



## ACADEMIC SENATE

### AGENDA

Thursday, April 2, 2015 at 1:00 p.m. in the Student Lounge

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. APPROVAL OF MINUTES**

February 19, 2015 Minutes

**IV. REPORTS**

**Senate:**

President

Board Representative and External Liaison

Faculty Development committee

Paul M. Flor

Jerome Evans

Judy Crozier or Hoa Pham

Enrollment Management

Institutional Research

Dr. Phillip Humphreys

Joshua Meadors

**V. ACTION ITEMS-UNFINISHED BUSINESS**

1. New Academic Senate Board Policy Update
2. National Distance Education Conference – Identify faculty representative to attend this summer

**VI. NEW BUSINESS**

1. Planning Summit, Tuesday, April 7, 2015 at 2:30 p.m. and Friday, April 17, 2015 from 8:00 a.m. - 1:00 p.m. at the City of Compton Community Center – seeking alternate members
2. Faculty Development item – Online Institute information
3. Noncredit Curriculum Regional meeting

**VII. INFORMATION-DISCUSSION ITEMS**

1. Professional development funds are still available

**VIII. Events/Meetings**

1. 2015 Spring Plenary Session, April 9, 2015 to April 11, 2015, Westin San Francisco
2. FREE - Career Technical Education Institute, May 8 – 9, 2015, Sheraton Hotel, La Jolla, CA Registration Fee and Hotel: \$0 before April 17

**IX. FUTURE AGENDA ITEMS**

1. Academic Senate Elections for 2015-16

**X. ADJOURNMENT**

## Academic Senate 10 + 1

“Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.” Title 5 Section 532000 (b)

“Academic and Professional matters means the following policy development and implementation matters:” Title 5 Section 532000 (c)

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

*(From CCCD Board Policy 4.08. For CCCD “Rely primarily” is used for 1-4 and “mutual agreement” is used for 6-10. CCCD policy also has a specific “+1” area that falls under mutual agreement: Selection, evaluation and retention of faculty.)*

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> & 3<sup>rd</sup> Thursday)

**FALL 2014**

<del>September 4</del>	Board Room
<del>September 18</del>	Board Room
<del>October 2</del>	Student Lounge
<del>October 16</del>	Board Room
<del>November 6</del>	Board Room
<del>November 20</del>	Board Room
<del>December 4</del>	Board Room

**SPRING 2015**

<del>January 22</del>	Board Room
<del>February 5</del>	Board Room
<del>February 19</del>	Board Room
<del>March 5</del>	Board Room
April 2	Board Room
April 16	Board Room
May 7	Board Room

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> & 3<sup>rd</sup> Tuesdays before ECC Senate, usually)

**FALL 2014**

<del>September 2</del>	<del>Alondra Room</del>
<del>September 16</del>	<del>Alondra Room</del>
<del>October 7</del>	Alondra Room
<del>October 21</del>	Alondra Room
<del>November 4</del>	Alondra Room
<del>November 18</del>	Alondra Room
<del>December 2</del>	Alondra Room

**SPRING 2015**

<del>February 3</del>	Alondra Room
<del>February 17</del>	Alondra Room
<del>March 3</del>	Alondra Room
April 7	Alondra Room
April 21	Alondra Room
May 5	Alondra Room

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.



## ACADEMIC SENATE MINUTES

Thursday, March 5th, 2015 1:00 p.m. Student Lounge

### ATTENDANCE

#### Senators

Kent Schwitkis  
Holly Schumacher  
Estina Pratt  
Jerome Evans  
Jose Villalobos  
Dale Ueda  
Eyob Wallano  
Christopher Halligan  
Dr. Essie French Preston  
Michael Odanaka  
Paul Flor  
Mandeda Uch  
Nikki Williams  
Annaruth Garcia  
Thomas Norton

#### Visitors

Jesse Mills  
Ruth Roach  
Albert Jimenez  
Abiodun Osanyinpeju  
Andree Valdry  
Barbara Perez

- X. **CALL TO ORDER** – 1:06 p.m.
- XI. **APPROVAL OF AGENDA** – Halligan/Schwitkis - Passed
- XII. **APPROVAL OF MINUTES** – 2/19/15 Minutes - Norton/Evans – Passed.

#### President's Report – Paul Flor Reporting.

- **Strategic Planning Committee** – We are assembling this now for the self-evaluation and master plan. Ten faculty members will be included with classified employees, and administrators. We have reached out to faculty already. We will need to be working with ECC on their strategic planning committee, as well. We will be meeting on April 7<sup>th</sup> in the Board Room, then April 17<sup>th</sup> at the Compton Community Center. This committee will be making decisions on all aspects of the college – strategic planning, the facilities master plan, configuration and planning of the new educational buildings – all of it.
- **2014 Distinguished Faculty Awards** – The due dates for nominations for these has been changed. Nomination forms must be turned in by March 27<sup>th</sup>. Anyone can nominate. A rubric will be provided by Human Resources. The winner will be announced at the Employee Appreciation Breakfast on May 8<sup>th</sup>. There will be potentially be a monetary award with a medallion and a permanent plaque.

**Odanaka** – It is important to send out the guidelines because this really should not be a popularity contest. Eligibility needs to be defined. Otherwise, it diminishes the award.

**Flor** – HR is supposed to send out a rubric and criteria.

- **Infrastructure** – Consultative Council Meeting on Tuesday discussed the WiFi situation on our campus. AT&T did an analysis and made a proposal to connect our campus with 4-5 months for a \$3.4M price tag. Faculty and students are demanding it and ATT price is the approved price.

**Halligan** – Will this investment and equipment be lost when we demolish the row buildings?

**Flor** – There is a depreciation value and ultimately the equipment will need to be replaced, at least with the row buildings. All that equipment will be lost. But there is need in all the new buildings too.

**Odanaka** – Were there bids?

**Flor** – ATT is the only company approved by the state.

- **Information Items/Events** –

1. **2015 Academic Academy – March 13<sup>th</sup> and 14<sup>th</sup> – Westin South Coast Plaza**
2. **Online Ed Regional Meetings – March 20<sup>th</sup> and 21<sup>st</sup> – Mt. Sac College**
3. **Non Credit Regional Meetings – March 20<sup>th</sup> and 21<sup>st</sup> – Cerritos College**
4. **Area C Meeting – March 28<sup>th</sup> – Cerritos College**
5. **2015 Vocational Leadership Institute – May 9<sup>th</sup> and 10<sup>th</sup> – La Jolla Hotel.**

- **Online Educational Initiative** – Etudes is being phased out. Canvas is the new platform, and we will need to retrain.

- **FACCC Advocacy and Policy Conference** – Christopher Halligan reporting. FACC conference focused on how community colleges are branding themselves. Who are we, and how do we present ourselves to the community? The keynote speaker was Tyrone Howard, a UCLA professor, who expounded on the inequity in our systems, not only in relation to our male minorities and services provided, but within the ranks of faculty, and specifically adjunct faculty, who have been so totally underrepresented in the past. The lack of young faculty present was slightly disturbing, and something that the organization hopes to turn around in future years.

**Odanaka** – On Monday, they held the legislative meetings. I along with a group of ECC students met with Isadore Hall's aid, and Hall's aid expressed gratitude for our support here at Compton. It would be nice if we could send some students up next year. I will be lobbying for FACCC. Only 60% of our faculty are members. We want to get this up to at least 90%.

**Board Representative** – Jerome Evans reporting

- **Thank You!** – A special thank-you to all who participated in the book drive this year. We raised \$1970.00 with 1500-1600 books given out. The look on the faces of the students when they realized the books were free was wonderful. It is funny how a simple book would get such a reaction. This time it was their own book, not a textbook.

