Academic Senate 2017-18

Minutes
February 20, 2018
Location: Board Room
1:00 p.m.


II. Call to Order at 1:02pm
A. Moment of silence in honor and remembrance of 17 lost in Florida Shooting

Approval of Minutes: February 6, 2017 Approved with minor corrections

III. Special Guest: Dr. Laura Ramirez, Vice President of Academic Affairs—Guided Pathways
A. Discussed participation in summits by RHC GP leadership team
B. Provided handouts to senate with a template to explain meta-majors. Meta-Major is an umbrella of disciplines that fall under a category. Used business as an example. Can be more than one degree in each emphasis. (See Addendum D) Handout provided a visual example of how things are
C. Student can choose a meta-major today and change tomorrow, students are not locked into a meta-major. Students are not being restricted, they are just being directed.
D. One goal is to start mapping our core programs. Currently, we are only looking at degrees. For every degree we want to look at core courses, identify what they are, and provide a sequence. Not looking at GE’s yet. (See Addendum E)
E. Completing 30 units is a milestone and if students complete 30 units, data shows they are more likely to persist.
F. Discipline experts can decide the course sequence and decide what order would increase success.
G. In phase 1 the Mapping Workgroup was identified (10 degrees = 1 faculty lead) 13 faculty leads, 13 counselors
H. For CTE, bachelors degree is not included
I. There are 2 SAP’s introduced. One is a Faculty Division Lead and one is a faculty mapping coordinator. (See Addendum F & Addendum G)
J. Serve as an advisory team and continue work on Guided Pathways in the summer.
K. A list of most popular meta-majors was distributed
L. Mapping process is important because of Roadrunner connect and it is the first step in being able to do degree audits.
M. College is receiving money from Chancellor’s Office for Guided Pathways and District will use that to provide stipends for the SAPs
N. A concern was brought up by a faculty member about having mapping impacting the
demand of courses being heavier during 1 semester vs another semester.
O. Another concern about having enough classrooms if demand becomes higher during
one semester vs another semester

IV. Public Comment — Persons wishing to address the Academic Senate on any item on the agenda or comment on
any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss
or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the
agenda may, at the Senate’s discretion, be referred to the Senate Executive Council or placed on the next agenda.

V. President’s Report
A. Roadrunner Connect Update
  1. BEAPS (Brief Early Alert Progress Surveys) Faculty Training Days: February 22, March 1,
     March 2, March 7 (see Addendum I for dates and times).
  2. New faculty lead for Roadrunner connect is Maribel de Leon
  3. You can also send students to First years success center for student workshops on how to
     use roadrunner connect.
  4. Degree Planner will be demonstrated at upcoming Senate meeting
  5. Faculty member would like to see if the efforts that he is putting in to using roadrunner
     connect is working. Wants data to show success. 3SP researcher is working on a report
     and will be brought to the senate.
  6. BEAPS email sent to all faculty in Week 5
B. Guided Pathways Update
  1. Institute #3 Update- Leadership just returned and it focused on Transfer Pathways and
     Career Pathways. When mapping, we want students to look beyond the degree.
  2. IEPI workshops and 10 faculty will be invited. Email was sent to everyone from Sandy
     Sandello. If you were invited by cannot attend, please inform so that we can include other
     faculty to attend. Faculty members Jose Lara, Angela Sotelo, and Robert Bethel attended
     the workshop today.
  3. Robert Bethel discussed that a recurring theme was the importance of student
     involvement in creation/participation. M. Pilati discussed the importance of it making
     sense to not just faculty but to students.
  4. GP Definitions Review (See Addendum 1)
     1. Guided Pathways
     2. Meta-Majors
     3. Major
     4. Discipline Program (at chancellors office a program is a program of
        study)
     5. Degree- Traditional degree like ADT, AS, AA
     6. Mapping - not just sequencing of courses but also the milestones
     7. Milestones – What you as faculty decide what you decide like gateway
        courses (when do you want them to take certain courses) If they don’t
        pass by a certain time
     8. Intrusive Advising – counseling with a systematic approach
     9. Faculty can decide when and what kind of milestones to include
     10. Meta Major Example provided
11. Special meeting with the topic of Guided Pathways to include discussion, activities and any voting needed next Tuesday February 27th


6. The Workplan - M. Bean provided clarification on the workplan and that it is malleable. Chancellors office wants us to do every year and we update as it goes along. Yes, it is due in March, but it can be updated as we see fit. It is not like a grant, it’s a plan of what we expect to do, we can inform them that we did or did not get to do what we set in the plan. We are not held to a document that we create today.

