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# SenateRostrum

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES QUARTERLY NEWSLETTER

## Power in the Collective:

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# Power in the Collective: Faculty, Collegial Consultation, and Collaboration

by Julie Bruno, President

A few weeks ago, I was searching for resources on the ASCCC website to send to a local senate president who had recently requested information to help with a situation that was developing at his college. Faculty were considering how to address what they perceived as a disregard for and circumvention of the academic senate purview by the college president and other administrators. The ASCCC regularly receives requests to provide assistance to academic senates in navigating troubling situations, including what is considered by some to be the nuclear option in local college politics, the vote of no confidence. Sometimes the call for such a vote originates with the faculty union, and the senate president requests assistance in determining what the vote would mean for the local senate. Other times, the idea originates with faculty on the local academic senate, and the senate president is trying to ascertain the political and practical ramifications of holding the vote. In this case, the local academic senate was not ready to proceed with a vote of no confidence, but the senate president felt the need to reach out for resources in case things took a turn for the worse. To assist, I sent the link to past president Jane Patton's timeless article "So, You're Thinking About a Vote of No Confidence: 10+1 Questions to Ask." The article's practical approach to votes of no confidence makes it required reading for any senate president considering such an action. As I worked to address this senate president's request for assistance, I reflected on how governance at a college can break down so extensively that faculty feel compelled to take a public stand against an administrative colleague.

Many of our colleges are in a time of significant change. New initiatives, grants, and programs have the power to shape not only the way our colleges function but also the culture of our institutions. Within the past few years, the ASCCC has received substantially more requests from local academic senate presidents for resources, information, and technical assistance visits, as well as numerous questions and phone calls from faculty leaders involved in all aspects of academic and professional matters. Of course, the Academic Senate is always happy to provide assistance, and we expect and welcome these requests, but the increase in the number of such requests in recent years has been noticeable. More than ever, faculty appear to need assistance in navigating the changes that are occurring at their colleges.

Faculty leaders are often deeply involved with alterations to their colleges' practices and policies, and rightfully so since they are charged with ensuring that the purview of the academic senate is respected and that faculty play a significant and meaningful role in any change that affects academic and professional matters. This situation is nothing new, and yet substantial changes to practice and policy seem to be happening more frequently. These changes may be difficult to manage depending on the circumstance of the faculty leader. Some faculty may be new in their leadership positions and may need support as they navigate relationships and responsibilities that come with their new roles. For seasoned leaders, these changes can be challenging but not unmanageable, and, since circumstances are constantly evolving, additional resources are always useful. These factors

can account for the some of the increase in requests for assistance received by the ASCCC, but not all of it. Something more may be happening at our colleges.

In this time of change, faculty leaders may find themselves more often in a position to defend not only faculty and academic senate purview but also the value of collegial consultation as well as the practice. Our colleges have experienced significant turnover in personnel, with many of our faculty colleagues retiring or moving into new positions. Furthermore, our system's administrative ranks have also seen significant change, including the persistent churn of college leadership. As a result, many individuals –faculty, classified staff, and administrators—who have a deep history with governance are leaving our system. Our colleges are hiring individuals in all positions who may not have an understanding of or training in the principles of constituency participation in governance. The effect of these changes may be that the commitment to collegial consultation at our colleges has slipped in recent years, contributing to a campus climate or culture that is less unified or inclusive.

This issue has no quick fix; correcting the situation will take some effort. The values inherent in collegial consultation must be reaffirmed and embraced by the colleges, and the actions of all leaders on our campuses – faculty, classified, and administration—must embody a commitment to those values. Academic senates can play a key role in reorienting their colleges towards the practice of collegial consultation through the use of their own power. To do so, we may find wisdom from ASCCC leaders from the past. In 2003, ASCCC President Hoke Simpson wrote a Rostrum article titled "Power and Paranoia: Effective Senates are Victors, not Victims." In the article, Hoke discussed the power that academic senates have and how making a distinction between power and technique can assist senates in exercising their purview:

> What, then, are the conditions of its effective use, how do we nurture it, and how and when do we display it?...[I]t's the difference between authenticity and its opposite. In faculty politics, it's the difference between the senate president who can't shut up about faculty rights under Title 5 and the one who gets the job done—every time—by saying "Why don't we look at it this way...," and who, when the administration is about to go badly wrong, quietly points out that 'The faculty are never going to buy that."

Hoke also includes a reminder of the responsibility faculty and academic senates have in the application of power:

> How does a truly empowered academic senate behave? One way is to step forward and ask your administration and board how you, the faculty acting through the academic senate, can help solve the college's problems. This gives administrators and trustees the opportunity to voice their perspectives while it appropriately places the faculty in the position of problem solvers and team players... the empowered senate will be involved in all appropriate aspects of campus life...and it will have close and positive ties to the bargaining agent, the student association, and the classified and administrative organizations.

Hoke's article provides a timely reminder that power is most welcome and best exerted when it is used positively. This proactive and positive approach to asserting academic senate purview may be something that we have lost sight of as the culture of our colleges shifts in response to exigent demands. Framing the power inherent in faculty purview as a means to solve problems could reduce the defensiveness that others may feel when faculty flex that particular muscle. Also, the emphasis on problem solving orients the college towards collegial consultation, since finding the optimal solution to a problem naturally involves seeking diverse perspectives and genuine collaboration in determining the most appropriate solution.

California community colleges are incredibly fortunate to have effective participation in college governance and collegial consultation as part of the fabric of our institutions and system. The faculty role in governance is clearly articulated in legislation and regulation to provide clear and direct guidance when it comes to academic and professional matters. Participatory governance has served our colleges well in the past and will continue to do so as long as we take an active role in ensuring that the values and principles therein remain at the forefront of all our work. Faculty should and must be actively and directly involved in ensuring governance at our colleges remains inclusive, professional, and collegial.

# The ASCCC Budget and Fiscal Reporting

by Julie Adams, Executive Director

and John Freitas, Treasurer

Among the numerous responsibilities of the ASCCC Executive Committee is its fiduciary duty to set the annual budget and monitor the budget performance. The question about how the ASCCC annual budget is developed, adopted, and monitored is both a common and important one. This article will provide an overview of the Academic Senate funding sources, the fiscal duties of the Executive Committee, the operational responsibilities of the executive director and ASCCC staff, and how the annual funding priorities are set and implemented.

