

Mendocino College Academic Senate
MINUTES
Thursday, March 9, 2017
12:30p.m. – 2:00p.m., Room 4210

- Call to order* President Edington called the meeting to order at 12:30p.m.
- Present* Jordan Anderson, Maria Cetto (12:43), Jessica Crofoot, Jason Davis, Jason Edington, Catherine Indermill, Tascha Whetzel, Vivian Varela
- Absent* Doug Browe, Conan McKay
- Recorder* Jason Edington
- Agenda Approval* **M/S/C (Crofoot / Varela) to approve the agenda**
No discussion. Yeas: Unanimous
- Minutes Approval* **M/S/C (Davis / Varela) to approve the minutes of February 23, 2017 as amended.** Three minor corrections were made. Yeas: unanimous
- Public Comment* None
- Reports* **President's Report** (attachment #1): Indermill said there was more discussed at the meetings with Interim VPES Polak and asked if this was not included because there were no conclusions at this time. Edington indicated yes that there was nothing to report at this time.
- Senator's Report:** Part-Time Faculty: Crofoot handed out a document containing several pages (attachment #2). Indermill asked for clarification on how this document, which appears to be information from CTA, is important to the Academic Senate. Crofoot acknowledged that while the information was from CTA, it is presented to help us understand the California Governor's budget and how it affects California Community College budgets and programs, such as Middle College and Dual Enrollment. Crofoot went on to state that the information supports what the college has been telling us about these programs.
- Action Items / Old Business* **1. (Action Item) PBC Representative: M/S/C (Varela/Anderson) to appoint Senator Varela to PBC for the final meetings of Spring 2017.** Yeas: Unanimous.

Originally, the motion stated that we would appoint a Senator to PBC for the final meetings of Spring 2017, based on our discussion. The motion

changed based on the discussion.

Discussion included:

- At the previous Senate meeting, Davis volunteered to serve (as did Varela), but withdrew his name due to concerns raised by Edington that this may not be possible due to contractual issues.
- Edington shared that he had spoken with both HR Director Meyers as well as MPFA President Crofoot about any issues with asking a Part Time Faculty Senator to volunteer to serve on a committee as part of their role as a Senator. He received similar responses from both, that this would be allowable from both the point of view of the CBA, so long as it was clear that the Senator was volunteering to do this as part of their Senate duties.
- Davis stated that he would still like to withdraw his name from consideration
- Indermill asked how PBC would receive this. Edington indicated that he had spoken with President Reyes and felt that, considering the circumstances that Indermill cannot be present due to her class schedule, it would be accepted.
- Indermill mentioned at the previous Academic Senate meeting it appeared that no senator was going to be able to volunteer. Thus, she spoke with a former Senator ~~to~~ who is willing to volunteer if needed
- The idea that, if possible, the replacement should be a Senator was discussed and most seemed to agree with this idea.

As the motion was to appoint a Senator to serve on PBC for the remainder of the year and Varela was interested in serving, a vote was taken to confirm.

Discussion Items /
New Business

1. Program Review and Staffing Request update: Interim VPES Debra Polak addressed the Academic Senate regarding Program Review, She provided an up-date on the process to be used this year, recent equipment purchases and hiring that were a result of Program Review requests. (attachment # 3) She said Program Review has “real results” as indicated by these outcomes.

- Polak provided a brief overview of the Program Review process, including a distinction between Part I and II. Part I includes basic departmental request (e.g., staffing, equipment, technology, professional development) and these are sent to the appropriate committees to prioritize the requests. For example, requests related to Student Learning Outcomes goes to SLOT, technology goes to the Tech Committee, etc. The flow of information goes from the department to the committee and then some of it is sent to Planning and Budgeting Committee for decisions (such as staffing). Part II is completed every six years. This provides the

opportunity for programs to thoroughly analyze the data. All of the information provided in Part II goes to Educational Action Plan Committee for consideration. EAP identifies any programs that need some attention in which case a Program Advisory Team is assigned.

- Anderson asked “What is a program?” Polak indicated this question has been a long standing question, but the answer is that a program is not solely defined by disciplines that have a degree or certification, although these certainly are defining characteristics. There are programs, Chemistry for example, that have no degree.
- Polak highlighted equipment purchases over the last three years. She noted these do not include equipment purchased with CTE funds.
- For spring 2017 Program Review, she indicated that we would not be using eLumen as had been planned because it is not ready due to delays with CurricuNet. However, eLumen should be implemented and ready for us by next year.
 - The target due date for this year’s Program Review is 4/7/15
 - In response to a question by Whetzel, Polak stated that faculty will be notified if Part I or Part II is due for their area via email,
 - Because we are not using eLumen, yet, there are very few changes to the form itself. However, there are some to the Staffing Requests section which are a direct result of input from the Staffing Committee.
 - Polak provided a flow chart depicting the process for staffing requests. Anderson questioned if the “staffing Rubric” should be included in the flow chart. Polak said the flow chart needed to be reviewed by PBC and the rubric most likely should not be included.
 - There are a few changes to the staffing request section of the Program Review form that were generated by the Staffing Committee to make their work easier. A workshop will be scheduled to address the Staffing Request process.
 - Polak presented slides comparing staffing requests from the last two years with how they were prioritized by the Staffing Committee, then by the Planning and Budgeting Committee and the actual positions that were hired. She commented “the work of the staffing committee is being honored in the process.”
- Cetto asked how a department requests increases to their budget. Polak stated that if the needs are equipment, technology, professional development, or staffing, these should be addressed in Part I of Program Review. If the department needs additional funds for their budget aside from these things, they should speak with their Dean.
- Polak indicated that what has not been working well with Program Review is related to Professional Development requests. One reason is there isn’t a specific allocation of money set aside to fund these requests. She acknowledged that some work had been done by the Professional Development Committee, especially redesigning the

committee to have equal representation, but that we need to work on the process of getting Professional Development funded.