VI.

A. Hayward Award Winner: Dr. Adam Wetsman, It’s a very competitive statewide award and looks at contributions to community, statewide, professional activities etc.

B. Election Reminders: Division Senator elections should be completed by February 28; Senate Executive Council nominations and elections begin in March. Elections timeline, March 6 – 13 nominations open, March 14 to 19 electronic voting, March 20th will have election results.

C. Graduation Ceremony Taskforce Members: Jorge Huinquez is the Chair of the taskforce and includes: Ada Brown, Katie O'brien, Mike Dighera, Viviana Villanueva, Marie Eckstrom, Raquel Flores-Olson, Jorge Huinquez.

D. Equivalency Committee – There was a request from Math and Science faculty to allow Faculty with Physics degree to teach Engineering courses. The minimum qualifications should mirror equivalencies. M. Bean would like to establish a standing equivalency committee and then create an AP and BP because it is currently only a CP (College Procedure). A. Wetsman would like to create the AP and BP first. However, there is a sense of urgency because this matter will affect the person teaching during this summer term. M. Pilati shared that we don’t have a process of assigning courses to discipline faculty. Another faculty shared that we be careful that when we adhere to qualifications and are not unable to hire people so you need to have people that are also from the discipline. A department does not have to have equivalencies, for example M. Eckstrom shared that they do not have equivalencies in English.

E. Fellow of the College Nominations - a recommendation needed by Feb 23, email mbean@riohondo.edu with bullet points before noon.

F. Distinguished Faculty Award Update- applications were submitted and adhering to same process as in the past.

VII. Vice Presidents’ Reports
A. 1st Vice President – provided information about AB19, and legislative perspective as to why we are experiencing so many changes. Links were provided for a quick overview. (Addendum J)

B. 2nd Vice President – No Report

VI. Unfinished Business: None

VII. New Business:
A. **Credit Hour Calculation Proposal** (see Addendum A)
   1. A policy that stated that we stick to a standard, but also allow for exceptions. Currently first course has gone through curriculum but is pending 2nd reading until the senate approves.
   2. Motions to accept the curriculum committees board policy as delineated in Addendum A
      i. A senator wanted to make all faculty aware that the PCAH allows for rounding down and that this motion will be limiting what the state allows
      ii. Motion by Michelle Pilati, seconded by Robert Bethel
      iii. 1 Oppose, 8 abstensions, Motion Passes

VIII. **Committee Reports**: Only 1 given due to time constraints

**Senate Committees:**
- Academic Rank
- Curriculum
- Instructional Technology (ITC)
- Online Education (OEC)
- Open Educational Resources (OER) - Reminder to senators that applications for the OER stipend announced by email from VPAA Laura Ramirez due Friday, February 23.
- Staff Development/Flex

**Planning & Fiscal Council Committees:**
- Institutional Effectiveness (IEC) – See written report Addendum B
- Program Review
- Safety

**Other Committees:**
- Basic Skills
- Bookstore
- Enterprise Systems Advisory
- Online Education Initiative (OEI) – See written report Addendum C
- Student Equity
- Student Success and Support Services Program (SSSP)

IX. **Announcements**
   A. Academic Ranking committee, 10 faculty can be on the committee. Please sign up, try to have a diverse amount of faculty represented because this group determines priority in hiring.
   B. TESLA training starting at Rio Hondo College next week

IX. **Adjournment 2:26pm**
Credit Hour Calculation Proposal

Title 5 (§55002.5) requires that the “governing board of each community college district shall establish policy... defining the standards for credit hour calculations. District policy shall specify:

1. the credit hour calculation method for all academic activities,
2. expected ratios of in-class to outside-of class hours for each type of academic activity, (and)
3. standards for incremental award of credit...”