At the first ASCCC plenary session in the spring of 1969, the delegates voted to seek incorporation as a nonprofit organization, with articles of incorporation in California filed with the Secretary of State in 1970 and 501(c)(6) status as a nonprofit professional organization granted by the Internal Revenue Service in 1974. Incorporation of the ASCCC resulted in the Executive Committee becoming the board of directors, with fiduciary duties that include oversight of the fiscal health of the ASCCC. Thus, the role of the Executive Committee in setting and monitoring the budget stems directly from its legal responsibilities to execute its fiduciary duties as a board of directors. In turn, the Executive Committee delegates to its executive director the role of managing the ASCCC budget in accordance with the requirements of the ASCCC Accounting Policies (http://www.asccc.org/sites/default/files/AccountingPoliciesApprovedOctober2_2015.pdf) and Accounting Procedures (http://www.asccc.org/sites/default/files/Accounting%20ProceduresFeb_3_2017.pdf), each of which is approved by the Executive Committee. Therefore, while the Executive Committee approves the annual budget, the executive director is responsible for implementation and management of the approved budget. This practice is the professional standard for nonprofit organizations.

## BUDGET DEVELOPMENT

The ASCCC budget is a function of projected income and expenses, based on both past and anticipated trends. Income falls into three broad categories: grant revenue, program revenue, and membership fees. Grant revenue, which includes the governor's grant to the ASCCC, comprises the largest share of revenue for the ASCCC. Program revenue is the anticipated revenue from registration fees for attending ASCCC events, such as plenary sessions and the Curriculum Institute, and should offset the cost to the ASCCC for offering the events. Membership fees are the dues paid by the member senates' colleges[1]. Senate dues are based on the total Full Time Equivalent Faculty of the college for the previous fall. Expenses are more varied and include salaries, wages, and benefits for ASCCC staff, reimbursement to the colleges for reassigned time for Executive Committee members and C-ID coordinators, event costs, publication costs for ASCCC papers and Rostrum issues, and ASCCC operational costs such as rent and utilities.

1 *The ASCCC treats dues as an institutional commitment. Therefore, the practice of the ASCCC is to bill the college, not the local senate, for member dues.*

Each April, the executive director prepares the first draft budget for consideration by the Budget and Finance Committee. Using the strategic plan (http://asccc.org/asccc-strategic-plan) as the framework for developing the draft budget, the executive director uses the following factors to develop the draft budget:

- Review of past budget performance, including income and expenditures.
- Expectations set by the Executive Committee during the prior year.
- Trends across the state such as those related to conferences, meetings, hotel venues, and professional development activities.
- Conversations with Chancellor's Office staff and other groups.
- Attendance at Chancellor's Office meetings, advisory groups, and task forces.
- Any other information that assists in creating a comprehensive draft budget.

The draft budget is then submitted to the ASCCC Budget and Finance Committee members for review.

Chaired by the ASCCC Treasurer, the Budget and Finance Operational Committee is comprised of the four ASCCC Elected Officers – president, vice-president, treasurer, and secretary – and the executive director. The purpose[2] of the Budget and Finance Committee is to recommend to the Executive Committee the annual budget and fiscal policy and procedure changes, review budget performance and recommend revisions as necessary, and select the auditor. The committee reviews all of the details of the draft budget, along with the details of prior-year expenditures, and brings its recommendation for a tentative budget to the Executive Committee for approval at its final meeting of the academic year, usually in late May or early June.

The Executive Committee receives the recommendations of the Budget and Finance Operational Committee, including a higher-level budget comparison to prior the year and recommendations for the strategic plan goals and activities. At this point, the Executive Committee may provide guidance to the Budget and Finance Operational Committee to further develop the budget and approve a tentative budget so that the work of the ASCCC can occur over the summer months. The Budget and Finance Operational Committee will meet again in July or early August to finalize the budget and present a revised budget to the Executive Committee for consideration for approval at its first meeting of the fall, usually in August. Once the final budget is approved, the executive director is responsible for ensuring implementation of the budget and strategic planning goals.

Each fall, the delegates are presented with an audit report conducted by an independent auditor, which is not required for a nonprofit organization but is an effective practice.

## REPORTING TO THE MEMBERSHIP AND THE PUBLIC

Member senates are informed of the fiscal health of the ASCCC through reports provided to the delegates at each plenary session. Each fall, the delegates are presented with an audit report conducted by an independent auditor, which is not required for a nonprofit organization but is an effective practice. The audit offers the delegates three different statements that provide a comparison of two years of prior year financial information.

The first statement is a Consolidated Statement of Financial Position or, as accountants call it, a balance sheet, which is a historical document—a snapshot of a day in time—of the financial position of the ASCCC and includes both assets and liabilities. Delegates can use this statement to gauge the growth and health of the organization and to compare the ASCCC's performance with past performance. Internally, the executive director uses this report to track and improve operations over time. For example, in 2016 the ASCCC balance sheet showed a decrease in our financial position of $309,809 from the previous year. This difference occurred because of fluctuations in

2 *The committee charge can be found at http://www.asccc.org/directory/budget-finance-operational-committee.*

grant funding from the State of California. If this situation continued, the ASCCC would have to cut back on services available to the field. However, a snapshot in time that was true for June 30, 2016 may not be true for July 2016, and thus such a decrease in services did not prove necessary.

The second statement distributed to the delegates is a Consolidated Statement of Activity, or the income statement. An income statement shows how much revenue an organization earned over a specific time period, usually for a year, and includes the costs and expenses associated with earning revenue. The literal bottom line of the statement includes the net earnings or losses and informs the delegates of how much the ASCCC earned or lost over the period. For example, this year's income statement shows a projected loss of $171,863 this year. Much of this loss can be attributed various factors, including the following:

- Higher-than-anticipated costs for holding events, such as increased credit card fees and uncollected registration fees.
- Additions to Executive Committee member assignments because of increased needs to remain engaged in ever-expanding system-level work, such as initiatives, Chancellor's Office committees, task forces, and advisory groups that require faculty representation.
- Reimbursement of C-ID expenses not occurring in a timely manner.
- Chancellor's Office withdrawal of support for the CTE Leadership Institute and the CTE Curriculum Academy.
- Increased offerings of regional meetings that are held at no cost to attendees.

However, this statement is a projection based on the approved budget for expenditures. Expenditures will be reduced as needed to ensure that the ASCCC ends the fiscal year with a balanced budget.