- Anderson brought up that the connection between SLO assessment and program review. He said there have been very few, if any, requests for professional development as a result of Student Learning Outcomes Assessment. He stated faculty need to know that professional development is a legitimate request for SLO's that have not been 'met' in a course.
- Varela mentioned the need for funding for professional development for faculty teaching classes via Distance Education and the ongoing futility of requesting funding in the program review. She added the cost savings from moving to Canvas was supposed to assist in improving DE instruction.

2. **College Hour:** Enrollment Management Committee asked for faculty involvement in a determination as to the purpose of College Hour and appropriate times/days for it to be scheduled. The intent is to help Enrollment Management develop appropriate scheduling templates.
 - Edington presented the Resolutions S'01.02: College Hour (attachment #4).
 - Indermill gave some history of College Hour, indicating that the resolution was brought forth by ASMC because the practice of College Hour was being encroached upon after years of it being preserved, classes were being scheduled during that time.
 - Indermill explained the Enrollment Management Committee wanted clarification of the "purpose" of College Hour and the best days/times for it. She stated it will be best to first define the purpose of College Hour, then determine the times/days.
 - There was further discussion on the importance of student activities, how students that are involved in their college tend to be more successful, and even how students recognized that faculty, too, needed a consistent time for meetings and lunch (the last 'Whereas' in the resolution.)
 - It was agreed this needs further discussion and input from faculty, as well as students. This will be a topic at the next faculty meeting and Edington will contact ASMC Faculty Advisor Phil Warf, and ask them to discuss college hour.
3. **Area B Meeting:** Edington invited Senators and Faculty to join him at the Area B meeting in Hayward at Chabot College Friday, March 24. He is willing to drive and has room for up to three others to join him.
4. **Committees and Elections for Next Year:** Edington stated that Senators Varela (Social Sciences), Whetzel (Learning Skills & Support Services), and Crofoot (Part Time) are up for reelection. At

the next senate meeting he will ask that an election committee be formed.

Edington mentioned committee appointments for next year, and his desire to send out a survey to faculty about what committees they would like to be on in the near future.

5. **Curriculum Committee Chair:** There was not enough time to have a full discussion of this topic. Edington stated the reason this is on the agenda is because discussion about the Chair had been requested. that it is being brought up. At the time Whetzel was appointed Curriculum Chair for the remainder of this academic year, it was brought up that the criteria for outlining the qualifications for the job needed to be considered and possibly updated. Cetto asked if there were issues with the current process. Indermill stated that there were issues that came up last year and again last December. Edington stated that he had discussed with Indermill that they should set up a meeting between he, she, and Dean Montes (as a former Chair) to discuss the role of the curriculum committee and the criteria for selecting a chair; Whetzel volunteered to attend the meeting as well to review the needed skills, specific role and current selection process.

Open Forum

- Cetto mentioned that a faculty member talked to her about a concern that they have not been selected to be on committees. Edington noted the faculty member may be in their first year, and we typically do not place first year faculty members on committees. Edington stated that he would follow up with the faculty member.

Meeting adjourned at 2:06pm

ACADEMIC SENATE PRESIDENT'S REPORT

March 9, 2017

Respectfully submitted by Jason Edington, Academic Senate President

1. PPAC 2-24-17

The only item on the agenda was AP 5011.1. Presented the committee with paper from ASCCC "Minors on Campus: Underage Students at Community College" (Adopted Fall 2006). The paper outlines some of the concerns with underage students on campus, as well as one reason why it is important that we are informed of the underage students on our roster – faculty are Mandated Reporters. The members of PPAC understood this issue, but there is still no agreement on the need to continue the current practice of needing the faculty's permission to enroll for students below 11th grade. The discussion left at trying to decide on what is considered 'inappropriate content for community college students'.

2. Meeting with IVP Polak 3-1-17

Catherine and I met with Debra and discussed the need to have more involvement in the Middle College planning. We also discussed Program Review and the fact that there are some changes coming to the document, particularly as it relates to Staffing. Debra will be presenting on this at our meeting today.

3. Meeting with HR Director Meyers and IVP Polak 3-1-17

The meeting time was not long enough to do more than begin to discuss some of the issues that have come to our attention. We agreed that this would be an 'opening' conversation. We discussed the following topics:

- Faculty Co-Chair role/responsibilities
- Committee instructions
- Ensuring that the hiring AP is being followed
- Including time for equivalency process in future calendaring of hiring committee timelines
- The importance of the creation of the Job Description, and who is involved in this process

4. BoT Meeting 3-1-17

The BoT meeting was held at the North County Center. Congratulations are in order for Catherine Indermill and Doug Boswell who will each be taking a one-semester sabbatical next academic year!