**Who Are We?** – Paul Flor reporting. We have been experimenting with various ways to see ourselves as a college. In short we see ourselves as a TRIFECTA – Basic Skills – Technical – Transfer. We need to start focusing on this. Have we done any community surveys, environmental scans, etc. to identify our strengths, our weaknesses, what opportunities we have as a college and district, and the trials and tribulations facing us now and in the future. All of these things need to be studied, discussed, and decided as we move on to re-accreditation.

**Pratt** – From Basic Skills our students then get to branch out into two distinct options – Technical Certification and Transferability.

**Flor** – We also have credit and non-credit. North Orange has a separate system – two tiered faculty schedule – one for credit, one for non-credit. Between the Basic Skills Initiative, AB386 Consortium, and the Adult Ed programs, we need to identify the gaps.

**Odanaka** – AB386 is the bad guy here. This is an area that we all need to look at and talk about, and not everyone will be happy. Areas will need to be cut. What is clear is that we can provide the basic general education classes, but necessarily above that.

**Halligan** – Do enrollment numbers answer those questions, or is it more complicated than that?

**Flor** – Enrollment meetings every semester play a role, but is it the whole role? What about growth potential and identifying growth programs? Who will we be in the future, as well?

**Jimenez** – College professors don't teach basic skills. The basic skills courses are thrown to the part-timers. Have we had this conversation with the full-timers? If we want to follow this trifecta, will this dialogue be had to balance all of this?

**Williams** – Also, new-hires are being pushed to teach basic skills courses, too.

**Student Success Center** – Albert Jimenez reporting.

- **TARTARS** – We have come up with a good acronym for who we are:
  - T – Transfer
  - A – Access
  - R – Resources
  - T – Tutoring
  - A – Achievement
  - R – Retention
- **PLATO Training** – We will be having the training on April 15<sup>th</sup>. It will be three hours and flex credit will be available. This is a faculty-driven hardware.

**Odanaka** – The only way these workshops are populated is through the recommendation of faculty. Please send your students to the Student Success Center for help, if they need it.

**VIDEO** – *Sink or Swim* – An Expose on Bad Students and Bad Teachers. Brought in by President Flor.

**MOTION TO ADJOURN** – Halligan/Evans - Passed – 2:00 p.m.

## SHARING THE INFORMATION

El Camino College Compton Center Strategic Planning Committee will monitor the ECC Compton Center Institutional Set-Standards and the development of the ECC Compton Comprehensive Master Plan for 2017-2022. The Strategic Planning Committee will consist of the following participants:

- 10 Faculty, selected by the Academic Senate. Alternates are welcome.
- 3 Classified, selected by the Classified Union
- 3 Confidential/Supervisory, selected by the CEO with input from Confidential/Supervisory employees
- 7 Managers, selected by the CEO
- 4 Students, selected by the Associated Student Body

We will have our first meeting of the Strategic Planning Committee on Tuesday, April 7, 2015 at 2:30 p.m. in the Boardroom. In addition, we will host a Planning Summit with the members of the Strategic Planning Committee on Friday, April 17, 2015 from 8:00 a.m. - 1:00 p.m. at the City of Compton Community Center.

We need more volunteers to be involved. Ponder on this quote which I can't take credit for but I know it was expressed by a non tenured faculty referring to collegial collaboration and shared decision making in higher education.

*“We will always be a side order of fries unless we participate in the day-to-day decisions of campus, because that is what truly makes up the conditions of work and makes one a professional employee.”*

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2014 Distinguished Faculty Award  
2014 Outstanding Adjunct Faculty Award

Nomination letters were due Monday, March 27.

Winners will be selected by a select committee to receive a specially designed medallion, a monetary award, name engraved on a permanent plaque, recognition at the Annual Faculty and Staff Appreciation event, recognition at Commencement.

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### Online Education Regional Meetings

Event Date: March 20, 2015 - 9:00am to March 21, 2015 - 3:30pm

Report

### Noncredit Regional Meetings

Event Date: March 20, 2015 - 9:00am to March 21, 2015 - 3:30pm

Report



**Thursday, April 2, 2:00 p.m. in the Student Lounge  
(or immediately following the Council meeting)**

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. APPROVAL OF MINUTES**

March 5, 2015 Minutes

**IV. REPORTS**

**Faculty Council:**

Chairperson

Paul Flor

Vice Chairperson

Estina Pratt

ECC Curriculum Committee

Essie French-Preston

ECC Education Policies Committee

Vanessa Haynes

Student Learning Outcomes

Kendahl Radcliffe

Student Success Committee

Lauren Gras

AB86 Consortium

Dr. Rodney Murray

**Compton Center**

Barbara Perez. Vice President

**V. ACTION ITEMS-UNFINISHED BUSINESS**

1. CCCD Academic Senate and ECC-CEC Faculty Council elections:  
7 seats: 5 on officers plus 2 senate members

**VI. NEW BUSINESS**

1. Institutional Effectiveness Update
2. Establishing an AB 86 Taskforce– Community Colleges & Adult School Consortia

**VII. INFORMATION-DISCUSSION ITEMS**

1. ACCJC Self-Evaluation Training Workshop on Friday, March 27, 2015 summary
2. Area C meeting

**VIII. EVENTS/MEETINGS**

1. ACCJC Self-Evaluation Training Workshop on Friday, March 27, 2015

**IX. FUTURE AGENDA ITEMS**

1. Making Decisions at El Camino College
2. CEC Planning Process Model

**X. ADJOURNMENT**

# CCCD Academic Senate and *ECC-CEC Faculty Council Roster*

2014-2015 (19 members)

## Officers:

President/ <i>Chairperson</i>	Paul M. Flor (15-16)
Past President/ <i>Past Chairperson</i>	Michael Odanaka
President-Elect/ <i>Chairperson-Elect</i>	(vacant, elect spring 2015)
Vice President/ <i>Vice Chairperson</i>	Estina Pratt (14-15)
Secretary/ <i>Secretary</i>	Chris Halligan (14-15)
Curriculum/ <i>Curriculum Representative</i>	Essie French-Preston (14-15)
<i>Adjunct Representative</i>	Leticia Vasquez (14-15)
Board Representative	Jerome Evans (14-15)

## Members:

### Career and Technical Education (2)

Annaruth Garcia (16-17)

Dale Ueda (14-15)

### Health and Human Services (2)

Shirley Thomas (15-16)

Pamella West (16-17)

### Humanities (2)

Chris Halligan (14-15), Secretary/*Secretary*

Nikki Williams (16-17)

### Social Sciences and Fine Arts (2)

Billie Moore (14-15)

Mandeda Uch (16-17)

### Mathematics (2)

Abigail Tatlilioglu (16-17)

Jose Villalobos (15-16)

### Science (2)

Kent Schwitkis (15-16)

Eyob Wallano (16-17)

### Library and Learning Resource Unit (1)

Estina Pratt (14-15), Vice President/*Vice Chairperson*

### Counseling (2)

Essie French Preston (14-15), Curriculum/*Curriculum Representative*

Holly Schumacher (15-16)

Michael Odanaka, Past President/*Past Chairperson*

### At-Large (2)

Jerome Evans (14-15), Board Representative

Tom Norton (15-16)

### Adjunct Representatives (2)

Mahbub Khan (15-16)

Leticia Vasquez (14-15), *Adjunct Representative*



# El Camino College Compton Center

## FACULTY COUNCIL MEETING Thursday, March 5th, 2015 Student Lounge Minutes

### Senators

Kent Schwitkis  
Holly Schumacher  
Estina Pratt  
Jerome Evans  
Jose Villalobos  
Dale Ueda  
Eyob Wallano  
Christopher Halligan  
Dr. Essie French Preston  
Michael Odanaka  
Paul Flor  
Mandeda Uch  
Nikki Williams  
Annaruth Garcia  
Thomas Norton

### Visitors

Jesse Mills  
Ruth Roach  
Albert Jimenez  
Abiodun Osanyinpeju  
Andree Valdry  
Barbara Perez

**Call to Order** – 2:00 p.m.

**Agenda** – Approved

**Minutes** – Approved with amendments.

**Reports** –

**Vice-President's** – Estina Pratt reporting.

- **College Council** – We are asking faculty to join the committee. If you saw Paul's email containing the Making Decisions document. Please take a look and give feedback and ask questions. Send your questions and concerns to me, and I will bring them to the council. Please know that the College Council does far more than simply analyze and update board and Ed. policies. This year we are really trying to concentrate on the everyday issues facing our college. Tell me your issues and we'll address them in the council.

