR PUBLIC COMMENTS		
9. Comments – 30 minutes		

<p>COMMISSIONER ELECTIONS</p> <p>10. Elections Report on Spring 2018 positions – Karolyn Hanna, Chair, Nominating Committee</p>		
<p>AGENCY RELATIONS</p> <p>11. Council of Regional Accrediting Commissions (C-RAC) – Richard Winn</p> <p>12. Council for Higher Education Accreditation (CHEA) – Richard Winn</p> <p>13. WASC Schools Commission – David Yoshihara</p> <p>14. WASC Senior College and University Commission (WSCUC) – Carmen Sigler</p> <p>15. California Community College Chancellor’s Office – Erik Skinner</p> <p>16. Hawai’i Colleges – John Morton</p> <p>17. Western Pacific Colleges – Mary A.Y. Okada</p>		<p style="text-align: right;">X</p> <p style="text-align: right;">X</p> <p style="text-align: right;">X</p> <p style="text-align: right;">X</p> <p style="text-align: right;">X</p>
<p>18. CALENDAR</p> <p><u>Substantive Change Meetings:</u> Spring 2018 – February 14, April 4, and May 23</p> <p><u>ACCJC Commission Meeting:</u> Hyatt Centric Fisherman’s Wharf, San Francisco, CA, June 6 – 8, 2018</p>		

ACCJC Meeting January 10, 2018
Open Session/Public Comment
Virginia May, Academic Senate for California Community Colleges

Good morning, President Winn, Chair Rodriguez, Commissioners, and Commission staff.

On behalf of the Academic Senate for California Community Colleges, I would like to thank you, the ACCJC for the following:

- your work with the ASCCC this past year, including your sponsorship and participation in the Accreditation Institute;
- your proposal and consideration to eliminate Standard III.A.6 and modify Standard II.A.2,
- and for all of the positive changes and improvements that have taken place in order to provide high quality educational programs for the students and communities served in California, Hawaii and Pacific Islands.

In addition, I would like to share with you a resolution that was passed by the delegates at the ASCCC Plenary Session in November 2017. As you know the ASCCC is the official voice of the 58,000 faculty in the California Community College system on academic and professional matters. Particularly, the ASCCC respectfully request the ACCJC to consider modification of the ACCJC Policy on the Accreditation of Baccalaureate Degrees, June 2016 and readdress the minimum thresholds of upper division units for bachelor's degree programs to reflect the variety of curricular designs required by different programs of study, and to be more consistent with the WSCUC standards.

For Reference in case questions are asked – this public comment and the below references were sent to Stephanie Droker.

Following the Open Session, it was shared that the ACCJC will reconsider the baccalaureate degree requirements in March.

Resolution 2.01 Fall 2017

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) at its June 2016 meeting adopted requirements of a minimum of 40 upper division units and 9 upper division general education units for bachelor's degrees granted by the California Community Colleges resulting in the most prescriptive policy in the country for baccalaureate level education;

Whereas, The Academic Senate for California Community Colleges and the California Community Colleges Board of Governors have recommended that 24 units of upper division and 6 units of general education are more appropriate for the variety of programs of study;

Whereas, Students enrolling in the California Community College Bachelor's Degree Program are seeking bachelor's level degrees to provide professional advancement in areas with demonstrable industry need in programs of study that require significant lower division

preparation to enroll in upper division courses similar to typical science and engineering programs of study; and

Whereas, Healthcare and other career education associate degree programs require a high number of units to ensure competency, meet external accreditation requirements, and adequately prepare for national credentialing/licensing exams for entry to the profession, and other systems of higher education with different regional accreditors do not adhere to ACCJC's requirements without sacrificing quality or rigor;

Resolved, That the Academic Senate for California Community Colleges engage the Accrediting Commission for Community and Junior Colleges (ACCJC) to readdress the minimum thresholds of upper division units for bachelor's degree programs to reflect the variety of curricular designs required by different programs of study.

<https://asccc.org/resolutions/request-accrediting-commission-community-and-junior-colleges-accjc-readdress-bachelor's>

ACCJC Policy on Accreditation of Baccalaureate Degrees – June 2016

Standard II.A.5: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Specified Baccalaureate Degree Program Evaluation Criteria:

- *A Minimum of 40 semester credits or equivalent of upper division coursework including the major and general education is required.*
- *The academic credit awarded for upper division courses within baccalaureate degree programs is clearly distinguished from that of lower division courses.*
- *The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate degree level.*
- *Student expectations, including learning outcomes, assignments and examinations of in the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.*
- *The program length and delivery mode of instruction are appropriate for the expected level of rigor.*

Standard II.A.12: The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The

learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Specified Baccalaureate Degree Program Evaluation Criteria:

- *At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.*
- *The general education requirements are integrated and distributed to both lower division and upper division courses.*
- *The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate degree level student learning outcomes and competencies.*

<https://accjc.org/wp-content/uploads/Accreditation-of-Baccalaureat-Degrees.pdf>

WSCUC – Standard 2: Achieving Educational Objectives through Core Functions

Teaching and Learning

2.2a

Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others.