The main item on the agenda for the evening was item 7.1: Current Status of Football Program. The board is very interested in making a decision on this so that the student and employees in the program can know their status, but the board also was very interested in ensuring that the process was complete before they made a decision. As PBC suggested that we wait until our next meeting to make a recommendation, allowing all constituent groups the opportunity to give feedback to their constituent group leaders, the board wanted to find a way to honor this process yet still come to resolution sooner rather than later. Further, the board also felt it important that this decision be made in Ukiah, allowing for more of the community to be able to come speak at public comments if they wished. Thus, the board decided to hold a special meeting on March 22 at 6pm, with the main (and perhaps only) item being a decision on whether or not to suspend the football program.

It was further decided that PBC would move their meeting to March 14, and a request was made to have all feedback forward to President Reyes by March 8 in order that the material may be forwarded to PBC for consideration. There was a request by Julie Finnegan during public comments that the Equity Committee have a chance to look over and give feedback on the proposal – the rationale being that much of the football team is comprised of one of the groups identified by Equity

as being a population to focus on with equity dollars. President Reyes agreed to allow the Equity Committee another day or two to send input for consideration by PBC as the next Equity Committee meeting was scheduled for March 8.

5. EAP 3-2-17

Discussed the reason for the delay moving from Curriconet to Elumen – we did not receive data from Curriconet in time for program review. We will be using the same PDF form but there will be some changes. At the time of discussion, the tentative date for Program Review to be due is 4/7. There was further discussion about implementing the 2 year review for CTE.

Changes to the Staffing Request were highlighted, and include:

- Position Description; increase to 125 words or so
 - What does person do?
 - What department?
 - Who do they report to?
- Rationale Needs Section
 - Why positions is needed.
 - Refer to data (FTES, FTEF, FTEF/FTEF)
 - Include external factors
 - How is this work currently being done?
 - What is impact of not having this position filled?
 -

There was some discussion about how replacement positions are considered by PBC, and there was a desire to discuss this in EAP; we will bring it back for future discussion.

New programs were proposed – Physical Therapy Assistant and Fire Fighting. There is new money available through Strong Workforce Taskforce - \$234,000 a year each year for next three years.

Physical Therapy Assistant Program: This would be an equal partnership with Shasta College. There is a need/requirement for two instructors for every program, and we can utilize this partnership to have one instructor at each of the two colleges to meet this requirement. A PAT was put together for this program.

Firefighting Academy: This needs to come back through the EAP PAT process because the curriculum needs to go through the Chancellor's office. A PAT was put together for this program.

Academic Senate ~ March 9th, 2017~Part-Time Handouts for Senator Report

Attached are a few handouts (3) on behalf of my position as a part-time representative.

This is valuable and insightful information for all of our faculty and students.

There are handouts from Higher Ed publications and an attached budget analysis from CTA that provides a condensed version of the Governor's Budget. While CTA/CCA/NEA is of course the Union(s) for K-12 and Higher Ed institutions, I hope the information is welcomed by all due to its careful and well thought out accurate analysis for all and is not considered a "Union" handout.

Thank you.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'J. Crofoot', with a long, sweeping horizontal line extending to the right.

Jessica Crofoot

Academic Senator
Part-Time Rep

2016 Salary Review

State/School	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect./ No Rank (\$)	Avg. (\$)	% Chng. (%)
BA+						
Arkansas Tech University	75.6	61.8	51.9	38.4	54.7	-0.2
Henderson State University	66.3	58.0	51.9	43.9	56.1	0.2
Southern Arkansas University Main Campus	81.2	61.7	53.2	42.7	56.4	3.4
University of Arkansas at Monticello	68.6	55.4	47.9	40.8	49.1	-30.6

DOCTORAL						
Arkansas State University— Main Campus	83.8	69.6	59.3	40.9	62.5	-0.3
University of Arkansas	113.8	82.3	76.8	48.5	81.0	2.0
University of Arkansas at Little Rock	90.5	69.2	61.0	47.9	71.1	5.0
University of Arkansas at Pine Bluff	61.7	54.3	49.0	38.2	49.4	2.3
University of Arkansas for Medical Sciences	-	-	-	-	-	-
University of Central Arkansas	80.1	66.5	58.4	44.9	59.3	2.1

CALIFORNIA

AA						
Allan Hancock College	-	-	-	79.9	79.9	2.1
American River College	-	-	-	81.1	81.1	-0.3
Antelope Valley College	94.0	85.6	74.7	76.8	84.4	-0.4
Bakersfield College	-	-	-	81.4	81.4	-6.3
Barstow Community College	92.0	71.4	59.8	51.3	79.4	6.5
Berkeley City College	-	-	-	75.8	75.8	5.9
Butte College	-	-	-	74.7	74.7	-5.7
Cabrillo College	-	-	-	76.1	76.1	-3.4
Canada College	-	-	-	85.1	85.1	3.7
Cerritos College	-	-	-	93.8	93.8	-1.5
Cerro Coso Community College	-	-	-	85.9	85.9	5.4
Chabot College	-	-	-	80.7	80.7	-2.2
Chaffey College	-	-	-	81.7	81.7	-5.0
Citrus College	-	-	-	88.3	88.3	4.3
City College of San Francisco	-	-	-	76.2	76.2	-0.2
Coastline Community College	-	-	-	97.2	97.2	2.9
College of Alameda	-	-	-	72.6	72.6	-10.4
College of Marin	-	-	-	81.3	81.3	-1.4
College of San Mateo	-	-	-	91.6	91.6	2.6
College of the Canyons	98.4	86.5	77.4	-	94.9	6.5
College of the Desert	104.2	96.8	85.3	81.6	97.3	2.3
College of the Redwoods	84.2	-	56.0	52.1	79.5	-3.8
College of the Sequoias	-	-	-	81.6	81.6	-1.8
College of the Siskiyous	-	-	-	61.5	61.5	-16.6
Columbia College	-	-	-	81.6	81.6	-3.0
Contra Costa College	-	-	-	79.4	79.4	-0.3