**Flor** – Again, we will need to do this here, so please get involved.

**Odanaka** – Are we engaged in this dialogue with the CEO?

**Pratt** – We will need to make our own document. We have a good template with ECC's.

**ACCJC - Standards Committee** – Forty plus faculty have already signed up, about half the faculty.

- **Accreditation 101** – March 10<sup>th</sup> in the Staff Lounge. 1-3 p.m.
- **Special Training Workshop** – March 27<sup>th</sup> in San Bernardino, CA. Faculty have been notified who are to attend.

**Perez**- Get ready to get busy. In your departments, please work on your PR and Planning documents. The other is curriculum.

**Faculty Survey of Student Engagement** – 2014 Survey results. See handout for results.

**ALC Meeting** – February 9<sup>th</sup>, 2015. ECC admitted that we are far ahead of them on SLOs and PLOs.

**Accreditation Institute** – How many faculty are being compensated for their work on SLOs PLOS and Accreditation.

- **Contract** – There is no verbage on SLOs, PLOs, or PRs. These fall under Faculty Obligations, but who and./or what defines a faculty obligation?

**Curriculum Committee** – Dr. French Preston reporting. The committee is reviewing courses. The rigor is much more stringent through CN1. Applications are being taken for Nursing through March 10<sup>th</sup> for Fall.

**ADJOURNED** –2:32p.m. - Halligan/Evans – Approved.

# SHARING THE INFORMATION

## Upcoming event: Area C Meeting

Report from ASCCC Area C Meeting Saturday, March 28<sup>th</sup> 2015

Chris Halligan attended in person, Paul Flor attended through CCC Confer

### Resolutions Process Overview

All actions taken by the Academic Senates are driven by resolutions. Resolutions and Amendments need to be signed by 4 delegates. Voted on at Plenary session. Electronic copies are preferred. Resolutions can be referred (for debate, clarification...) but must state a reason for referral. Before submitting a Resolution, do research, check past resolutions. See <http://asccc.org/resources/resolutions>

Discipline List resolutions are special, as they cannot be amended but only withdrawn or voted up or down.

### **CONSENT CALENDAR (for Plenary) – OVERVIEW**

#### **1. ACADEMIC SENATE**

1.01 Revise Academic Senate By-Laws. *Pulled – revise language.*

1.02 Revise Academic Senate Rules. *Area C suggested pulling this as contingent on 1.01*

1.03 Adopt 2015 – 18 ASCCC Strategic Plan.

#### **2. ACCREDITATION**

2.01 Disaggregation of Learning Outcomes Data. *This is a 10+1 issue; must be compared to faculty evaluation and could bring up problems; the purpose is to look for equity gaps; this would be a local decision matter; must make clear Senate must be involved and it is not purely an operational matter. It was decided to develop another resolution from Area C (Alec Immerblum)*

#### **6. STATE & LEGISLATIVE ISSUES**

6.01 Oppose Expansion of Former CPES. *Pulled - to adopt by acclamation.*

6.02 Support Funding for Career Pathways and Lang Range Planning. *To support long term funding, not stop-gap measures.*

#### **7. CONSULTATION with CHANCELLOR'S OFFICE**

7.01 System Handbook & Guidelines...Academic Honesty. *Set up a group to investigate the issue; goal to set up a clear, single document with effective practices, to be a sourcebook and lend consistency.*

#### **9. CURRICULUM**

9.01 Curriculum Processes & Effective Practices. *Establish a consistent timeline for Curriculum practices and curriculum approval as times are differing too widely between campuses. To improve all curriculum processes; faculty should look at their total curriculum and see if this is the direction they want to move in; also look at Enrollment management practices. There should not be a division between CTE/non-CTE courses so suggested an amendment to the Whereas to say ALL programs and courses; this would not take away local decision control, just help standardize.*

9-02 Alternative Courses for Mathematics Competency Requirements. *Pulled for amendment – ASCCC is working with C-ID to have more options for students as this is a choke point for student success that it is important to solve.*

#### **10. DISCIPLINES LIST – can only be voted up or down.**

10.01 Disciplines List – Addition African American Studies.

10.02 Disciplines List - Addition Counseling DSPS. *Pulled – typos, grammar*

10.03 Disciplines List – Addition Learning Disabilities Specialist

10.04 Disciplines List – Addition Supply Chain Technology

#### **12. FACULTY DEVELOPMENT**

12.01 Faculty Recognition. *Encourage Senates to nominate faculty for awards at local and State levels, faculty need more recognition and nominations are always low.*

### 13. GENERAL ISSUES

13.01 System Wide Collaboration on Crisis and Violence Programs. *Similar to, but wider in scope, an earlier resolution authored by C. Wells.; this would be a follow-up.*

### 14. GRADING

14.01 Allow Faculty to submit a Report Delayed (RD) symbol in instances of Student Academic Dishonesty. *Pulled – to strengthen language and revise Title 5; Currently only Registrar can do this, not in faculty hands; this would allow faculty to add the symbol; a note would be put on the transcript; Currently one cannot fail a student for cheating one time, only give a zero on a paper; this might avoid a grade change; how is it different from an incomplete? Incomplete is student work not handed in – this IS handed in, just under investigation awaiting a decision/report.*

### 16. LIBRARY LEARNING RESOURCES

16.01 Update Paper Textbook Issue” Economic pressure & Academic Values. *Pulled – expand to include electronic option; aim is to urge faculty to adopt open educational resources/textbooks; also is a Bill in the works that would give funding to colleges adopting OER; is this too controlling; ASCCC would support if it is not mandated, also they would want to be assured of the quality of the texts. Look at <http://coolfores.org/> California Open Online Library for Education, and <http://icas-ca.org/coerc> California Open Educational Resources of California*

### 17. LOCAL SENATES

17.01 Adopt the Local Senate Handbook. *To annually update the handbook. Now online at ASCCC site.*

17.02 Establish Local CTE Liaison Position. *Identify a CTE faculty to act as liaison; no release time, a volunteer position, or give it to an existing officer; or some funding sources (Perkins) MAY be used as a stipend; gets CTE into local governance; a CTE listserv is being established to push information. Decided to add a Resolved to explore alternative funding to support the position; perhaps a companion Resolution is warranted.*

17.03 Establish Local Legislative Liaison Position. *ECC had this – perhaps reinstate?; A legislative Liaison listserv is to be established. Senates are urged to provide this position.*

17.0X (NEW) Posting of Chancellor’s Office Templates. *Resolve that all templates that have been submitted by colleges and approved by CCCO, be posted to Web. Urged by Articulation Officers.*

### **AREA C Report – Julie Brown Vice President**

The upcoming Plenary will feature many breakout sessions featuring Technology, BA degrees, OEI issues, Workforce Taskforce, Common Assessment, CTE. Tyrone Howard is a speaker. If a Senate President is going to the Plenary a CTE member is offered free registration.