The final statement is the Statement of Cash Flow, which is exactly what its name implies—the cash flow of the organization. This statement shows how effectively and efficiently the ASCCC can use its cash to finance its operations and expansions. This document is particularly important because it informs the delegates of the current fiscal health of the ASCCC. The term cash flow generally refers to the ASCCC's ability to collect and maintain adequate amounts of cash to pay its upcoming bills. In other words, having good cash flow demonstrates that the organization can collect enough cash to pay for its operations and fund its debt service without making late payments. Last year's audit shows that the cash flow for the ASCCC decreased by $201,961. This difference can be explained by the fact that the ASCCC had more accounts receivable—funds due from grants, dues, and events revenue—and more accounts payable. This situation can problematic for the ASCCC because most of its income in any given fiscal year, which includes local senate dues and the governor's grant, is not received until October of that fiscal year, which is three months after the beginning of the fiscal year on July 1.

As a nonprofit organization registered with the IRS, the ASCCC is required to submit annually a Form 990 tax form to the IRS. Submission of the Form 990 (Return of Organization Exempt from Income Tax) is required of all tax-exempt organizations and must be made available publicly. The ASCCC Form 990s are available through GuideStar (https://www.guidestar.org/Home.aspx). GuideStar is a free information-sharing service about nonprofit organizations. GuideStar does require users to create free password-protected accounts in order to use the service. Once that is done, users can simply enter "Academic Senate for California Community Colleges" in the search box and click the appropriate search result. Once the ASCCC profile is opened, the "Forms 990" button can be clicked to access the most recent 990s. The Form 990 includes all the detailed financial information about the ASCCC for a given fiscal year, including detailed information about expenses.

Through its authority as the board of directors of a nonprofit corporation, the Executive Committee approves the annual budget recommended by the Budget and Finance Operational Committee, monitors its performance, and delegates to the executive director the responsibility for budget management. Through its budget development process, the ASCCC works to support the strategic plan[3] and ensure that resources are allocated in a way that optimizes its ability to represent and support the work of the faculty of the California community colleges in academic and professional matters.

3 *The 2016 Strategic Plan Update is available at http://www.asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf.*

# Building Bridges: Collaborative Partnerships Bring Noncredit Event to CCCs

by Cheryl Aschenbach, Chair of ASCCC Noncredit Committee

While most faculty and administrators within the California Community College System may have heard of noncredit instruction, most colleges offer very little. At many colleges, a lack of noncredit instruction is largely due to two factors: concern over lower funding levels in comparison to credit and unfamiliarity with the regulations and practices for noncredit instruction.

The majority of noncredit instruction has been done by a small number of colleges. In the 2015 Chancellor's Office report on noncredit career development and college preparation (CDCP) courses, Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2014-2015, 80% of all noncredit instruction was generated by ten districts. The report further explains that enhanced CDCP funding, legislated by the community college funding bill SB 361 (Scott, 2006), increased CDCP offerings system-wide, but not by a significant amount.

At many colleges, a lack of noncredit instruction is largely due to two factors: concern over lower funding levels in comparison to credit and unfamiliarity with the regulations and practices for noncredit instruction.

In 2014, AB 860 (Education Omnibus Trailer Bill, 2014-2015) amended California Education Code §84750.5 to increase the funding of CDCP FTES to the same rate as credit beginning in the 2015-2016 year. The equalization of funding for CDCP created an opportunity for colleges to consider maintenance and development of courses in select categories of noncredit without the disincentive of lower funding. Because of this change, combined with an increased emphasis on equity, student access, and initiatives like the Adult Education Block Grant and Strong Workforce Program, more colleges are considering noncredit than ever before. The Academic Senate for California Community Colleges has recognized the increased interest in noncredit instruction over the past few years and has responded through Rostrum articles, campus visits, and breakouts or presentations at nearly every ASCCC event. Another way ASCCC has responded is by connecting with the organization representing noncredit instruction

in California, the Association of Community and Continuing Education (ACCE, acceonline.org). This connection led to discussions last year and into Fall 2016 about the need for noncredit-related professional development, both for those interested in noncredit as well as for those currently offering noncredit instruction.

In order to serve both prospective and current providers of noncredit instruction, representatives of the Academic Senate, ACCE, and the Chancellor's Office agree that two things are needed: a noncredit-related event and an on-going noncredit community of practice. While ASCCC and ACCE are both well-positioned to coordinate a multi-day event similar to ASCCC institutes and plenary sessions or the ACCE annual conference, the networking strengths of the Career Ladders Project and the California Community College Success Network, or 3CSN, were considered and representatives invited to join the conversation about a potential noncredit-related event.

Representatives from all five organizations began meeting in October 2016 and, at this point, are excited to formally announce an inaugural two-day noncredit summit, titled Building Bridges: Developing and Sustaining a Culture of Noncredit, to be held May 4-5, 2017, at the Sacramento Marriott Rancho Cordova.

If your college currently offers noncredit or is considering offering noncredit, the ASCCC urges you to consider attending or share the information with others at your college who might be able to attend.

Participants will learn both the basics and challenges of implementing or expanding a college's noncredit curriculum. General sessions will highlight the history of noncredit and its future direction in light of current legislation. Breakout sessions will address the following themes:

- Noncredit Basics
- Program Development
- Noncredit Challenges
- Instructional and Student Support Services
- Developing and Sustaining a Noncredit Culture

With assistance from the partnership of the Institutional Effectiveness Partnership Initiative, registration is only $75, and colleges are encouraged to send teams consisting of those who might be involved in the offering or implementing noncredit and representatives from instruction, student services, and administration. Suggested team members might include credit and noncredit basic skills and CTE faculty, counselors, curriculum chairs, representatives from admissions and records, and coordinators for basic skills, student equity, student success and support, Adult Education and Strong Workforce programs.

If your college currently offers noncredit or is considering offering noncredit, the ASCCC urges you to consider attending or share the information with others at your college who might be able to attend. Student equity, basic skills, strong work force, or adult education funds could be used to cover the cost of travel.

Representatives from ASCCC, ACCE, the Career Ladders Project, 3CSN, and the Chancellor's Office are excited about this event, and we hope everyone across the system will be as well. More information is available on the ASCCC website (asccc.org) or the IEPI website (iepi.cccco.edu) or by contacting info@asccc.org or svalverde@cccco.edu.