At present, RHC Board Policy 4020 states the following:

Credit Hour

VI. Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit Hour” program or a “clock hour” program. VII. The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The Superintendent/President shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims. The companion Administrative Procedure states that: XI. For purposes of federal financial aid eligibility, a “credit hour” shall be not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately [15 weeks for one semester or trimester hour of credit], [or 10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or At least an equivalent amount of work as required, in the paragraph above, of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In order to inform the development of the college’s policy, a review of existing hour/unit practices was conducted and a survey was administered to ensure that the impact of any potential changes was considered. The main questions considered were as follows:

1. What should be the standard for the smallest unit of credit permitted?
2. Is rounding down permitted?
3. Should faculty be able to move out-of-class hours to being within class?
4. Should “activity” be explored as a potential option at the college?

The survey responses reflected an interest in maintaining the current status quo to the greatest extent possible, but there was a clear interest in having units and hours consistently aligned (i.e., no rounding down) and in considering “activity” as an option.

In the interest of moving the decision-making forward, the following proposal was presented to and discussed by the Curriculum Committee at its November 29 meeting for approval as its recommendation to the RHC Senate. Elements of this recommendation would inform appropriate policy and procedures. In order to allow everyone time to consider the proposal, and to allow absent members a chance to participate, voting was conducted via E-Mail.

We have 24 voting members on curriculum. Five voting members, including our student representative, did not vote by the established deadline.

In favor of the proposal: 18
Opposed to the proposal: 1
1. Rio Hondo College uses lecture and lab hours as the basis for determining in-class and out-of-class hours. Lecture presumes 2 hours of outside work for every 1 hour in class. One unit of lecture equates to 18 lecture hours and 36 outside of class work over the 18-week term. 1 unit of lab equates to 54 lab hours.

2. The smallest incremental unit of credit permitted for all courses shall be .5 units.

3. Rounding down should not be permitted unless it can be demonstrated that the proposed unit-hour structure is:
   a. The norm for the course as demonstrated by an examination of the catalogs of at least 5 California community colleges in *southern California
   or
   b. Required for articulation by at least two transfer institutions in southern California
   or
   c. Required by an external accrediting agency
   and
   d. A rationale for the non-standard configuration is provided

4. The movement of out-of-class hours to in-class hours should be permitted.

5. Activity should not be explored at this time.

6. Exceptions to #2 and #3 are permitted when a course is taught in a program that develops curriculum aligned to or mandated by code or legislation [e.g., The Commission on Peace Officer Standards and Training (POST), State Fire Training (SFT)]. Exceptions must still conform to the standard stated in #1, 54 hours of student work equates to 1 unit.

   *southern California would mean the community colleges in our vicinity.

Credit Hour Calculation Proposal – Status and Next Steps

Status
At its February 7 Curriculum Meeting, the Curriculum Committee considered a course that required the use of the process described in #3 to justify the use of a non-standard unit-hour configuration. The course, PHTO 185 – Introduction to Digital Photography, and the accompanying materials to document the need for its 36 lecture/72 lab structure, was approved for a 1st reading. As the Curriculum Committee’s recommendation regarding the college’s credit hour policy has not been accepted or approved by the RHC Academic Senate, the Curriculum Committee will not consider the course for a second reading until such time as this approach is deemed appropriate by the Senate.

The 36 lecture/72 lab configuration results in calculated units as follows:
36 lecture hours requires 36 X 2 (72) outside of class hours.
36 lecture hours + 72 outside of class hours + 72 lab hours = 180 hours.
54 hours are required for a unit of credit. 180/54 = 3.33333333

The originator of the course provide a brief explanation for why the configuration was needed and identified comparable courses at Citrus, Orange Coast, Fullerton, Southwestern, Pasadena, and Cerritos.

Next Steps
Upon the RHC Senate’s endorsement of the proposed policy, the Curriculum Committee could move forward with approving the aforementioned course as well as other courses. Until the proposal is formally implemented, the committee is unable to act as the handling of such courses has not been clearly defined.