**Institutional Effectiveness** - Legislation is requiring a set of indicators and metrics to measure colleges. This will have 4 prongs: Indicators, Partnership Resource Team/ Technical Assistance, Professional Development, Policy Area. The indicators must be in place by June 2015 along with goals to meet completion and student success. These indicators will change over time. The Partnership Resource teams are pools of volunteers with experience and colleges can request a team visit to give advice on problem areas BEFORE Accreditation visits and subsequent sanctions. This is a 10+1 area so Senate should always be involved. These teams are very popular (7 visits have already been arranged this Spring), and members are needed for the teams – stipends are available.

**BA Degrees** - 9 have been approved, 2 pending. Santa Monica is offering BA Interactive Design. ASCCC is consulting with the CSUs but the decisions MUST come from the CCs. Applications are again open to fill the 13 pilot slots. ASCCC has a workgroup to talk about parameters, they will also be talking to the pilot colleges to get feedback. Who will handle BA accreditation? It seems that for now WASC has given the ACCJC to accredit ONE BA degree per CC, this could change. BOG website shows what has been approved.

**Technology/OEI** - CANVAS has been approved as the common course management system; contract negotiations still going on; 8 pilot colleges will use it for now; faculty can get free accounts, so all are encouraged (especially DE faculty) to play on the system and evaluate it

**TUTORING** - Pilot underway; Linksystems was chosen; should be available for purchase by Fall; subsidies may be available.

**Student readiness Modules** - Readiness for online learning; Being piloted and will be free. See <http://ccconline.org> Faculty can use and modify; open source; ready for Fall

**@One Professional Development** - For online teaching; Being revised; will be 4-5 courses and a capstone course; can be done in 8 weeks

**Rubrics for Assessing Courses** - For Distance education review of shells a rubric had been adopted; see also <http://ccconline.org> To be used locally to assess quality of course design; a peer Online Course Review team will be available; more team members are needed, compensation is available. For application for any service go to <http://asccc.org/content/application-statewide-service> There is also a need to develop Online Counseling services.

In March, the BOG approved an agreement with 9 HBCUs.

- Budget is awaiting the May revise, but looks good. There is a push for more Professional Development funding and more full-time hiring funding.
- New Growth funding formula looks at supporting the primary mission, and the community's need, addressing area employment and poverty. No-one likes the current formula so work continues; the data is weak in the area, but something should be implemented this year.
- Still in the works: AB288 Dual Enrollment, AB86 Adult Ed, SB 373 Overload Assignments, SB42, SB66 CTE Pathways.

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## 2015 Vocational Leadership Institute

Event Dates: May 8, 2015 to May 9, 2015

The Sheraton La Jolla Hotel located at 3299 Holiday Court La Jolla, CA 92037 is the hosting this year's Institute.

Early Registration Deadline: April 17, 2015

No Registration Fee: \$0

There are 21 prescriptive eligibility requirements listed in the Accreditation Reference Handbook (ACCJC, 2014) we should get acquainted with:

1. Authority- the institution has the authority and license to operate as an educational institution
2. Operational status- the institution is in operation, with students enrolled in education programs
3. Degrees- the institution offers degree programs and a significant number of students are enrolled in them
4. Chief executive officer- the institution has a board-appointed executive who administers board policies
5. Financial accountability- the institution undergoes an annual audit and makes findings available
6. Mission- the institution has a clearly defined, adopted, and published mission
7. Governing board- the institution has an independent, functional policy-making board that is responsible for academic quality, institutional integrity, and fiscal solvency to ensure the institution's mission is achieved
8. Administrative capacity- the institution has sufficient qualified personnel to support the mission
9. Educational programs- educational programs align with the mission, recognized fields of study, and adequate levels of rigor
10. Academic credit- credit is granted according to standard protocols in accordance with statutory or regulatory requirements
11. Student learning and achievement- expected outcomes for students are published for each academic program and achievement of them is assessed
12. General education- general education makes up a significant portion of all degree programs
13. Academic freedom- intellectual freedom is sustained
14. Faculty- an appropriately sized core of full-time faculty exists for supporting all educational programs
15. Student services- adequate services are provide to all students in order to support student learning
16. Admissions- admission policies are adhered to and support the mission
17. Information and learning resources- the institution provides information and resources needed to support its academic programs

18. Financial resources- the institution is financially stable and able to support its academic programs
19. Institutional planning and evaluation- the institution evaluates its effectiveness, publicizes the results of this evaluation, and take steps to improve effectiveness
20. Integrity in Communication with the Public - the institution published a catalog with general information, student requirements, and polices affecting students
21. Integrity in Relations with the accrediting commission- the institution demonstrates adherence to eligibility requirements and complies with requests from the commission

## CTE Regional Meeting Summary Report

### Introduction

On February 28, 29, and March 13, over 150 faculty attended regional CTE Listening Events. These events provided CTE faculty with an opportunity to provide input to the Board of Governors Task Force for Jobs and the Economy. Overall, the faculty in attendance at these three regional meetings agreed with many of the themes that the other 11 regional college conversations generated. This input is summarized below.

### WORKFORCE DATA & OUTCOMES

1A. Expand the student success scorecard definition of "completion" from certificate/degree/3rd---party credential attainment to also include the workforce success metric of "skill builders." Track skill builders, employment/wage outcomes, and third-party credentials.

Faculty agreed that the student success scorecard definition of "completion" should be expanded to include workforce success metric of "skill builders"; however, this metric is only one measure of success. Any metric needs to clearly define what success is in career technical education (CTE) programs. The Scorecard metrics appear overly simplistic, while measuring the CTE programs' success is actually complex. Success in CTE programs can include but is not limited to employment, higher wages, transfer, re-tooled or new skills, completion of a low-unit certification, or employer required hours of training. Without a clear definition of success, demonstrating improvement in workforce success is difficult. For example, a student who is hired before he or she finishes a certificate or degree or after just one class is still successful. Faculty saw a disconnect between students who complete certifications and external certifications – i.e., the student never applies for the external certification and is hired because he or she learned new skills; this student is still successful. Thus, "completion" should be expanded so that all examples of success are captured whether via the Scorecard or through other mechanisms.

Other ideas about how to capture success are as follows:

- Include local certificates under 12 units to be part of the "skill builders"
- Track education attained to employment and/or wage – 1, 3, and 5 years out.
- Alignment of programs to industry needs.
- Automatically award certificates.
- Require students to provide entrance and exit self-reporting of their interpretation of success.

Faculty felt that defining success for CTE faculty should be the highest priority for the task force because the data would provide the System with a baseline for how well CTE programs are doing now and where real areas for improvement exist rather than relying on anecdotal comments from industry or others.

1B. Provide outcome data and labor market information, data visualization and analysis tools, and technical assistance to support faculty, colleges, regions, and the state in CTE program development and improvement efforts.

Faculty felt that having more outcome data and labor market information as well as the other resources noted above would assist them in developing their programs, specifically technical assistance to help faculty know that the data exists and how to use it to improve their programs and their responses to industry and student needs. They stressed, however, that the data must be complete and accurate for it to be useful.

### Suggestion:

Modify the statement as follows: "support students, faculty, colleges, regions and business industry partners/advisory committees, and the State in CTE program development and improvement efforts."