# Why We Still Need the Common Assessment

by Dolores Davison, Secretary, ASCCC Curriculum Chair

and Craig Rutan, Area D Representative, CAI Advisory Committee Co-Chair

For the last six years, since the passage of AB 743 (Block, 2011), the California community colleges have been discussing the need for a common assessment test for students taking courses in mathematics, English, English as a Second Language (ESL), and reading. After many years of work by dedicated individuals, this common assessment was scheduled to become available in the Fall 2016. The timing of the release of the common assessment could not have been better because one of the mostly commonly used assessment tests, Compass, would no longer be available after November 30, 2016, leaving almost one third of the community colleges in California without the primary assessment instrument they had been using to place students for years. Unfortunately, when the Chancellor's Office announced that the release of the common assessment would be delayed, the Compass colleges needed to identify alternative means of assessment.

Confronted with the need to place students into classes, many colleges were forced to find alternative placement tools that could be implemented quickly. Some colleges adopted different assessment tests, but many colleges turned to the use of high school transcript data that has been explored through the Multiple Measures Assessment Project (MMAP) over the last several years. Most MMAP colleges are using placement models that look at high school GPA, performance in specific high school courses, and the highest-level course taken in a particular subject in high school. Each of the placement models was built using actual student data, and many colleges have analyzed the models using local student data to ensure no negative impacts. As outcomes data has been collected on the MMAP models, many analysts claim that these approaches are at least as predictive, and in some cases more predictive, of course success as existing placement tools.

With the success of MMAP at many colleges, some individuals have wondered whether the common assessment is necessary. The years of hard work and money spent developing the common assessment may seem a waste if the use of high school transcript data for placement is actually more effective. However, placing students into courses is not the only goal of assessment, and the common assessment is designed to do more than simply help colleges place students into the appropriate course.

The primary goal of AB 743 was to create a single test that would eliminate the need for students to retest if they moved between districts or even between colleges in the same district. When the Student Success Task Force Recommendations were adopted in 2011, the purpose of the common assessment was expanded. Recommendation 2.1 called on the community colleges to "develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement." The goal from the beginning of the Common Assessment Initiative (CAI) was to develop an assessment test that went beyond a single numerical score that placed students into classes and could help to diagnose specific areas in which students would benefit from extra instruction.

The common assessment will include two adaptive tests, one in English language arts and one in mathematics, to assist colleges with placement of students into courses.

The test has been built from scratch by community college faculty, who developed the range of competencies, evaluated every test question that was written to be included in the test, and aligned each test question to those competencies. Every part of the new common test has been driven by faculty to meet the unique needs of students. College faculty may align local curriculum to the competency map to tailor the assessment test's placement recommendations to the unique students and curriculum at each college. Despite students all taking the same test, colleges will still be able to offer curriculum that works best for their local needs and student populations. No assessment test is currently available to do what CAI is developing, and while the development has taken longer than planned, this test has the potential to provide better and clearer direction to colleges than previous assessment exams or projects such as MMAP.

The common assessment will produce reports for students, faculty, and colleges that will provide more information than has ever been available before. Students will receive a report that will indicate areas of strength and areas for possible improvement. Often students are not sure why they are being directed to one class versus another, but the student report will give students more insight into what skills they will need to improve in order to move into a higher course. Counselors will have access to additional details that can be shared with students to clearly explain why one course could be better for the student than another. Instead of looking at a single score that is matched against cut scores, the students and counselors can see actual skills that were being assessed and use those skills to make course placement decisions.

Every term, faculty meet a new group of students for the first time. Instructors may have had a few of their students in their classes before, but normally an instructor does not really know what the class' strengths and weaknesses are at the beginning of the course. If a faculty member knew that a class was weak in certain areas, that could allow him or her to plan lessons and prepare for the course more effectively. The goal of faculty is to give students the skills necessary to succeed. Every instructor would focus on the skills students lacked if the faulty member knew in advance what those skills were. The common assessment will provide data to allow for and facilitate this process. At the beginning of each term, faculty will be provided with a report indicating each section's strengths and areas for improvement. Experienced instructors often know where students struggle in their courses, but now instructors will have baseline information for their students so they can design classes and assignments that will contribute to making students more successful.

Over time, colleges will be able to analyze student performance to see why most students are placed into certain courses. If one or two skills tend to prevent students from being placed into a higher course, colleges can identify those skills and might potentially develop other ways of preparing students in those areas, including boot camps, skills modules, and other approaches that would allow students to acquire the skills in a more focused manner and move into higher courses more quickly. The ultimate hope for the common assessment is allow faculty and other college stakeholders to understand the needs of students and to potentially rework basic skills curriculum to help students transition into transfer level coursework as effectively and expeditiously as possible. While the common assessment will not require the redesign of basic skills curriculum, it will eventually provide faculty with information that could open the door to many ways of meeting the needs of students.

If this information is not enough to prove that the common assessment is still needed, other convincing arguments also exist. For example, in some cases a student's high school transcript data may not be not available. MMAP has been exploring the using of self-reported high school data, but for some students MMAP models may not work. Colleges often defer to existing assessment tests for these students, but current assessment tests do not provide the type of information that the common assessment will. In addition, these tests are usually developed by test vendors with limited input from community college faculty. Even if a college is happy using MMAP, having the common assessment available will help the institution to assess all entering students quickly and efficiently.

Finally, while the MMAP data has yielded many positive results, questions on the use of this approach still remain at some colleges. While the success rates of students placed through the use of high school transcripts appear to be comparable to those placed through the use of more conventional tools, and in some cases the results are even higher, simple monitoring of success based on grades may not tell the entire story. Some faculty have noted that they have had to spend additional time in and out of class working with less prepared students in order to achieve these results. The student who is placed in this manner and who might have received a lower placement through more standard methods may indeed succeed in passing the class, but the workload for faculty is increased and may

become overwhelming if a significant number of such students are enrolled in a class section. Furthermore, if the class must spend extra time on more basic concepts, the students who would normally have placed in the class and are prepared for more advanced work may see their instruction and progress slowed for the sake of the other students in the class. In short, the MMAP data hold promise, but this approach to placement still raises too many significant and unresolved issues to completely abandon other placement methods.

The common assessment could transform placement and basic skills curriculum in the community colleges, but that does not mean that MMAP is going away. The MMAP decision trees will be built into the common assessment platform, and colleges can still use them for placement of students. By including MMAP with the common assessment test, the chances of under placement will be reduced and the unique information produced by the common assessment test will be available as well. The goal of both projects is to ensure that students are placed into the highest course in which they are likely to succeed. These are not competing projects; they are complementary. Using MMAP in combination with the common assessment could be even better for students while providing important information about the students to faculty.