State/School	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect./ No Rank (\$)	Avg. (\$)	% Chng. (%)
Copper Mountain Community College	-	-	-	75.0	75.0	-11.8
Cosumnes River College	-	-	-	81.1	81.1	0.2
Crafton Hills College	94.5	88.0	75.2	78.0	83.4	69.9
Cuesta College	-	-	-	71.6	71.6	0.1
Cuyamaca College	-	-	-	74.6	74.6	0.9
Cypress College	-	-	-	107.4	107.4	2.8
De Anza College	-	-	-	85.1	85.1	-3.8
Diablo Valley College	-	-	-	76.7	76.7	-5.6
East Los Angeles College	-	-	-	67.0	67.0	-1.2
East San Gabriel Valley Regional Occupational Program	-	-	-	-	-	-
El Camino College— Compton Center	-	-	-	78.2	78.2	-2.7
El Camino Community College District	-	-	-	87.0	87.0	2.7
Evergreen Valley College	-	-	-	84.3	84.3	-10.9
Feather River Community College District	-	-	-	53.9	54.0	-8.7
Folsom Lake College	-	-	-	79.1	79.1	-0.2
Foothill College	-	-	-	86.6	86.6	0.1
Fresno City College	-	-	-	84.9	84.9	1.8
Fullerton College	-	-	-	107.0	107.0	2.3
Gavilan College	-	-	-	88.2	88.2	6.8
Glendale Community College	-	-	-	82.3	82.3	2.9
Golden West College	-	-	-	96.5	96.5	1.1
Grossmont College	-	-	-	80.1	80.1	4.1
Hartnell College	-	-	-	88.1	84.5	-0.2
Imperial Valley College	-	-	-	69.8	69.8	16.0
Irvine Valley College	-	-	-	85.6	85.6	-3.7
Lake Tahoe Community College	-	-	-	65.8	65.8	-15.1
Laney College	-	-	-	77.8	77.8	7.5
Las Positas College	-	-	-	84.9	84.9	10.2
Lassen Community College	-	-	-	73.3	73.3	8.8
Long Beach City College	-	-	-	-	-	-
Los Angeles City College	-	-	-	68.3	68.3	-2.4
Los Angeles Community College District Office	-	-	-	-	-	-
Los Angeles County College of Nursing and Allied Health	-	-	-	-	-	-
Los Angeles Harbor College	-	-	-	58.4	58.4	-13.7
Los Angeles Mission College	-	-	-	55.2	55.2	-9.1
Los Angeles Pierce College	-	-	-	63.7	63.7	-10.8
Los Angeles Southwest College	-	-	-	48.0	48.0	-19.8
Los Angeles Trade Technical College	-	-	-	69.3	69.3	-5.8
Los Angeles Valley College	-	-	-	74.0	74.0	-1.8
Los Medanos College	-	-	-	68.8	68.8	3.2

State/School

State/School	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect./ No Rank (\$)	Avg. (\$)	% Chng. (%)
Mendocino College	-	-	-	81.1	81.1	-1.0
Merced College	-	-	-	78.6	78.6	-1.7
Merritt College	-	-	-	79.8	79.8	1.6
MiraCosta College	-	-	-	116.8	116.8	1.2
Mission College	-	-	-	77.2	77.2	1.2
Modesto Junior College	-	-	-	83.7	83.7	-0.5
Monterey Peninsula College	-	-	-	78.3	78.3	-2.0
Moorpark College	-	-	-	83.8	83.8	4.3
Moreno Valley College	-	-	-	95.8	95.8	3.9
Mt San Antonio College	-	-	-	93.5	93.5	3.7
Mt San Jacinto Community College District	-	-	-	89.0	89.0	2.0
Napa Valley College	-	-	-	80.0	80.0	3.8
Norco College	-	-	-	95.4	95.4	0.5
Ohlone College	-	-	-	95.6	95.6	-4.1
Orange Coast College	-	-	-	99.2	99.2	3.2
Oxnard College	-	-	-	79.9	79.9	-2.3
Palo Verde College	-	-	-	77.0	77.0	1.5
Palomar College	-	-	-	94.3	94.3	1.8
Pasadena City College	-	-	-	83.6	83.6	-0.3
Porterville College	-	-	-	79.2	79.2	-8.3
Reedley College	-	-	-	83.6	83.6	-6.2
Rio Hondo College	-	-	-	92.8	92.8	1.4
Riverside City College	-	-	-	97.3	97.3	2.5
Sacramento City College	-	-	-	79.5	79.5	-0.8
Saddleback College	-	-	-	92.1	92.1	7.9
San Bernardino Valley College	105.0	93.9	85.3	68.1	85.2	153.6
San Diego City College	-	-	-	57.6	57.6	5.9
San Diego Mesa College	-	-	-	64.1	64.1	5.0
San Diego Miramar College	-	-	-	50.1	50.1	9.5
San Joaquin Delta College	-	-	-	93.4	93.4	-0.6
San Jose City College	-	-	-	99.0	99.0	-3.8
Santa Ana College	-	-	-	93.3	93.3	-3.8
Santa Barbara City College	-	-	-	53.0	53.0	-5.4
Santa Monica College	-	-	-	100.9	100.9	4.1
Santa Rosa Junior College	-	-	-	85.8	85.8	4.7
Santiago Canyon College	-	-	-	92.5	92.5	-2.0
Shasta College	-	-	-	83.1	83.1	4.6
Sierra College	-	-	-	70.9	70.9	-0.5
Skyline College	-	-	-	83.4	83.4	0.7
Solano Community College	-	-	-	77.8	77.8	-1.7
Southwestern College	92.3	-	72.6	-	89.2	1.5
Taft College	97.7	79.4	-	34.4	89.1	2.0
Ventura College	-	-	-	81.3	81.3	2.1
Victor Valley College	-	-	-	103.1	103.1	15.2
West Hills College—Coalinga	-	-	-	-	-	-