1C. Provide regulatory and statutory authorization to allow for sharing of employment/wage outcomes and third-party credentials (including licensing) data among governmental entities for the purpose of program improvement and ensure the protection of student and employer privacy rights.

Faculty agreed with the underlying concept of this statement but felt that it was unclear as written. Facilitators needed to explain that the intent was to remove barriers for other governmental, nonprofit, etc., to share their data with the Chancellor's Office to improve CTE programs. For example, regulations could be changed to allow the Department of Consumer Affairs or Workforce Investment Boards (WIB) to share their data in an effort to understand where the jobs are as well as "work ready certification" (e.g., see the Indiana example).

1D. Define more precisely and align outcomes measures for all state-funded CTE initiatives and align and streamline reporting and grant application systems with these metrics.

Faculty agreed that the grant process should be improved and streamlined, while respecting the unique needs of programs, colleges, and regions. Grants are difficult to institutionalize and sustain and may potentially disadvantage programs. In addition, grants privilege districts and colleges that have grant writers. Rather than focusing on competitive grants, the state should consider dedicating funding for programs that are working or include additional funds to CTE programs via allocation.

Faculty questioned who would decide what "precisely" means and who would decide outcomes including whether or not they are appropriate. Standardized actual assessment results, especially across disciplines, regions, or outside of local decision-making, should not be mandated.

## CURRICULUM & INSTRUCTORS

2A. Evaluate and revise, as appropriate, curriculum processes to streamline and shorten the timeframe for approval of CTE programs at all levels in order to optimize responsiveness and efficiency in following areas: 1) new course/program approval to respond to emerging labor market needs; 2) rapid adoption and local customization of courses/programs approved at other colleges; and 3) multi-college adoption of industry-advised courses/program. For state level activities, fund and provide staff in the Chancellor's Office to speed up the curriculum approval process.

Faculty felt that the curriculum processes at all levels (local, regionally, and in the Chancellor's Office) should be streamlined with a shortened timeline for approval of CTE courses that might remove duplication both internal-local and CCCCO. However, just accelerating the process for CTE programs and courses at the local and state level without understanding where the obstacles are is problematic. First, research should be conducted to understand where the curriculum process is less efficient. Locally, barriers exist to expediting the curriculum process. For example, the Board of Trustees might only approve curriculum changes every six months or even once a year, which prolongs approval. Additionally, depending on local processes, the timing of the course approval might miss the catalogue deadline, which means the course would have to wait another six months to be offered. At the state-level, no consistent message is provided to the colleges about the curriculum review process or even some of the requirements. Current demands placed on colleges require faculty to submit curriculum, but then the statewide process is slow because of staffing issues or state priorities (e.g., C-ID and ADT requirements take priority over all other programs and courses). Faculty also commented on the local and state requirements. New programs often appear to be held to old program standards and requirements, which hinders updates to curriculum in a timely manner.

Some colleges can move curriculum expediently through the local and statewide curriculum process. Faculty suggested that research be conducted to identify processes and practices that are effective and prepare a paper for local colleges that provides model processes. Since curriculum is under the purview of the faculty, the ASCCC should conduct the research and develop the paper. If the ASCCC champions change in the curriculum area, local faculty would be more likely to make improvements.

CTE faculty should also be provided with professional development in the area of curriculum development. Along with attending related curriculum events and trainings, CTE faculty should be encouraged to sit on Curriculum Committees to share their expertise about CTE programs and courses as well as to learn more about the curriculum process. The ASCCC and the Chancellor's Office should also create a statewide curriculum technical assistance resource.

Current regulation prevents innovation in CTE programs in response to industry. For example, the class size requirements delay CTE innovation since administrators may be hesitant to hold classes that do not meet maximum class size. However, CTE courses should be able to reduce the number of students to determine if the course would be a viable and if future students would be interested. While some felt that innovation is stifled by regulations, others expressed that avenues exist to enhance innovation. For example, colleges could use community education as the testing ground for innovative or new CTE courses responding to industry or use noncredit classes to create credit pathways. These examples demonstrate the need to educate CTE faculty about the options that are available to them to address industry needs.

2B. Facilitate student portability across institutions: 1) create a "C-ID" (course identifier) system for CTE certificates and degrees to enable region--and/or state-wide articulation across institutions, and 2) recognize prior learning and work experience for adults and develop mechanisms to award credits toward CTE pathways.

Faculty agreed that the state needs more portability of courses and programs across colleges but suggested that current articulation initiatives (e.g., C-ID System, Statewide Pathways Project, regional and local) be scaled up rather than recreate new methods to accomplish the same goals. Faculty also suggested that recognition of regional differences be considered before a "one-size fits all" process is created.

Faculty cautioned that any newly developed processes for recognizing prior learning or work experience consider accreditation, particularly by external agencies, or articulation processes. Some work has already been done in this area – i.e., competency-based curriculum to recognize the experience that some students bring to the classroom. Another idea which might be explored would allow students who have an understanding of the first few weeks of class material to enter the class when necessary based on their experience (open entry/open exit in credit courses).

2C. Enable curriculum portability across institutions by increasing accessibility to a repository of CTE model curriculum that colleges can select and adapt to their own needs.

Faculty found the concept of this theme agreeable; however, they stressed that the curriculum portability should not be mandated and should still be submitted via the local curriculum process. Similar to 2B above, the C-ID System and the Statewide Career Pathways are already addressing course and program portability and should be scaled up.

2D. Increase the pool of qualified CTE instructors by reviewing statewide and minimum qualifications and modifying equivalency for CTE faculty. Provide fiscal incentives for professional development activities of CTE faculty such as externships and other methods of skill upgrades to ensure currency.

Faculty agreed with the sentiments of this theme. However, the theme should be separated into two: minimum qualifications/equivalency and funding of professional development pieces.

Several options were discussed that could be explored to increase the pool of qualified CTE faculty: 1) revisit the single subject equivalency regulation to allow CTE programs to hire an individual to teach one course; 2) create an academic pathway to allow someone to be hired from industry; or 3) provide CTE faculty with credit for years in the field vs. advanced degrees.

Another suggestion was to clarify what is and is not “equivalent” with regard to MQs (i.e., experience for specialty areas – have discipline faculty determine the knowledge and skills needed to decide equivalency). Since the Board of Governors has delegated the Minimum Qualifications to the ASCCC, the ASCCC might consider pulling together CTE discipline faculty to discuss the creation of the list of experience/education to be used by local colleges in determining equivalency for the hiring and emergency hiring process. Another difficulty in increasing the pool of qualified faculty is the inability of most CTE faculty to move across the pay scale because many programs do not have master’s degrees available; thus, their opportunities are limited, which might deter more faculty to teach.

The California Community College System needs sustained and systemic professional development for both full- and part-time CTE faculty to stay current with industry needs and standards. Professional development includes increasing the opportunities for sabbaticals or providing summer pay for professional development.

### Comments

Section 2 – Curriculum and Instructors should be split into two different themes: 1) curriculum and instructor qualifications; and 2) currency in professional development.

2E. Incorporate competency-based curriculum design and assessment that is validated by regional industry or national standards, ~~and address ‘repeatability’ of CTE courses when course content evolves to meet changes in skill requirements.~~

Faculty felt that the original theme (2F) is better than the new theme (2E). Below the topics are separated.

Faculty felt that asking industry to validate curriculum could be problematic as not all industries have regional or national standards and having industry validate curriculum would slow the curriculum process down even further. Additionally, concern was raised about industry creating curriculum and assessment.