MMAP's models give colleges insight into the types of students that they have coming into the college. The common assessment test will give colleges information about the skills those students have. Together, these tools will help to give colleges a more complete picture of the students entering their doors and should help colleges serve students better.

# Faculty Leadership Institute, Legislative Pre-Session, and Liaisons

by John Stanskas, ASCCC Vice President

Academic senate presidents are often confronted with challenges and issues that require knowledge of the role of the senate, historical context for how the community college system operates, and the nuances of interpersonal relationships. Often, they are the voting delegates at plenary sessions where the voice of faculty across the state is expressed on a variety of topics that may or may not be familiar from their other roles at the college. The ASCCC Faculty Leadership Institute is intended for senate leaders who need to learn or refresh their knowledge about the 10+1 and develop leadership skills to help their colleges best serve students. The 2017 Faculty Leadership Institute will be held in Sacramento June 15-17; registration information can be found at http://asccc.org/events/2017-06-15-180000-2017-06-17-200000/2017-faculty-leadership-institute.

In connection with the institute, the ASCCC's Legislative and Advocacy Committee is sponsoring a pre-session on Wednesday, June 14, the day before the institute beings, regarding the role of the senate in legislative advocacy both at the system and local levels. The pre-session will take place in the same location as the Faculty Leadership Institute and is free to registered legislative liaisons and Leadership Institute attendees. This event is an opportunity for senate presidents to do something all leaders need to do—delegate. All senate presidents are encouraged to bring a legislative liaison with them to the institute.

Legislative liaisons can be registered with an email from the senate president to info@asccc.org with the liaison's name, college, position, and email address. Liaisons have three primary duties:

- Sign up for the legislative liaison listserv at legliaison@listserv.cccnext.net,
- Review the Legislative Update page, particularly the reports attached at the bottom of the page, at http://www.asccc.org/legislative-updates, and
- Report to their local senates about legislative activity.

Building the connections between the ASCCC and local senates regarding legislation and advocacy is important, as through these connections the voice of faculty across the state is more fully protected and heard. Watch for the update the Legislative and Advocacy Committee is preparing for the Spring Plenary session.

# Planning for the ASCCC Plenary Session: Fortune Favors the Prepared

by Randy Beach, Resolutions Chair

The Academic Senate for California Community Colleges will hold its annual spring plenary session on April 20-22 in San Mateo, at which delegates will vote on resolutions that have been developed by the ASCCC Executive Committee, ASCCC Standing Committees, and faculty from colleges throughout the state. Whether you are new to the Academic Senate or a seasoned veteran, preparing for the plenary session is crucial to making the most of your time and your voice as a representative of your faculty. Below are some tips for all plenary attendees, whether you are writing resolutions or voting on them.

## ARE YOU THE VOTING DELEGATE? PLAN FOR BACKUP

If you are attending plenary as a voting delegate, you will see new resolutions that are submitted on Thursday that your local senate has not seen. These resolutions may be on issues about which you feel uninformed. To avoid feeling like a deer caught in the headlights, plan ahead:

- **Get the Faculty Together:** Do your best to bring the packet of resolutions released prior to the plenary to your senate at a formal meeting or electronically, depending on timing, for feedback and guidance. Any additional eyes you can bring to those resolutions before the plenary will help you feel more confident in your voting. If you do send information to your senate electronically and ask for feedback, be certain that you caution your senators to respond only to you and not to reply to all or respond to each other in order to avoid Brown Act violations.
- **Area Representatives Are There to Help:** If you have questions on any of the resolutions presented at your area meeting before the plenary, your area representative may be able to help or at least point you in the right direction. This resource can be especially useful for resolutions that are introduced at another area meeting and do not show up in the packet until a new version is published around two weeks before plenary. These resolutions are marked in the packet for easier reference. While area representatives may be the most immediately available source of guidance, plenary attendees are always welcome to seek assistance from all Executive Committee members.

Whether you are new to the Academic Senate or a seasoned veteran, preparing for the plenary session is crucial to making the most of your time and your voice as a representative of your faculty.

- **Have a Posse:** Enlist the help of your local senators in a variety of disciplines by asking them to be on standby for a text, an email, or a phone call seeking advice or feedback on a resolution, especially on Friday morning when the final packet of resolutions including those submitted on Thursday becomes available. Include faculty from many disciplines and areas and do not overlook CTE, library, and counseling.
- **All You Have to Do Is Ask:** If you need clarification on a resolution or amendment, ask the contact person listed on the resolution. The Resolutions Committee can help you locate the contact to have your questions answered prior to voting on Saturday.

## WRITING A RESOLUTION? DO YOUR HOMEWORK AND KNOW YOUR DEADLINES

The Resolutions Handbook contains extensive advice for writing resolutions, from formatting and style choices to the parliamentary procedures adopted for Saturday voting at plenary. The following tips are meant to help you navigate the process effortlessly at the upcoming spring plenary.

- **Know your deadlines:** Resolutions from your local senate or individual faculty may be submitted to your area representative for discussion at the area meeting a few weeks prior to the plenary session or may be submitted on the Thursday of the plenary. Your area representative, other Executive Committee members, and members of the Resolutions Committee are excellent resources to help you draft a resolution according to the ASCCC's process and standards to bring at plenary on Thursday. The deadline for new resolutions submitted on Thursday at plenary is Thursday, April 20 at 4:00 PM. Only urgent resolutions will be considered after this time.
- **Do Not Miss Class:** Plenary attendees submitting resolutions and amendments on Thursday of plenary are required to attend a session at 5:00 PM that day to discuss any conflicts or questions about their resolutions. A similar mandatory session will be held on Friday at 5:00 PM for amendments or urgent resolutions submitted on Friday. Resolution and amendment authors must attend these meetings or their resolutions or amendments will not be included in the packet. This meeting is not a resolution writing session, so be certain to submit all resolutions by the 4:00 PM deadline on Thursday and amendments by the 2:30 PM deadline on Friday.
- **Clicks and Bytes:** All resolutions and amendments brought to the plenary session must be submitted electronically, per the Resolutions Handbook, and can be emailed to resolutions@asccc.org. The ASCCC is also developing an online web form for easy submission of resolutions and amendments.
- **Sign Right Here.** All resolutions and amendments must be accompanied by a signature form that includes the name and signature of the contact for the resolution or amendment and the names and signatures of four registered session delegates. Not all contacts are necessarily the resolution authors. The contact person should be someone that will be present at the plenary session and can address questions or issues regarding the resolution. The signature form must be submitted for the resolution or amendment by the deadline to be included in the packet. Signature forms are available from the ASCCC staff or the Resolutions Committee on site.

