

What's New with Legislation

- Comprehensive Overview of the Legislative Cycle
- Key Committees to Watch
 - Assembly and Senate have similar structures
 - Committee on Higher Education
 - Multiple subcommittees on budget and other aspects of Higher Ed
 - Committee on Higher Ed and the Judiciary
 - Committee on the Budget
 - Appropriations
- The Role of ASCCC
- How We Can Get Involved
 - Become a legislative liaison for your college
 - Sign up for state service
 - Engage in local advocacy efforts with your board or other groups
 - Sign up for information from FACCC and other organizations to stay current
 - Read the monthly ASCCC legislative report

In Sync with Title 5 and AB 705 – Getting Ready for 2019/20

- Overview
- Implementation
- Title V
 - CO Staff made first pass at draft – sent to 5C Co-chairs on November 1, 2018
 - Co-chairs put in regulation draft form and brought to 5C for 1st Reading on November 9, 2018
 - Co-chairs and 5C Title 5 Workgroup edited based on 5C comments for 2nd Reading on December 13, 2018
 - Legal Counsel joined 5C on December 13, 2018 to hear comments and make clarifications
 - CO Staff and Legal Counsel edited 5C approved draft regulations, 5C Co-chairs and Legal Counsel reached an agreement December 24, 2018 as to what would be sent forward to Consultation Council for January 10, 2019
 - First Reading at Board of Governors meeting January 14, 2019
 - Second Reading at Board of Governors meeting March 18, 2019
 - Regulations Approved by Board of Governors meeting on March 18, 2019
 - §55002 – Standards and Criteria for Courses
 - §55003 – Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
 - §55063 – Minimum Requirements for Associate Degree
 - §55500 – Scope and Intent
 - §55522 – English and Mathematics Placement and Assessment (Details)
- Implications
 - Prerequisites are still permitted
 - Pre-transfer courses are still permitted – Ed Code §66010.4
 - Default Placement Rules are not in the Regulations
 - Demonstrating Competency is required

- Self Placement or Guided Placement has restrictions, but we are discussing a two-year provisional approval for colleges to implement their own processes and report the findings...
- Correlation vs. Causation (Chancellor's Office Statistics)

Prison Education: Cerro Coso Case Study

Two Cerro Coso Faculty Members reported out on Prison Education

- Education is transforming students
- Prison dynamics changing dramatically
- Instructors are in love with teaching again!

Budget 101 - Principles of Budget Processes

- Title 5 §53200 also called the 10+1 Gives the Senate the Right to Be Involved in the Budget Process
 - Primarily: #10. Processes for institutional planning and budget development
- Budget Processes that Involves the Local Senate
 - Establishment of Budget Priorities
 - Senate Sign off for grants and initiatives
 - Funding Faculty Hiring as it pertains to the 50% law and the Faculty Obligation Number.
 - Budget for local senate work
 - Adopting OEI Course Rubric for Local Use
- Faculty Hiring
 - The 50 percent law
 - Established in 1961 – Ed Code §84362(d) requires that 50% of district's current expense of education be for salaries of classroom instructors (not allied)
 - The Faculty Obligation Number (FON)
 - Established in 1989 Ed Code §87482.6 and CCR Title 5 §51025 requires districts to increase the number of full time faculty over the prior year in proportion to the amount of growth in funded credit FTES; no non-credit; significant penalties equivalent to the costs of hiring the number faculty they are below the FON
 - 75:25 legislative goal
 - AB 1725 (Vasconcellos, 1988) Established a goal that 75% of instructional hours be taught by full time faculty
- Resources

Adopting OEI Course Rubric for Local Use

- Background on the California Virtual Campus – Online Education Initiative (CVC-OEI)
 - Currently 56 colleges in the Consortium – Additional colleges will be invited to join in 2019
- The Online Education Initiative (OEI) Course Design Rubric (Rubric) contains the online course design standards developed and adopted by this initiative.
- The four sections of the OEI Rubric
- Section A: Content Presentation
- Section B: Interaction
- Section C: Assessment
- Section D: Accessibility
- ASCCC Resolution 9.03 F 2018

- Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use;
Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to explore the development of local peer online course review;
and
Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates work with their colleges to develop a plan to identify resources so that faculty who wish to participate in local peer online course review may do so.
- Local Peer Online Course Review Process (POCR)
 - Six major elements that go into a successful Local POCR process:
 1. Buy In: Identify stakeholders on your campus and in your district and start the conversation
 2. Teamwork: Build a cross-functional, cross-discipline POCR team that can build and guide your program over the long term
 3. Resources: Identify resources - those you have and those you need
 4. Planning: Outline the process your college will use, including timelines
 5. Promotion: Spread the word about your process and how it will benefit instructors, students and the college as a whole
 6. Recognition: Consider ways to motivate, incentivize, and honor the efforts of your POCR participants
- How is Rubric used on campus? (Adopted/Not Adopted)
 - Used in training for Deans and other Administrators
 - Used as part of the performance review process
 - Is central in training specific to the rubric itself
 - Used in local peer online review process for the OEI
 - Used in DE training and workshops for Faculty and Staff
 - Provided as a guide for course design