State/School

State/School	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect./ No Rank (\$)	Avg. (\$)	% Chng. (%)
West Hills College—Lemoore	-	-	-	-	-	-
West Los Angeles College	-	-	-	57.8	57.8	-15.5
West Valley College	-	-	-	76.1	76.1	-2.7
Woodland Community College	-	-	-	75.3	75.3	4.8
Yosemite Community College District Office	-	-	-	83.9	83.9	-
Yuba College	-	-	-	76.8	76.8	-2.4
BA						
The California Maritime Academy	92.4	76.5	68.3	58.0	74.9	0.8
BA+						
California Polytechnic State University—San Luis Obispo	94.2	77.3	70.3	60.6	78.9	1.1
California State University— Bakersfield	94.3	75.7	73.5	55.9	74.2	1.7
California State University— Channel Islands	101.8	87.0	79.7	59.2	78.2	2.9
California State University— Chico	88.3	69.1	66.1	54.6	74.2	-1.4
California State University— Dominguez Hills	91.8	78.7	72.6	54.1	73.7	-0.4
California State University— Monterey Bay	90.1	70.6	67.3	51.3	68.0	1.1
California State University— San Marcos	92.3	77.5	68.9	53.4	75.4	0.2
Humboldt State University	89.1	70.1	66.0	52.4	73.0	-0.4
San Jose State University	94.9	78.0	74.1	58.4	82.4	0.1
Sonoma State University	87.7	70.7	66.1	58.1	78.0	2.5
DOCTORAL						
California State Polytechnic University—Pomona	94.3	78.8	72.9	57.6	81.3	-0.7
California State University— East Bay	94.2	79.1	70.4	50.8	77.6	-2.0
California State University— Fresno	91.7	70.8	67.6	52.8	73.0	1.1
California State University— Fullerton	93.0	77.7	76.3	55.7	77.1	0.5
California State University— Long Beach	93.0	76.9	72.5	58.2	78.0	0.0
California State University— Los Angeles	93.8	76.3	69.4	48.3	78.2	-1.0
California State University— Northridge	88.2	73.9	70.2	56.5	76.1	0.8
California State University— Sacramento	86.1	73.0	67.1	55.2	76.3	1.3
California State University— San Bernardino	91.4	72.0	64.9	52.2	76.7	-0.4
California State University— Stanislaus	87.5	71.7	64.4	49.5	72.4	-0.4
San Diego State University	97.7	80.5	77.1	61.7	83.5	0.3
San Francisco State University	98.1	81.4	74.8	56.6	83.3	1.1

HIGHER EDUCATION

California's approach to higher education has long been guided by principles articulated in the 1960 Master Plan for Higher Education. Those principles—such as standards for access and attainment, differentiation of functions across institutions, the need to support students who transfer with prior experiences, and the expectation of affordability for students—remain relevant today. Even so, California's needs have changed: the state's population has become more diverse, but educational attainment across income levels and racial and ethnic groups varies. Further, many students do not enter traditional institutions immediately after high school, and many are seeking to balance education and training with work. Changes in technology can provide the benefits of higher education more equitably and at reduced costs.

As described in the Introduction, the state is facing budget constraints due to lower-than-expected revenue growth. Despite this backdrop, the Budget increases funding for higher education. However, these increases are contingent on the systems' continued progress in implementing more sustainable practices that recognize both the principles of the Master Plan and the necessity for strong fiscal stewardship.

**THE STATE'S CONTINUED INVESTMENT
IN HIGHER EDUCATION**

The Budget proposes total funding of \$31.9 billion (\$17.5 billion General Fund and local property tax and \$14.4 billion other funds) for higher education. This total reflects both direct funding to the public segments and costs of financial aid students may use at eligible institutions. Figure HED-01 displays additional detail about funding for higher education.