Remember these important steps and you will be prepared for another exciting and informative plenary. Any questions about the process can be sent to the Resolutions Committee at resolutions@asccc.org.

Your area representative, other Executive Committee members, and members of the Resolutions Committee are excellent resources to help you draft a resolution according to the ASCCC's process and standards to bring at plenary on Thursday.

# A Focus on History: Preserving the Heritage and Memories of the ASCCC

by David Morse, ASCCC Past President

In spring of 2013, the Academic Senate Executive Committee approved a project to record and preserve the ASCCC's history. For a variety of reasons, this project has had to be slowed or postponed several times since that approval. However, in 2016-17 the project has been revitalized and is making progress toward producing a number of valuable results.

As a past president of the ASCCC, and as a person deeply interested in and proud of the history of the organization, I agreed to chair the task force that would pursue this project. I had been the original chair of a similar task force in 2013 but had passed the project to former Academic Senate Executive Committee member Lesley Kawaguchi when I became ASCCC president. Working as best was possible on an effort that could not be prioritized for two years, Lesley continued to gather information and kept the idea of the project alive, and she later agreed to remain on the latest incarnation of the task force. A number of other individuals with a similar commitment to the Academic Senate and the heritage of faculty leadership in the California community colleges also accepted invitations to serve on the current task force:

- Julie Adams, ASCCC Executive Director
- Jane Patton, former ASCCC President
- Paul Setziol, former ASCCC Executive Committee member
- Dan Crump, former ASCCC Executive Committee member
- Rich Hansen, De Anza College faculty member and longtime statewide faculty leader
- Cynthia Napoli-Abella Reiss, West Valley College faculty member
- Christina Gold, El Camino College faculty member
- Eric Narveson, Evergreen Valley College faculty member

This task force has met both in person and by conference call to build on the work that Lesley Kawaguchi was able to complete in the past two years and to move the project forward toward completion.

The project involves a number of different aspects, including the creation of a printed history of the ASCCC, an online resource through which the Academic Senate's historical documents can be accessed, and possible presentations at ASCCC events and other efforts to publicize the organization's history. In addition, the Academic Senate Executive Committee has also approved the creation of a compilation of the most significant and lasting Rostrum articles that will be published separately from the history project materials.

## PRINTED HISTORY OF THE ASCCC VOLUME

The primary focus of the task force thus far has been the creation of a printed volume regarding the history of the Academic Senate. Building on the work that had been done by previous incarnations of the task force, the current group has combed through multiple years of ASCCC annual reports, monthly president's reports, and plenary programs to identify the most significant themes, issues, and events in the Academic Senate's history. The plan is to build the printed history around

these important themes and issues, working through each in a roughly chronological order.

Among the most important themes identified to date are the following:

- The development of the Senate's role and function, especially the evolution of the ASCCC from a provider of updates and information to becoming more activist;
- The increasing ASCCC leadership role in statewide initiatives such as IMPAC, C-ID, and others, including proving to our partners such as the Chancellor's Office and the university systems that we were up to the task of leading;
- The organization and operation of the ASCCC, including the budget, structure, office and staff situations, publications, and communication with local senates;
- The ASCCC's relationship with FACCC, including FACCC's role in the creation of the Senate and in helping to define faculty purview;
- Legislation and other external attempts to change the community colleges;
- Funding issues in multiple different forms;
- Enrollment issues, including enrollment management, program discontinuance, and "free flow" of students from one district to another;
- Intersegmental issues, including articulation with the university systems, the creation of the Intersegmental Committee of Academic Senates, the development of the IGETC transfer plan, and the development of C-ID and the associate degrees for transfer;
- The promotion of academic standards and defending the quality of our instruction;
- Technology in a wide variety of forms.

> As a past president of the ASCCC, and as a person deeply interested in and proud of the history of the organization, I agreed to chair the task force that would pursue this project.

The task force will continue to research and compile information on these and other major themes through a variety of documents and other written and recorded resources.

In order to collect greater detail on these themes and issues, the task force will solicit input and comments from a large number of individuals who experienced them directly. The task force has complied an extensive list of possible contributors to interview, including all living past ASCCC presidents, numerous former Executive Committee members and longtime plenary session attendees, former system chancellors and vice-chancellors, past and current leaders of other statewide community college organizations, and former faculty representatives on the Board of Governors. The first step in collecting information from these valuable resources will be a questionnaire that solicits both their general input and comments on the specific issues with which they were involved, with follow-up interviews to gather more detail where appropriate.

The task force has set a goal for publication of this history in Spring 2019, which will mark the 50th anniversary of the first statewide meeting of the ASCCC. The task force also plans an in-depth presentation on the progress of the project for the Spring 2018 Plenary Session.

## ONLINE ASCCC HISTORY RESOURCE

Another component of the project is the creation of an online repository of resources related to the history of the ASCCC. These resources may include existing documents and other materials, such as the Academic Senate's annual reports that were published from 1976-77 to 1992-93. The ASCCC office also has a large collection of photographs, plenary session programs, resolutions, and other materials from throughout the Senate's history, as well as recorded materials such as an interview with ASCCC founder Norbert Bischof. More recent materials could also be included, such as De Anza

College President Brian Murphy's presentation on the history of the Community College System at the Fall 2016 Plenary Session. In addition, the history project may create other valuable materials that can be added to the online collection, including transcripts or recordings of interviews related to the project. Discussion has begun regarding the creation of the online repository, but no specific date for its release has yet been set.

These resources will help to inform faculty and others throughout the state regarding what the Academic Senate has done, what issues the organization has addressed, and how its priorities and positions came to be what they are today.

## PUBLICIZING OUR HISTORY

The goals of the history project involve not only compiling and publishing information on the heritage of the ASCCC but also publicizing it. This aspect of the project may involve presentations at Academic Senate plenary sessions, the annual Faculty Leadership Institute, and other events. Another possibility could include periodic Rostrum articles regarding specific aspects of the ASCCC's history. The task force will entertain possibilities for publicizing the materials it develops as the creation of those materials advances.