The concept of “competency” lacks clear definition. Faculty suggested that a better term might be “competency-explicit” to indicate that skills and knowledge are in the curriculum but the connection between the curriculum and industry required competencies be clearly delineated.

2F. Remove barriers to repeatability of CTE courses when course content changes to respond to changes in skill requirements.

Attendees noted that currently CTE courses can be repeated when the industry requirements change or when students need more course work. In other words, students are allowed to repeat courses if industry changes the skill set needed and students need to retake the course to learn those skills; however, the repetition of the course is determined by student need, not courses designated as repeatable. From reactions in the groups, many CTE faculty were unaware of how their students might be allowed to repeat courses. More information should be provided state-wide regarding this option as well as clarity about effective practices for allowing student repetition in CTE courses and programs. In the CTE area, some faculty felt that mechanisms for course repetition should be explored to allow CTE programs that rely on general education courses to allow repetition. For example, a nurse may want to repeat Anatomy and Physiology or chemistry again as a refresher.

### Missing Topics in Section 2:

- Counseling services and basic skills education are missing from the above themes. Many of the students in CTE programs and courses need remediation. Incorporating basic skills in programs and courses would create students who are more successful. Another alternative is to consider pairing CTE courses with basic skills or life skills courses. In addition, counselors are focused on moving students through to transfer and do not necessarily consider or understand CTE programs and courses. Counselors need to become more familiar with the benefits of CTE programs and courses as well as what the industry requires.

- Converting a certificate to a degree program – Chancellor’s Office process.
- Creating a CTE effective practices website.
- Providing more CTE faculty with support outside of the classroom to support the students.

### STRUCTURED CAREER PATHWAYS AND STUDENT SUPPORT

3A. Develop strategies and structured industry—informed pathways that are regionally aligned so that high school students can more seamlessly transition to community college CTE certificates and/or transfer degrees; develop CTE model curriculum (e.g., SB 1440); extend model curriculum into high schools to enable dual enrollment and CTE pathways between high schools and community colleges.

Faculty agreed with this theme but stressed the need for fully funding the work of creating pathways. Funded through a number of grants and work in dual and concurrent enrollment is currently occurring locally, regionally, and statewide with little or no interaction or coordination. The state should systemize and scale-up the Statewide Career Pathways project programs of study work to coordinate statewide efforts in dual and concurrent enrollment and articulation agreements. In addition, funding should be available for articulation efforts, not necessarily at the same level across the colleges but based on need or size of programs. Additional resources would also allow pathways to be expanded for veterans, short-term certificated programs, and workforce development.

Policy change: Regulations or statute should be changed so that along with the high school requirements to include A-G high school students are required take at least one CTE course (e.g., Pasadena City College).

3B. Create and provide financial support for campus hubs for student success supportive of CTE students that include career exploration, CTE pathway and education planning, and coordination of work--based learning opportunities for CTE students.

Faculty agreed with this theme; however, they questioned the ability to create such a hub. Facilities are generally dedicated to other college priorities. One idea is to include CTE career opportunities and information in the Transfer Center if one exists. Students should be able to go to one place for all career and transfer opportunities including career exploration, job placement information, etc. A dedicated and institutionally funded CTE counselor should be available to assist students in the facility reserved for CTE and career exploration.

### Missing Topic in Section 3:

- Work with industry to increase opportunities for regional apprenticeships and paid internships.
- Expand definition of pathways and create structured pathway for non-traditional students (of all ages) who are displaced workers, veterans, adult populations, etc.
- Create support for interdisciplinary collaborations (not just CTE) to create specific pathways between and among all disciplines.
- Align basic skills curriculum, including ESL, with workplace skill requirements.

### BASELINE FUNDING

4A. Revise the baseline CTE funding model when there is high cost and "unmet" workforce demand, in order to increase CTE capacity responsive to labor market needs. Range of ideas included: creating a weighted funding formula based upon the cost of instruction; modifying funding for multi--year cohort training; funding based upon attainment of skill competencies; and revising accounting models for program costs.

Faculty agreed that the current apportionment model does not fit CTE programs because the model favors high seat capacity and enrollment. The current apportionment standard based upon 525 contact hours for one full-time equivalent student creates divisiveness, since variations in class size allow some courses and programs to achieve this standard more easily than others. While some of these issues may be solved via

collective bargaining, a funding formula is needed that creates equity or matches cost to apportionment. CTE programs typically require a lower ratio of student to faculty. However, faculty felt that competency based funding is not the solution. Instead, the state should consider WSCH and pay for all contact hours—classroom and lab—or create a weighted funding for cost of programs or FTES. Regardless of the funding method, some faculty felt very strongly that the decision to fund CTE programs cannot be a local decision as many colleges do not appreciate CTE programs, which often creates competitive environments where CTE programs are not a priority.

### **Other comments**

- Cohort training would not work for all CTE programs.
- Funding mechanism should provide money to enable programs to pay for the certification or licensure students need for employment.
- Investigate the integration of industry funding for low enrollment CTE programs.
- Capture program specific data to generate averages for CTE disciplines costs and needs (to populate formula).
- Incentivized funding (additive to base funding).
- Base funding should include money for consumables (Perkins has restrictions).

4B. Utilize categorical funding for workforce for the following practices: 1) Reducing competitive grant awards in favor of predictable funding that incentivizes collaboration and workforce outcomes and/or redirects funding to base funding for CTE; 2) institutionalizing the CTE Enhancement Fund as an ongoing funding source; and/or 3) providing tax credits and incentives for business and industry to offer work--based learning or partner with colleges.

Faculty agreed that competitive grants should be reduced as it is a poor funding model because only colleges with grant writers succeed in obtaining needed funding. Additionally, programs that are grant funded are difficult to sustain when grant funds run out. Instead, base funding should be increased for all CTE programs. Institutionalizing the CTE Enhancement Fund as an ongoing source of funding is too variable. Providing tax credit and incentives for business and industry to offer work-based learning or partner with colleges might give industry too much control over curriculum. Instead, the state should provide tax credit or incentive for students for completion.

### **Missing topics for Section 4B:**

- Create a separate category for facilities and equipment. High tech equipment changes regularly and without funding it is tough to keep up with upgrading equipment.
- Fund updating or securing new facilities to support new equipment. The current space allocation model detrimentally affects CTE programs.
- Update Perkins funds allocation policies.
- Fund what is not allowed in Perkins.
- Create ongoing funding for designated CTE position or positions at every college to connect CTE programs to industry and internship (similar to a transfer center). Career development position to connect program, industry or business, staff, and students.

4C. Change allowances for student lab and material fees. Allow student fees for consumable and disposable materials.

Some faculty felt that this is an equity issue and could penalize students who cannot afford additional student fees. However, another group suggested that the rules about what student fees could be used for should be relaxed to allow flexibility to meet course requirements such as fees required for use of a flight simulator in an aviation course. In addition, veterans' benefits will pay for student fees depending on the item.

### **Missing Topic in Section 4**

Industry should be a partner in providing financial support for programs. Dollars do not always need to come from general funds.

### REGIONAL COORDINATION

5A. Create economies of scale for coordination at the regional level and among regions to support common efforts such as: industry engagement tied to sector strategies, course scheduling coordination for shared programs, regionalized articulation through curriculum model development, standardizing industry-valued credentials across regions, joint marketing, asset/equipment sharing, joint professional development of faculty as the sector evolves its skill needs, data collection and evaluation, calibrating regional supply and demand, and other shared needs and strategies as prioritized by the region. In this context, provide clarity of roles for Sector Navigators, Deputy Sector Navigators and Regional Consortia.