Figure HED-01
Higher Education Expenditures
(Dollars in Millions)

	2015-16	2016-17	2017-18	Change from 2016-17	
				Dollars	Percent
University of California					
Total Funds ^{1/}	\$7,702.8	\$8,278.9	\$8,425.6	\$146.7	1.8%
Ongoing General Fund	3,137.0	3,279.0	3,362.1	83.1	2.5%
One-Time General Fund	122.0	261.6	169.0	-	-
California State University					
Total Funds ^{1/}	\$6,356.7	\$6,606.9	\$6,683.3	\$76.3	1.2%
General Fund	3,271.0	3,478.9	3,663.8	184.9	5.3%
One-Time General Fund	4.9	109.6	1.0	-	-
California Community Colleges					
Total Funds	\$14,084.4	\$14,622.7	\$14,646.3	\$23.6	0.2%
General Fund & Property Taxes	8,576.3	9,002.3	9,123.5	121.2	1.3%
California Student Aid Commission					
Total Funds	\$2,014.5	\$2,073.9	\$2,096.2	\$22.3	1.1%
General Fund ^{2/}	1,479.0	1,130.1	1,152.8	22.8	2.0%
Other Higher Education ^{3/}					
Total Funds	\$55.2	\$89.6	\$64.8	-\$24.8	-27.7%
General Fund	12.1	40.3	13.7	-26.6	-65.9%
Total Funds	\$30,213.6	\$31,672.1	\$31,916.2	\$244.2	0.8%
General Fund	\$16,602.2	\$17,301.8	\$17,486.1	\$184.3	1.1%

^{1/} These totals include tuition and fee revenues and other funds the universities report as discretionary.

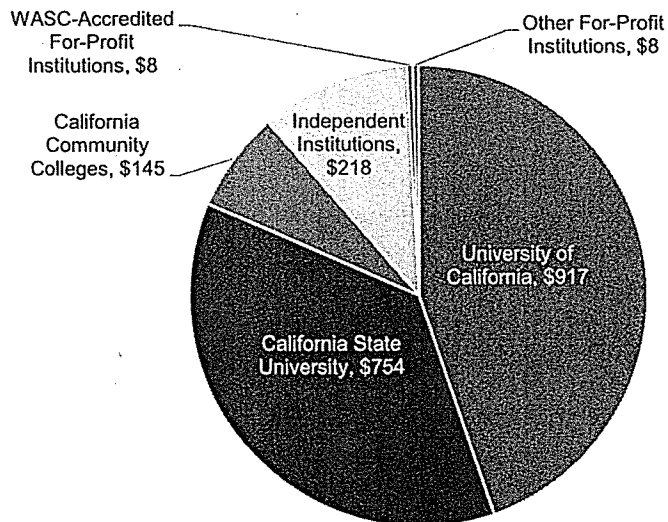
^{2/} General Fund expenditures for the Cal Grant program are offset by reimbursements, including federal Temporary Assistance for Needy Families (TANF) funds received through an agreement with the Department of Social Services. TANF reimbursements are \$520.9 million in 2015-16 and \$925.7 million in 2016-17 and 2017-18.

^{3/} This category includes expenditures for the Hastings College of the Law and the Awards for Innovation in Higher Education.

Since the passage of Proposition 30 in 2012, the state has made steady new investments in higher education. With the increase the Administration proposes in 2017-18, funding for University of California (UC) will have grown by \$817.8 million since 2012-13 and funding for California State University (CSU) will have grown by about \$1.1 billion. Likewise, California Community Colleges (CCC) Proposition 98 funding, excluding funding for Adult Education, has grown a total of \$1.8 billion since 2012-13.

The Cal Grant Program, the state’s primary financial aid program, is administered by the California Student Aid Commission. The program is an entitlement for students who meet eligibility criteria, with students who are ineligible for the entitlement program still able to compete for additional grants. Since 2012-13, funding for the Cal Grant Program will have grown by \$442 million, a 29-percent increase. As shown in Figure HED-02, 82 percent of the total financial aid funds are used to further subsidize costs at UC and CSU.

Figure HED-02
Distribution of Financial Aid by Institution Type, 2017-18
 (Dollars in Millions)



Includes the Cal Grant and Middle Class Scholarship programs.
 "WASC" is the Western Association of Schools and Colleges, a regional accrediting agency recognized by the U.S. Department of Education.

THE NEED TO MAKE HIGHER EDUCATION SUSTAINABLE

In the midst of fiscal constraints, the Administration supports continued investment in higher education with the expectation that colleges and universities will work together and implement new and creative practices that consider the cost of instruction, better support student success and completion, and expand access to higher education for more California students.

CCC STUDENT SUCCESS

The CCCs provide basic skills, vocational, and undergraduate transfer education with 72 districts, 113 campuses, and 78 educational centers. Approximately 2.1 million students attend community colleges. In 2015-16, the community colleges awarded over 74,000 certificates and 130,000 degrees and transferred over 103,000 students to four-year institutions:

The CCC system is one of the most cost-effective higher education systems in the nation, with colleges and learning centers available to students across all populated regions of the state and online. With enrollment fees of \$46 per unit, a student can complete the 60 units necessary to obtain an associate degree or transfer to a four-year institution for less than \$3,000 in tuition. Further, 65 percent of all enrollment fees are waived, providing a tuition-free education to about 50 percent of students enrolled in the community colleges. While a qualifying student may choose to attend a UC or CSU directly out of high school, first attending a CCC and then transferring to a UC or CSU could reduce a student's cost to obtain a four-year degree by thousands of dollars. Many California residents already take advantage of this option, with approximately 74,000 community college students transferring to a UC or CSU campus in 2015-16.