## THE ROSTRUM COMPILATION

An additional effort that is partially designed to highlight aspects of the ASCCC's history is the publication of a volume that will include significant articles featured in the Rostrum during its more than 30 years of publication. The Rostrum collection is not directly connected to the history project but was instead approved separately by the Academic Senate Executive Committee in 2015.

While the Rostrum has always contained articles that provide updates and information on current events and state-level issues such as the yearly budget, new initiatives, legislation, or regulation implementation, it has also included items that offer more lasting guidance and advice or philosophical analysis of issues that remain relevant even after the immediate subject of their focus has passed. These articles are the sort that will be included in the Rostrum compilation. The intent is to create a collection generally similar to the American Association of University Professors' Policy Documents & Reports publication, also known as the "AAUP Red Book."

In addition, the compilation will contain several articles of primarily historical significance, such as one from the very first issue of the Rostrum in Fall of 1984 and others that deal with the sweeping changes brought on by AB 1725 (Vasconcellos, 1988) as that landmark legislation was being developed and implemented.

While no specific date for release of the Rostum compilation has been set, the project is nearing completion, as the content of the collection has been approved and is currently being prepared for publication.

The ASCCC hopes that the history project and the Rostrum compilation will serve multiple purposes. These resources will help to inform faculty and others throughout the state regarding what the Academic Senate has done, what issues the organization has addressed, and how its priorities and positions came to be what they are today. They may also in many cases provide context and advice for local senate discussions of issues that arise on their campuses. Finally, these efforts to preserve and publish the ASCCC's history should inspire pride in faculty around the state regarding the Academic Senate's fifty years of commitment to and success in representing the voice of faculty and the interests of the community college system and the students we serve.

# Guided Pathways:
## Two Professors' Perspective on Why We Need the College GPS

by Nick Strobel

and Jessica Wojtysiak, Bakersfield College

*(Note: The following article is part of an ongoing dialogue about the guided pathways framework. For reference, previous Rostrum articles on this issue may be accessed on our website under publications.)*

We appreciate the attention the ASCCC gave the Guided Pathways framework in the February 2017 Rostrum. We agree with one author's view that the ideas behind Guided Pathways need to be understood, discussed openly, and debated critically. For that reason, we offer the following report from our perspective as lead faculty on the Guided Pathways System (GPS) implementation team at Bakersfield College (BC).

Bakersfield College's embrace of the college GPS comes after a sobering look at our student success rates and several professional development workshops that enabled us to better understand the students who now make up our student body today. About 80% of our students are first-generation college students, and the same percentage arrive on our campus unprepared for college coursework. Less than a third of our students were getting their degrees or certificates or transferring after six years, and only one percent of students who placed into the lowest level of remediation ever reached transfer level coursework. Higher education attainment rates in our county are half the statewide average, and Bakersfield College faculty came to realize that we needed change. We are also a Hispanic serving institution and recognize that poor educational attainment is a fundamental equity issue.

The traditional "cafeteria model" we used at BC makes the false promise of access to a better life. The cafeteria model in community colleges that was created in the '60s and '70s was set up to be the cheapest way to educate the masses, not because it was a pedagogically sound way to educate. The promise is false because the cafeteria model fails to provide the proper guidance that today's first-generation and basic skills students need. These students do not know how to navigate the bewildering collection of choices regarding courses, majors, degrees, and careers. If anything, the cafeteria model has become a Darwinian system—if you can make it through the cafeteria model and go on to get a bachelor's, you are the exceptional one.

We mapped out the number of students who start out below college level and do not make it to the next level of remediation. These students were not just taking a long time to get to college level coursework and get their degree; they were giving up entirely. We lost even "A" students between semesters. The flood of students entering our doors for the first time was reduced to a mere trickle by the end of the remediation sequence. The overarching goal of BC is transforming lives for the better, but that transformation cannot happen for the two-thirds of students who are lost in the higher education maze. Bakersfield College joined the American Association of Community College's national Guided Pathway Project not because we were doing well but because we had a hunger and widespread commitment to do better. The main goals of the college GPS are making the pathways clearer, giving students the tools to make the right choices that fit their interests, and being intentionally intrusive in our guidance.

We believe that the college GPS solves the fundamental problem of clarity. Our students want to know how college fits their life plan: how to prepare for college in high school, how to choose a path and how to stay on the path. These three problem areas should be considered from a student's perspective.

Because they do not have any family history to draw from, new students are uncertain about what is involved with those college-required careers their high school teachers and counselors have told them about. While in high school, no family member has firsthand experience to guide them in selecting high school classes that will prepare

them for college. Anything their family can tell them about college and college-required careers is based on third-hand information that high school students would consider less reliable or not relevant to their particular background. If the high school student is blazing the trail to college for his or her family, the student is going to rely on a peer network for information. Unfortunately, many of these students' peers are also blazing the trail to college for their own families, if they are interested in college at all.

Because they do not have any family history to draw from, students do not know how to choose a major that will lead to a higher-paying career. At Bakersfield College, new students must choose from a menu of 72 degrees. Many students will just pick a major at random to fill a mandatory box required in the registration process with no real commitment to that major. Without that commitment to a clear path, students wander about trying to find majors that fit their interests and abilities. They take classes they do not need. At Bakersfield College, the number of units accumulated by students to get an associate's degree in programs that award ten or more degrees per year is a mean of 85.0. That is 25.0 excess units they should not have had to take. At $46/unit, the student wastes $1150 in tuition, not to mention the cost of textbooks, living expenses while attending school, and lost time. Financial aid will mitigate some of these losses, but the restrictions placed by financial aid on the total number of units towards a bachelor's degree covered mean students risk running out of financial aid while taking upper division courses after transfer.

Even if they are clear and committed to a major, 85% of our students do not have family members who know what it takes to complete a four-year bachelor's program. Making the transition from high school ways of studying to college ways of studying is extremely difficult without guidance. One must learn to handle college-level courses that, according to Title 5, require two hours of study time outside of class for every hour in the classroom. Students did not have to do that in high school, and they must learn to succeed in courses that move at twice the pace of a high school class. Students must also deal with being told that a two-year program may actually require three or four due to remediation, and they must learn to succeed while also juggling their family responsibilities, such as caring for younger siblings, their own children, or other relatives, especially if the primary breadwinner becomes disabled at a job that does not have the generous benefits found in jobs where a bachelor's is the minimum entrance requirement. If the student starts out at a community college, he or she may also have to face the added problem of having to change institutions halfway through that bachelor's pathway. If the transfer institution requires additional lower division courses, the student is understandably frustrated because the Institution appears not to have communicated with each other and worked the transfer system out.