Undergraduate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

Guideline: The institution has a program of general education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

<https://www.wscuc.org/resources/handbook-accreditation-2013/part-ii-core-commitments-and-standards-accreditation/wasc-standards-accreditation-2013/standard-2-achieving-educational-objectives-through-core-functions>



CCC Math and Quantitative Reasoning Task Force

January 8, 2018

10:00 am – 3:00 pm

Los Rios Community College District – Main Conference Room

ConferZoom: Join from PC, Mac, Linux, iOS, Android: <https://cccconfer.zoom.us/j/876594980>

Or Telephone:

+1 408 638 0968 (US Toll)

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 876 594 980

Members Present: Leslie Banta (Zoom), Matt Clark, Wade Ellis, Donna Greene (Zoom), Mark Harbison, Ginni May, Toni Parsons, Dong Phan-Yamada (Zoom), John Stankas

Members Absent: Jack Appleman, Katia Fuchs, Larry Perez

Guests: none

1. Welcome and Introductions – see CCC MQRTF Roster
2. Select note-taker – Mark Harbison
3. Approval of Agenda – approved
4. Announcements – Ginni will be speaking at the Capitol Forum by California Edge Coalition on January 17.
5. Overview and update on AB 705, CSU EO 1100/1110 – The task force discussed what is known and not known.
6. CCC MQR Task Force work:
 - a. Short-term: Recommendations for field to ASCCC in time for Spring Plenary Session (April 12-14) with goal of sending to Chancellor's Office and other stakeholders
 - i. AB 705
 - ii. C-ID
 - iii. Overview of Long-term considerationsShort-term recommendations to share with ASCCC, CMC³-North and CMC³-South ASAP:

- Fund districts enough to allow for smaller class sizes, including in the support/corequisite courses (ideally 24 students per class as in English classes)—not because of a workload argument, but because of soft skills (time management, willingness to struggle, meta-cognitive awareness, overcoming a fixed mindset, etc.) and in order to improve and promote math and quantitative learning there needs to be team-building, active learning, and collaborative learning, which all require smaller classes. In addition, crowded classrooms for students experiencing anxiety regarding the subject often diminishes the learning capacity. It should be noted that class size and content should be determined locally by discipline faculty.
 - Faculty need professional development opportunities—Possibly a brand-new conference this Spring or Summer would help.
 - Increase regional coordination between all of the CC’s, CSU’s, UC’s, and K-12’s in given communities.
 - Promote First-Year-Experience programs to prepare students for the rigor of college courses. Include elements encouraging students to try and be willing to make mistakes as a means to succeed next time. Wade recommends 2 parts: Learning to Learn and Foundations of Algebra.
 - Allow for cohort enrollments instead of students unable to stay together over time.
 - Start a local conversation about AB 705 Implementation after reviewing some sample programs.
 - Allow students to drop-back without penalty if they decide that they need more remediation.
 - Define “within a one-year time frame” to mean “12 months”, and not just 2 semesters (or 3 quarters). The time frame could include a summer session or intersession.
 - Allow for a decrease in productivity at the colleges in mathematics departments, due to the requirements of the new legislation.
 - The MQRTF will recommend two pathways as **options** for those colleges to consider that do not have a plan yet with which to move forward. The two pathways could have C-ID descriptors that would be **optional** for colleges. The MQRTF members were very clear that these pathways and C-ID descriptors truly remain **optional** and that such curricular decisions are the purview of local faculty
 - Placement criteria and curriculum decisions should be locally determined by faculty.
- b. Long-term: Impact of Quantitative Reasoning and AB 705
- i. STEM majors
 - ii. Non-STEM majors
 - iii. Guided Pathways
 - iv. Role of C-ID, changes recommended for C-ID

The MQRTF discussed long-range concerns such as:

- Streamlining students to a non-STEM path could result in even fewer students considering and having access to STEM majors, especially

underrepresented students

- Consideration of a bridge-course between the non-STEM path and the STEM path for students that later decide to pursue a STEM path was highly encouraged.
 - Tracking students as they move from the CCC to a transfer institution or the workplace should be a priority, in order to evaluate the success of the new math requirements
 - The determination on what “highly unlikely to succeed” means should not cause harm to our students. Discipline faculty should be able to still use content review along with statistical data to make this determination locally.
 - Faculty should work with researchers to determine what data needs to be collected and analyzed, and how that data should be analyzed – it should be noted that when comparing new curriculum with old curriculum that content changes regarding level, depth, and breadth should be considered.
 - Impact of changes in math and QR on other disciplines, cross-curricular consultation
 - Impact of changes in math and QR for students attending UC, private, and out of state colleges
 - Professional Development funds to math departments
 - More fulltime math faculty are needed at the colleges in order to fully and effectively implement the requirements of AB 705 – there were questions about the impact of categorical funding on new administrative positions, the 50% law, and the 75/25 ratio.
 - Noncredit options should be explored.
 - Consider dual and/or concurrent enrollment to reduce the number of students needing remediation
 - Consider the use of learning communities and cohorts
7. Future meetings – Ginni will send out a Doodle Poll to set up additional meetings. Toni offered to host the next meeting in San Diego.
8. Adjourn