Providing students access to higher education through CCCs requires more focus on timely completion and student success—not only to make room for incoming students but to improve outcomes for these students. The Budget continues to provide \$285 million for the Student Success and Support Program, \$155 million for Student Equity Plans, \$50 million for the Student Services for Basic Skills Students Program, and funding for numerous other student support programs. These resources expand current services provided to students to improve outcomes, close gaps in access and achievement between underrepresented student groups and their peers, and implement practices that increase students' transition to college-level courses. Additionally, community colleges are investing in tutoring services, coordinating with

local educational agencies to improve the success of students transitioning from high schools, and redesigning their remedial education courses and assessment and placement activities.

Despite these efforts, most CCC degree, certificate, and transfer programs expect students to determine their educational goals from myriad programs, courses and support services offered by their community college. Without the necessary advising and targeted student support services, most students struggle to complete their program in a timely manner. In recent years, state policies—such as stronger guarantees through California Promise programs, streamlined transfer pathways, and concurrent enrollment across systems, all supported through budget actions—help to address these challenges.

The Budget proposes additional investment in student success. Specifically, the Budget includes \$150 million one-time Proposition 98 General Fund for grants to support community colleges' efforts to develop and implement "guided pathways" programs. A guided pathway program is an integrated, institution-wide approach focused on improving student success. Participating community colleges can use these grants for activities including the design of academic roadmaps and transfer pathways that explicitly detail the courses students must take to complete a credential or degree on time. Colleges can also use these grants to provide targeted advising and support services; redesign assessment, placement, and remedial education policies and courses; and redesign or refresh courses and programs to better align learning outcomes with the requirements for successful employment. Guided pathway programs have been implemented in higher education institutions in other states with positive results. The expectation is to improve completion rates, reduce time-to-degree, increase California students' employment opportunities, and reduce student debt.

The Chancellor's Office will play a critical role in supporting the colleges' efforts to improve student success, address equity disparities, and develop the guided pathways program. By establishing state expectations, providing technical assistance, and holding colleges accountable, the Chancellor's Office will help the colleges achieve these goals.

AMBITIOUS GOALS IN THE CSU GRADUATION INITIATIVE

The CSU provides undergraduate and graduate instruction generally through the master's degree. Its 23 campuses enroll approximately 400,000 students. In 2015-16,

HIGHER EDUCATION

the CSU awarded 113,000 degrees. An additional 22,000 students are enrolled in programs leading to degrees, credentials, or certificates through continuing education.

The 2016 Budget called on the CSU to increase four-year graduation rates and two-year transfer graduation rates, with specific emphasis on closing achievement gaps for low-income students, first-generation students, and students from underrepresented minority groups. The CSU Graduation Initiative 2025 adopted by the Board of Trustees in September commits the University to ambitious goals—increasing the four-year graduation rate to at least 40 percent, increasing the two-year transfer graduation rate to at least 45 percent, and closing gaps in outcomes between the targeted students and their peers. The system’s plan focuses on increasing the average number of courses students take each term, including during summer and winter terms, and reducing the number of courses taken unnecessarily or repeated. To jumpstart this effort, the 2016 Budget included \$35 million in one-time funding, which is now assisting campuses in making immediate changes.

The CSU Graduation Initiative 2025 can only be successful if education leaders across the system are clear about what a CSU education entails—both upon entry and at graduation. For example, more than 40 percent of CSU freshmen are still identified as unprepared for college-level courses based on their performance on a sequence of tests. Evidence from other contexts, including California community colleges, suggests that many of these students are prepared for those college courses and that other measures—like high school grades—are better indicators of preparation. The CSU Academic Senate Quantitative Reasoning Task Force released a set of recommendations that define student proficiency before entering CSU and at graduation.

PROGRESS ON THE UC AGREEMENT

The UC offers formal undergraduate and graduate education. The UC is the public segment authorized to independently award doctoral degrees and is designated as the state’s primary academic agency for research. Its 10 campuses enroll approximately 265,000 students. In 2015-16, the UC awarded 69,000 degrees. An additional 400,000 students participate in continuing education programs through the University extensions.

In 2015, the Governor and the UC President agreed on several initiatives that would be implemented to reduce the cost structure of the University. Their framework, which was ultimately adopted by the Board of Regents, recognizes that lowering the cost structure while maintaining quality requires the University to reevaluate how students’ prior

academic experiences are recognized as part of UC degree programs, how academic programs are structured, and how instruction is delivered.

The University has demonstrated progress in all of the areas of the agreement, and the work is still underway. Notably, the UC has begun pilots at three campuses—Davis, Merced, and Riverside—on “activity-based costing,” a method of calculating the amount spent on individual courses based on the way those courses are delivered. These calculations provide rich data for University leaders to better plan enrollment and determine which, and how, courses should be offered by understanding costs coupled with student outcomes. The Administration will continue to monitor the University’s experience in using the information.

The UC has made significant progress in improving access for students transferring from the community colleges and those students’ experiences when they arrive at the UC. Specifically, the UC is admitting more transfer students. Under the Governor’s agreement, the UC is committed to increasing the number of transfer students its campuses enroll so that, by 2017-18, at least one new transfer student is enrolled for every two new freshmen. Further, the University has created specific pathways for students to transfer into 21 majors from the community colleges.