As noted, our Board Policy must contain our process. Ideally, the Board Policy would codify the following:
1. Rio Hondo College uses lecture and lab hours as the basis for determining in-class and out of class hours. Lecture presumes 2 hours of outside work for every 1 hour in class. One unit of lecture equates to 18 lecture hours and 36 outside of class work over the 18-week term. 1 unit of lab equates to 54 lab hours.

2. The smallest incremental unit of credit permitted for all courses shall be .5 units.

3. Rounding down may be permitted when the need for the proposed unit-hour structure is established by a process defined by the Curriculum Committee and approved by the RHC Academic Senate.

4. The movement of out-of-class hours to in-class hours should be permitted.

5. Exceptions to the above are permitted when a course is taught in a program that develops curriculum aligned to or mandated by code or legislation [e.g., The Commission on Peace Officer Standards and Training (POST), State Fire Training (SFT)]. Exceptions must still conform to the standard stated in #1, 54 hours of student work equates to 1 unit.
Addendum B: IEC Report 2/13/18 by Lydia Gonzalez

- Links to each program plan, program review, unit plan and area plan will be published after each planning cycle. This is for transparency and to provide examples for use in upcoming planning cycles. The links will be published within TaskStream for managers to refer to when writing plans and also on the AccessRio Portal for campus wide access.
- The recent Accreditation Midterm Report was accepted by ACCJC. Our next report is the Institution Self-Evaluation Report and visit scheduled for spring of 2022.
- By this fall of 2018, we would like to have a repository set up in TaskStream for evidence used in the accreditation process. As a college, we will begin to upload division, department, council and committee minutes as well as other pertinent documents to TaskStream this fall. We will have 4 years of evidence organized and ready for use with Accreditation 2022, as opposed to trying to collect all the documents the year or two beforehand.
- IEC will help to set the agenda for the upcoming Institutional Planning Retreat on April 6, 2018. The plan is to align the Institutional Goals and Objectives with the goals of Guided Pathways as well as the integrated plans of SSSP, Student Equity, etc.
Addendum C: Online Education Committee Report

Online Education Senate and PFC report
February 2018
Submitted by Dr. Jodi Senk

-The is a new Canvas feature to have online office hours. Instructions for use will be provided on the Online Ed webpage. It is easy to set up and user-friendly for students.

-The Regular and Effective contact form is now available online. A link will be sent to all faculty and it will be available on the OE website. The form can be filled out, signed, and submitted online.

-Funding for professional development for CTE faculty and classified Instructional assistants will be provided by Perkins and String Workforce, respectively. This will include the attendance of the Online Teaching Conference in Anaheim June 18-20.

-Cranium Café: Online counseling is up and running. Please refer students to the counseling webpage for more information and to make appointments.

-OEI course implementation is on hold until Fall 2018.

-Equity cohort is on hold until funding is clear.

-25 licenses for faculty access to Screencast-o-matic ($270) were purchased. We will be deciding on how to do training, possibly using Lynda.com, and faculty will be assigned a license on a first-come, first serve basis.
Addendum D

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<th>Emphasis</th>
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Addendum E

Rio Hondo College

MAPPING CORE COURSES

Guided Pathways Pillar 1

TEMPLATE 1A

This template will assist in the development of the first phase of Instructional Program Mapping. Mapping identifies the sequence of courses and milestones and prioritized courses identified for a program of study. Phase 1 of program mapping will allow you to identify the sequence of core courses, for a degree program (ADT, AA or AS), that should be completed by your students. You will complete a map that includes core courses a student should complete each primary and intercession term. Also, the time frame a student would be expected to complete within 15 unit increments. In addition to course sequencing, you will also include key milestones along the sequence which may include capstone projects, capstone course, internships, advisement, petitions, ... This map will be the foundation for Phase 2, which may include the mapping of courses for certificate programs, transfer programs of study, support activities/services, and significant/college wide milestones. Please keep in mind that this is a "living" document and may require updates and modifications.

The template includes the following elements:

**Meta-Major(s).** The interest area or broader pathway that each program is a part of. Identify the meta-major(s) this program is part of.