The concepts in this theme seem reasonable; however, regional coordination should not be mandated, must have faculty participation, must be responsive to industry in the region, and must consider demographics and geography as well as lead to inform statewide structures and systems. Concern was raised for those small programs and colleges who have needs and are in a region that might be overshadowed by the needs of larger programs and colleges. Central Valley and outlying colleges would be challenged with regional coordination. Regional activities of curriculum development requires state level collaboration with faculty and resources.

The needs of the community should be balanced with responding to industry regardless of the size of the program. Resources should be dedicated to regional or local champions in sectors to assist in setting up the many bridges expected in regional collaboration.

CTE Faculty need more release time to be involved in campus activities that work with industry partners (i.e., attend industry and regional meetings, recruit students, and build relationships with high school partners) outside of the normal campus activities. Additionally, faculty felt that most, if not all, CTE programs would benefit by full time faculty leadership.

5B. Encourage the creation of opt-in regional Joint Power Authority (JPA) structures in support of sector strategies that allow colleges, partners, state, and local industry resources to concentrate and coordinate in the provision of education/training for industry-valued credentials and short-term/certificated CTE programs.

Faculty did not understand this theme or how it relates to their programs and thus were concerned about mandating such an option.

5C. Develop a sustained public outreach campaign to industry, high school students, counselors, parents, faculty and staff to promote career development and attainment and the value of career technical education.

Faculty agreed that a sustained public outreach campaign would be beneficial and should include all media venues – internet, radio, YouTube, etc. Many hoped that such a campaign could change the culture by correcting the stigma associated with CTE programs in the eyes of parents and counselors at high school level--transfer is not for everyone and students can be just as, or more, successful in CTE programs as transfer pathways.

### **What is Missing?**

- Industry demands and Chancellor's Office priorities are not the same: industry needs CTE but CTE is not managed with the same level of importance as transfer courses.
- Establish and strengthen connections between the faculty who know the needs of their students to those who make higher level decisions regarding programs and courses. CTE faculty appear to be disengaged or disenfranchised from local consultation processes.

- Industry over-specialization and subsequent partnering with colleges may leave programs utterly dependent on one company. Community colleges serve their community not the industry. Systems should be in place to protect the colleges, particularly small or rural programs, from becoming reliant on one enterprise.
- Local advisory is good because of local connections and relationships. Advisory processes need to be flexible and clarity is needed in effective practices. Consideration should also be given to regional advisory processes.

## California Community Colleges Team Up With 9 HBCUs

March 26, 2015

The California Community College system and nine historically Black four-year institutions have taken a notable step in approving a transfer program linking California's 112 two-year colleges with the nation's Black college community.

Last week, leaders of the nine schools each signed agreements with the California Community Colleges Board of Governors with them guaranteeing that, starting fall 2015, California community college transfer students who satisfy certain academic criteria will gain admission to any of the nine colleges and universities.

The agreements stipulate that students who apply to the schools and earn a transfer-level associate degree with a GPA of 2.5 or higher and complete either the Intersegmental General Education Transfer Curriculum or the California State University General Education Breadth study program will be granted admission as a college junior.

"The California Community Colleges [are] working on multiple fronts to create avenues of opportunity for our students," California Community Colleges Board of Governors president Geoffrey L. Baum said in a statement.

"This agreement opens a new and streamlined transfer pathway for our students to some of the finest and culturally diverse institutions of higher learning in the United States. I thank our nine partners for working with us to make it possible," he noted.

Under the agreement, transfer students will gain "priority consideration for housing, consideration for transfer scholarships for students with a 3.2 or higher GPA, and pre-admission advising," according to the California Community Colleges Board of Governors.

The nine participating institutions are:

- Bennett College, Greensboro, NC
- Dillard University, New Orleans, La.
- Fisk University, Nashville, Tenn.
- Lincoln University of Missouri, Jefferson City, Mo.
- Philander Smith College, Little Rock, Ark.
- Stillman College, Tuscaloosa, Ala.
- Talladega College, Talladega, Ala.
- Tuskegee University, Tuskegee, Ala.
- Wiley College, Marshall, Texas

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

David Page, vice president for enrollment management at Dillard University, described the California agreement as "a win-win" for the New Orleans-based liberal arts university.

“As we look to increase our enrollment, we have to look at all opportunities, and certainly transfer students are in that conversation,” he said.

Page said Dillard is well-positioned to benefit from the community college transfer program given that California is ranked second best among the 50 U.S. states sending significant numbers of students to the university.

“We already spend a considerable amount of time in the state recruiting. ... What this [agreement] does is give us additional opportunities,” he said.

“We will spend more time with the community colleges out there, sharing the good news of Dillard University and again hopefully encouraging them to enroll at our university to receive a bachelor’s degree,” Page added.

Dr. Courtney Griffin, interim executive director of enrollment management at Tuskegee University, said the California community college agreement represents an opportunity not only to increase enrollment but to boost overall diversity at the Tuskegee, Al.-based school. Griffin said Tuskegee has recruited at a California college fair that has high numbers of Latino students and sees the state’s community college population as one where the university can conduct outreach to Latino, White, and Asian students as well as to African-Americans.

The transfer agreement “is a great opportunity [for us] to increase our diversity,” she said.

Griffin noted the university’s recruitment program is well-established in California with strong support from local alumni and a full-time recruiter who focuses largely on the state. California is the source of the university’s second largest pool of community college transfers among U.S. states. Tuskegee enrolls roughly 2,600 undergraduates and admits 165 to 170 transfer students annually.

Antoinette Battiste, an independent education consultant based in California’s Silicon Valley, welcomed news of the community college transfer agreement as she worked with fellow Alpha Kappa Alpha (AKA) sorors to prepare for the 25th Annual Black College Awareness Fair. The March 21 event, held at Stanford University, drew more than 300 students ranging from middle schoolers to community college students.

Battiste, who was co-chair of the 25th Annual Black College Awareness Fair, said she expects that the fair’s organizer, the Rho Delta Omega Chapter of AKA, will work closely with the state’s community college system to help it leverage the work that HBCU alumni groups and other predominantly African-American organizations have been doing for years to recruit California students to HBCUs.

“It was fitting that last week’s announcement unfolded as [my sorors and I] were preparing for the Black College Awareness Fair,” she said.



February 26, 2015

## OVERVIEW

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

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

## ACADEMIC PROGRAMS

• **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal developing seamless pathways from high school to community college for career technical education or preparation for transfer, or helping high school students achieve college and career readiness, or improving high school graduation rates.

- Position: Sponsor/Support
- Status: Introduced

• **AB 482 (Harper) Concurrent Enrollment in Secondary School and Community College.** AB 482 states legislative intent to enact legislation regarding concurrent enrollment for high school students pursuing computer sciences studies. AB 482 is currently a spot bill.

- Status: Introduced

• **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 grants the same enrollment priority consideration to Early College High Schools (ECHS) as is authorized under current law for Middle College High Schools. For purposes of receiving state apportionment, this bill exempts ECHSs and MCHSs from the requirement that a community college may only claim apportionment funds for high school students if the classes comply with open course provisions in the California Education Code and Title 5 Regulations.

- Status: Introduced

## CAMPUS CLIMATE/CAMPUS SAFETY

• **AB 340 (Weber). Postsecondary Education: Campus Climate Report.** AB 340 declares the intent of the Legislature to enact legislation to require governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate.