The data collected and presented in Redesigning America's Community Colleges[4] shows that our school is not unique. Community colleges across the country are struggling to fulfill the promise of higher education. We believe that changing our system from the traditional cafeteria model to the college GPS will empower a wider range of students to explore higher education because it makes the journey less intimidating. The college GPS will also enable those students to actually complete their educational goals and to do so in a much timely and, for the student, more cost-effective manner. As educators we strive to make things clearer, more understandable, and less intimidating. We want our students to succeed. For this reason, we are working to create the college GPS with other faculty at Bakersfield College, and we encourage other faculty to engage in the deliberate process of institutional self-reflection.

The creation of the college GPS at BC is an iterative process driven by faculty discussion. One of us—Strobel—co-wrote a paper on the college GPS that uses the geographic GPS app device as an analog for describing the philosophy behind the college GPS. You can find it on our President's College Projects website[5]. The college GPS paper also shows how the college GPS integrates all of the statewide student success initiatives we all have been working on for the past several years into a coherent framework, including multiple measures assessment, accelerated remediation, SSSP, Equity, and others. Bakersfield College faculty are working on the meta-majors— "areas of study" or "areas of interest"—with student input. We are carving out the role of faculty in the completion coaching teams that will provide the intrusive guidance our students need. Both of us wish the process could be faster, but we welcome those intense discussions because we know that careful deliberation and action will generate better outcomes for our students. For more information about our process, please contact Nick Strobel at nstrobel@bakersfieldcollege.edu or Jessica Wojtysiak jessica.wojtysiak@bakersfieldcollege.edu

4 *Authors: Thomas Bailey, Shanna Smith Jaggar, and Davis Jenkins. ISBN 9780674368286*

5 *What is the Guided Pathways Model? Using the College GPS to Describe the Philosophy of Guided Pathways at https://www.bakersfieldcollege.edu/download/18362.*

# Advanced Placement Examination Credit Policy for General Education

by Ginni May, ASCCC Educational Policies Committee Chair

More and more students are completing Advanced Placement (AP) examinations while enrolled in high school and expecting that credit to be honored at colleges and universities. In fact, all three segments of the California public higher education system offer some credit for AP scores of 3, 4, and 5. However, each individual institution within each system determines how that credit will be awarded.

This situation can be confusing for students as they are trying to navigate their way through higher education in California. However, the issue is not a new one for the college systems. The Academic Senate for California Community Colleges has been deliberating and discussing the application of AP credit for at least ten years, if not longer.

In years past, the ASCCC has examined AP Credit practices and put forth recommendations for California community colleges to simplify the process and create a more uniform approach when possible and appropriate. The ASCCC has numerous resolutions and publications regarding AP credit. Some of the resolutions have called for investigating the feasibility of establishing statewide standards to be used for the application of AP credits (S05 9.03), reviewing research on AP credit policies and procedures (S94 4.05/F06 4.02), and developing a best practices paper and calling for local senates to research practices used by their colleges regarding awarding AP credit (F06 4.02). Several Rostrum articles were published in response to these resolutions, including "Now Is the Time for Systemwide Advanced Placement (AP) Policies and Procedures" in February 2008, "California Community College (CCC) General Education (GE) Advanced Placement (AP) List" in May 2008, and "Establishing a Systemwide California Community College General Education Advanced Placement (CCC GE AP) List" in March 2009, the last of which argued for consistency in applying AP scores to associate degree general education area requirements. Ultimately, the plenary delegates adopted Resolution 4.01 S09, Adopt and Publicize California Community College General Education Advanced Placement (CCC GE AP) List and Template, resulting in the dissemination of the CCC GE AP list and template to the local senates for consideration and adoption.

More recently, the issue of awarding of AP credit has arisen again and has increased in significance in light of the statewide emphasis on creating educational pathways, improving curricular portability, and reducing time to completion.

More recently, the issue of awarding of AP credit has arisen again and has increased in significance in light of the statewide emphasis on creating educational pathways, improving curricular portability, and reducing time to completion.

On September 23, 2016, Governor Brown signed Assembly Bill 1985 Advanced Placement Credit (2016, Williams). This law requires that beginning January 1, 2017, the Office of the Chancellor of the California Community Colleges, in collaboration with the Academic Senate for California Community Colleges, will develop and require each community college district to begin adoption and implementation of a uniform policy regarding Advanced Placement (AP) Credit for General Education. This policy must be in place for the 2017-18 academic year.

In accordance with the law, the policy will be that any student who passes a College Board AP Examination with a minimum score of three in a subject matter similar to that of the AP Examination, the student will be awarded general education credit. Each community college is required to post the most recent AP credit policy on its website.

Earlier versions of AB 1985 proposed by Assembly Member Das Williams did not limit the policy to general education credit. Certainly, colleges should offer students credit for any appropriate course for which the student has learned the material and fulfilled the requirements. However, good reasons also exist that a community college may not offer credit for some courses or certain AP scores. Curriculum is not uniform in the California community colleges, and thus each college must ensure that the content of its specific courses is covered by the AP examination. In addition, students may actually suffer if a college grants AP course credit that the college's local transfer institution will not accept. For these reasons, faculty must be able to determine locally what is best for their students, their colleges, and their transferring universities.

In December 2016, a survey was developed by the ASCCC and disseminated to local colleges seeking information detailing local policies regarding the awarding of AP Examination Credit in general education areas. The results of this survey, along with the policies in place in both the California State University and the University of California systems, were considered in drafting policy language for awarding AP examination general education credit in the California community colleges.

The policy language was drafted by representatives from ASCCC and the California Community Colleges Chancellor's Office in consultation with members of the California Intersegmental Articulation Council. The policy language should be available to local colleges during March of 2017. Each college must work to have this policy in place for students entering its institution by Fall 2017.

The bill language also has another requirement: "Periodically review and adjust the policy adopted pursuant to subdivision (a) to align it with policies of other public postsecondary educational institutions." This statement ensures that the ASCCC and the Chancellor's Office work with local colleges to keep the policy up to date and appropriate, with language to best serve the students moving through the community college system.

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