**Discipline Program.** The more specific area of study that a student will engage within a discipline within a meta-major/pathway.

**Degree.** The traditional degree (i.e., ADT, AS, AA). Identify the type of degree(s) and title.

**Full-time or Part-time.** Identify if the sequence is for full-time or part-time student.

**Math Requirement.** Math course required for degree completion.

**English Requirement.** English required for degree completion.

**Reading Requirement.** Reading required for the degree completion.

**Term.** #1, #2, #3... and Fall, Spring, Summer, Winter

DRAFT 2/15/18
## Addendum E Continued

Meta-major(s):_________________________  Discipline Program:_________________________

Degree:_________________________  0-15 units  16-30 units  31-45 units  46-60 units  60+ units

Math  ___________  English  ___________  Reading  ___________

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**NOTES:**
Addendum F

Rio Hondo College SAP
Guided Pathways Mapping Phase I.A
Faculty Mapping Coordinators

Period: March 1, 2018 thru May 31, 2018

Stipend: $600

Selection Process:
Division dean will collaborate with faculty division lead(s) to develop selection process.

Description:
RHC is one of the 20 colleges selected to participate in the California Guided Pathways Project and engaged in the CCCCO Guided Pathways Project. Moreover, the college is in the process of integrating Road Runner connect to support student completion of degrees, certificates, and transfer. The aforementioned activities require programs/degrees to have clear and sequenced course maps to inform counselors and students in developing educational plans, and counseling to fully implement degree audits. The SAP will facilitate development of course sequence maps for current degrees offered at RHC under the respective discipline. Mapping coordinators will work directly with faculty to develop mapping in multiple phases to include core courses, general education courses, electives, milestones, and other activities/requirements specific to degrees, certificates and transfer pathways.

Duties/Responsibilities:
- Work directly with division faculty lead to coordinate activities and outcomes related to RHGP.
- Meet weekly with CAGP mapping leadership.
- Attend RHCGP Mapping Leadership Team trainings and meetings.
- Develop mapping team for respective discipline/degree.
- Prepare report and provide recommendation(s) to the faculty division lead.
- Work with the mapping team for the respective discipline to complete map for each degree within the discipline/program.
- Engage faculty in respective disciplines to develop core course sequence maps.
- Complete maps to include core sequence by term, prerequisites, co-requisites, concurrent courses, identify math and English transfer level course.
- Serve as liaison with student services RHCP team to ensure progress toward including maps into degree audit system.
- Identify meta-major(s) for each degree in respective discipline.
- Adhere to deadline for submission of mapping products.
Addendum G

Rio Hondo College SAP
Guided Pathways Mapping Phase I.A
Faculty Division Lead

Period: March 1, 2018 thru May 31, 2018

Stipend: $12000

The Faculty Division Lead will serve as a member of the RHCPG advisory group. The group will convene during the summer. Compensation and duties/responsibilities for the summer assignment will be announced by April 30, 2018.

Selection Process:
Division dean will collaborate with faculty to develop selection process.

Description:
RHC is one of the 20 colleges selected to participate in the California Guided Pathways Project and engaged in the CCCCO Guided Pathways Project. Moreover, the college is in the process of integrating Road Runner connect to support student completion of degrees, certificates, and transfer. The aforementioned activities require programs/degrees to have clear and sequenced course maps to inform counselors and students in developing educational plans, and counseling to fully implement degree audits. The SAP will facilitate development of course sequence maps for current degrees offered at RHC.

Duties/Responsibilities:
- Work directly with division dean to coordinate activities and outcomes related to RHGP.
- Meet weekly with CAGP mapping leadership.
- Attend RHCPG Mapping Leadership Team trainings and meetings.
- Provide resources and guidance in the development of mapping teams for respective discipline/degree within the division.
- Prepare reports and provide recommendation(s) to the academic senate and RHGP leadership team.
- Ensure mapping teams complete mapping for each degree within the discipline/program, to include core sequence by term, prerequisites, co-requisites, concurrent courses, math and English requirements and milestones.
- Provide leadership and facilitate RHGP activities for faculty in respective division.
- Serve as liaison with Road Runner connect team to ensure progress toward including maps into degree audit system.
- Identify meta-major(s) map for respective disciplines/programs.
- Adhere to deadline for submission of mapping products.
Addendum H