- Status: Introduced

• **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 authorizes the governing board of a community college district to remove, suspend, or expel a student for conduct occurring off of the community college district property. SB 186 requires the governing board to consider factors including the severity

of the crime and the likelihood of the crime occurring again. Current law prohibits a community college district from disciplining a student for an incident that is not related to the college. That is, if the incident did not occur on campus and did not involve another student or employee, the college district cannot take action to remove, suspend or expel the student. The University of California and California State University systems do not have such restrictions and have expanded their authority recently to address issues related to campus safety. The author's intent in expanding this authority for community college districts is to aid districts in enforcing Title IX.

- Status: Introduced

- **AB 636 (Medina) Student Safety.** AB 636 authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and the immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto) which was signed into law last year, requires colleges to report serious crimes that occur on campus or involve students or employees to local law enforcement. That bill included language prohibiting the disclosure of the accused assailant's identity to local law enforcement if the victim declined to be identified. AB 636 allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.

- Status: Introduced

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

- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 would extend until July 1, 2018, the CTE Pathways Program originally established by SB 70, a bill by Senator Jack Scott that was chaptered in 2005, and extended by SB 1070 (Steinberg), chaptered in 2012.

- Status: Assigned to the Senate Education Committee

- **SB 148 (McGuire) Career Technical Education: Career and Jobs Skills.** SB 148 establishes the Career and Job Skills Education Act. This measure authorizes the governing board of a school district that operates any state-approved career technical education sequence of courses to apply to the Superintendent for a grant for the development and enhancement of high-quality career technical education programs in the school district. SB 148 appropriates \$600,000,000 from the general fund, placing it in the Career and Job Skills Education Fund in the State Treasury, which is also created by SB 148. This bill requires the Superintendent to administer the fund and distribute awards through an annual application process. School districts that receive a grant or accept funds shall consult with community colleges within their district regarding course alignment.

- Status: Introduced

## **FACILITIES**

- **AB 6 (Wilk) Bonds: Transportation: School Facilities.** AB 6 details that no further bonds shall be sold for high-speed rail purposes pursuant to the Safe, Reliable High-Speed Passenger Train Bond Act for the 21st Century. This measure requires that the net proceeds of other bonds be made available to fund construction of school facilities for K-12 and higher education.

- Status: Assigned to both the Assembly Transportation and Education Committees

- **AB 148 (Holden) Kindergarten-University Public Education Facilities Bond Act of 2016.** AB 148 places an initiative on the November 2016 statewide election ballot for a bond to fund facilities projects. The scope and dollar amount are unspecified at this time.

- Status: Introduced

- **SB 114 (Liu) Kindergarten-University Public Education Facilities Bond Act of 2016.** Similar, to AB 148, this measure places an initiative on the November 2016 statewide ballot for a bond to fund facilities projects at K-12 schools, community colleges, CSU and UC. SB 114 does not specify a dollar amount.

- Status: Assigned to both the Senate Education and Governance and Finance Committees

## FACULTY

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

- Status: Introduced

## GOVERNANCE

• **SB 42 (Liu) Commission on Higher Education Performance.** SB 42 amends statute referring to the California Postsecondary Education Commission (CPEC) and replaces CPEC with the California Commission on Higher Education Performance and Accountability. SB 42 revises various functions and responsibilities assigned to CPEC. CPEC no longer functioned after Governor Brown eliminated its funding in the State budget. Additionally, the bill amends statute to replace the CPEC appointee to the Commission on Teacher Credentialing (CTC) with an appointee from the new Commission and deletes the provision that established an appointee on the CTC by the Chancellor of the California Community Colleges.

- Status: Assigned to the Senate Education Committee

• **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 requires the Board of Governors to conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report for the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a system wide evaluation of the accrediting agency based on the criteria used to determine an accreditor's status.

- Status: Introduced

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

- Status: Assigned to both the Senate Education and Elections and Constitutional Amendments Committees

## MISCELLANEOUS

• **AB 176 (Bonta) Data Collection.** AB 176 requires the segments of higher education, as well as the State Department of Public Health, to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016.

- Status: Assigned to both the Assembly Committee on Higher Education and the Assembly Committee on Health

## STUDENT SERVICES

• **AB 5 (Nazarian) Foster Youth: Transition from High School.** AB 5 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would facilitate the transition of foster youth from high school to postsecondary education.

- Status: Introduced

• **SB 12 (Beall) Foster Youth.** SB 12 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would require that a placement order for a person who is in the custody of a juvenile facility remain in place until the person attains a specified age and is released from custody, in order to help ensure that the person may be eligible for foster youth benefits upon his or her release from custody.

- Status: Introduced

## **TUITION, FEES, FINANCIAL AID**

• **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program. AB 25 is similar to AB 640 (Hall) from the last legislative session. That measure was held in the Senate Appropriations Committee.

- Status: Assigned to the Assembly Higher Education Committee

• **AB 42 (Kim) Public Postsecondary Education: Funding and Fees.** AB 42 would prohibit mandatory system wide fees or tuition charged to students of the California State University from exceeding the level of the mandatory system wide fees or tuition charged for a specified fiscal year. Prohibits same for the California Community Colleges and the University of California for specified fiscal years. Prohibits a student success fee unless approved by students in a prescribed manner.

- Status: Assigned to the Assembly Higher Education Committee

• **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Substantially similar to last year's AB 2201 (Chavez), AB 82 establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license. AB 82 requires the Department of Motor Vehicles to implement the provisions of this bill by a certain date only if the first year operating costs do not exceed \$350,000 and federal funding in an amount sufficient to pay for those costs has been provided.

- Position: Support
- Status: Assigned to the Assembly Transportation Committee

• **AB 200 (Alejo) Student Financial Aid: Competitive Cal Grants Awards.** AB 200 would increase the total number of Competitive Cal Grant A and B awards granted annually over a period of three years from 22,500 awards up to a maximum of 100,000 awards by 2018-19. Currently, AB 200 does not specify the degree of incremental increase to occur in the first two years of the three year plan.

- Status: Assigned to the Assembly Higher Education Committee

• **SB 15 (Block) Postsecondary Education.** SB 15 would increase Competitive Cal Grant A and B awards from 22,500 to 30,000 annual awards.

- Status: Assigned to the Senate Education Committee

## **VETERANS**

• **AB 13 (Chavez) Public Postsecondary Education.** AB 13 exempts nonresident students enrolled at a community college using Federal GI bill education benefits from paying out of state tuition to align state law with the federal law, the Veterans Access to Care Act (VACA). AB 13 authorizes community college districts to report these students who are exempted from nonresident tuition for purposes of calculating apportionments.

- Position: Support
- Status: Heard in the Assembly Higher Education on March 3, 2015

• **AB 27 (Chavez) Postsecondary Education: Non-Resident Tuition Exemption.** AB 27 requires the California State University and requests the University of California to exempt from paying nonresident tuition a student or prospective student of their respective segments who is using, or is intending to use, GI Bill educational benefits, while enrolled as a student of that segment. This measure is intended to align state law with VACA for the UC and CSU systems.

- Position: Support
- Status: Heard in the Assembly Higher Education on March 3, 2015

• **AB 393 (Roger Hernández) Veteran Resource Centers Grant Program.** AB 393 establishes the Veteran Resource Centers Grant Program for veteran resource centers at community colleges. AB 393 establishes the Veteran Resource Centers Grant Fund in the State Treasury and would allocate funds upon appropriation by the Legislature in the annual Budget Act for a grant program administered by the Chancellor's Office.

- Status: Introduced

- **AB 421 (Calderon). Community Colleges: Veterans Counselor.** AB 421 requires the governing board of a community college district to provide a veterans counselor at each college in their district. AB 421 also requires the Board of Governors to adopt regulations to establish and maintain minimum qualifications for veteran's counselors.
  - Status: Introduced