Meta-Major
Communication Arts

Discipline: Program:
Mass Media
Creative Writing
Literature
Journalism
Speech

Milestones
- Ed Plan Check
- Submit to River's Voice
- Visit a museum
- Do a Transfer Workshop or Field Trip
- Pass LR 162 with a B or better

Course Map
- ENGL 101
- MATH 20D
- SPCH 101
- FYS 105 or
- THTR 101
- COUN 101
- HIST 143
- RNA 330
- MATH 301

Major: English
Degree: ADT
Addendum I:

Roadrunner Connect
1. DEAP Faculty Training Days
   • Tuesday, November 14 (in line)
2. Meetings of the Newsletter
   • Monday, March 6, 7:30-9:00 p.m.
3. Student workshops in First Year Success Center
4. Degree Plan/Elisabeth Brown

Guided Pathways
1. Institute #5: Aligning programs to transfer pathways
   • Thursday, March 9
2. EPP Workshops: Faculty Invited
3. Research, action, and decision
   • Thursday, March 9

CCCCC Workplan
1. Meta-Major
   • New/updated major areas
2. Special Meeting
   • Tuesday, February 22 at 10 a.m.
   • One Business Item: Guided Pathways
   • Discussion of activity and any needed voting

ASCCC Hayward Award Winner
Congratulations,
Dr. Adam Weitzman!
For excellence in teaching and professional activities, demonstrating commitment to students, students, and college

Senate Elections
• Division elections to be done by FEBRUARY 28
• Senate Executive Officers
   • Electronic Timeline
     • March 1—March 22, Nominations open
     • March 14—March 19, until noon: Electronic voting
     • March 22 Senate Meeting: Results announced

Equivalency Taskforce
• Taskforce: To review recent request from Math and Science regarding an addition to the Equivalency list for Engineering and provide a recommendation to Senate
• Senate future goal: Create a standing Senate sub-committee for Equivalency

Graduation Ceremony Taskforce
Members:
• Add Aileen
• Chair: Chris
• Name: Greg
• Name: Dan
• Name: Dave
• Name: Will
• Name: Joe
• Name: Bob
• Name: Chair
• Name: John

Fellow of the College
Email nomination name and short bio to:
obezin@richmonds.edu by February 23 before noon

Distinguished Faculty Award
Addendum J

On Wednesday, January 10, 2018, Governor Brown released his 2018-19 state budget proposal – a cautious approach to spending that acknowledges both federal and state economic volatility and uncertainty. In the final state budget of his tenure, the Governor sent a clear message to colleges that he expects significant changes in both the delivery and the state’s financial support of education with increased attention to student outcomes. The 2018-19 budget acknowledges the need to prepare Californians for economic instability and uncertainty through timely access to meaningful degrees and credentials.
Among other proposals, Governor Brown makes two significant and notable expenditures in the 2018-19 budget: 1) a new fully online community college targeting working Californians with no degree or credential, and 2) a new outcomes-focused funding formula.

FROM THE COMMUNITY COLLEGE LEAGUE OF CALIFORNIA.

GOVERNOR’S BUDGET SUMMARY IS AVAILABLE AT HTTP://WWW.EBUDGET.CA.GOV/FULLBUDGETSUMMARY.PDF

AB 19
Community Colleges: California College Promise.

Status: 10/13/2017-Approved by the Governor.

Summary:
This bill would establish the California College Promise, to be administered by the Chancellor of the California Community Colleges, which shall distribute funding, upon appropriation by the Legislature, to each community college meeting prescribed requirements to be used to, among other things, accomplish specified policy goals and waive fees for one academic year for first-time students who are enrolled in 12 or more semester units or the equivalent at the college and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application.

FROM THE FACCC.
HTTP://CTWEB.CAPITOLTRACK.COM/PUBLIC/PUBLISH.ASPX?ID=88FE9AC9-0A3B-4726-91A3-2A18D3DB94F2