TUITION AND FEES AT THE PUBLIC SEGMENTS

Fees at the community colleges will remain flat in 2017-18—a clear signal that the colleges will remain an accessible pathway to postsecondary education. At UC and CSU, fees have remained flat for five years. However, the UC Office of the President has indicated that it will present a 2.5-percent tuition increase to the Board of Regents later in January, and the CSU Chancellor’s Office has indicated that the Chancellor will present a 5-percent tuition increase to the Board of Trustees in March. These tuition increases would grow Cal Grant costs for UC students by \$17.7 million and for CSU students by \$24.9 million in 2017-18 beyond the costs reflected in the Budget.

Any tuition increases must be viewed in the context of reducing the overall cost structure at UC and improving the graduation rates at CSU. Tuition increases without these improvements would only burden families with the cost of an inefficient system.

PHASE-OUT OF THE MIDDLE CLASS SCHOLARSHIP PROGRAM

Given the state's overall financial condition, to continue the Administration's support for long-term stable growth in funding for the UC and the CSU, and to maintain the broad Cal Grant entitlement for the state's neediest students, the Budget proposes a phase-out of the Middle Class Scholarship Program. Beginning in 2017-18, awards will be renewed only for the approximately 37,000 students who received awards in 2016-17, with no new awards for the program. By 2020-21, this proposal will reduce annual General Fund costs by \$115.8 million.

For 2016-17, the Administration is committed to funding scholarships that already have been awarded to students. As estimates for the total cost of awards become more certain in the spring, the May Revision will include any additional funds necessary to ensure existing award amounts are not reduced for those students.

INVESTING IN CALIFORNIA'S WORKFORCE

Over the past few years, the state has made significant progress toward linking the efforts of K-12 schools, adult schools, community colleges, universities, local workforce investment boards, libraries, social services agencies, public safety agencies, and employers to better provide educational and workforce training opportunities for students. Information on particular workforce investments can be found in the Investing in California's Workforce Chapter.

SIGNIFICANT ADJUSTMENTS

The following is a listing of significant adjustments proposed in the Budget.

CALIFORNIA COMMUNITY COLLEGES

- Chancellor's Office State Operations—An increase of \$378,000 General Fund and two Vice Chancellor positions to assist the Chancellor's Office's efforts to improve student success, address equity disparities, and develop the Guided Pathways Program. Throughout the spring of 2017, the Department of Finance will collaborate with the Chancellor's Office to develop an organizational framework for the office that will better enable the Chancellor's Office to achieve the goals and priorities set forth by the new system Chancellor and Board of Governors.

- Guided Pathways—An increase of \$150 million one-time Proposition 98 General Fund for grants to community colleges to develop an integrated, institution-wide approach to student success.
- Deferred Maintenance and Instructional Equipment—A one-time increase of \$43.7 million from Proposition 98 settle-up that community colleges can use for deferred maintenance, instructional equipment, and specified water conservation projects. No matching funds are required.
- CCC Apportionments—A decrease of \$27.1 million Proposition 98 General Fund which is reflective of the following adjustments:
 - An increase of \$94.1 million for a 1.48-percent cost-of-living adjustment.
 - An increase of \$79.3 million available for enrollment growth.
 - An increase of \$3.8 million as a result of decreased offsetting student enrollment fee revenues.
 - A decrease of \$56.6 million to reflect unused growth provided in 2015-16.
 - A decrease of \$147.7 million as a result of increased offsetting local property tax revenues.
- Increased Operating Expenses—An increase of \$23.6 million Proposition 98 General Fund to support increased community college operating expenses in areas such as employee benefits, facilities, professional development, and other general expenses.
- Innovation Awards—An increase of \$20 million one-time Proposition 98 General Fund to provide innovation grants to incent the development and implementation of innovative practices in various functional areas as determined by the Chancellor.
- Online Education Initiative—An increase of \$10 million Proposition 98 General Fund to provide system-wide access to the Initiative’s learning management system.
- Integrated Library System—An increase of \$6 million one-time Proposition 98 General Fund to facilitate the development of an integrated library system that, once operational, will allow California community college students access to a cloud-based library system.

HIGHER EDUCATION

- Proposition 39—An increase of \$3 million Clean Energy Job Creation Fund for California Community College energy efficiency projects, consistent with the provisions of Proposition 39. As a result, total program funding is \$52.3 million Clean Energy Job Creation Fund for 2017-18.

CALIFORNIA STATE UNIVERSITY

- Augmentations for University Operations—An increase of \$161.2 million General Fund that was determined as follows:
 - \$131.2 million representing the amount provided to the UC.
 - \$26 million representing the final installment of funds committed when the state made changes to the Middle Class Scholarship Program in 2015.
 - \$5 million representing the final installment of funds committed when the state made changes to the way in which capital outlay for the CSU is funded.

UNIVERSITY OF CALIFORNIA

- Augmentation for University Operations—An increase of \$131.2 million General Fund representing a 4-percent increase in funds consistent with the existing agreement between the Governor and the UC President.
- Proposition 2 Debt Funds—\$169 million Proposition 2 funds one-time for the unfunded liability of the UC Retirement Plan. The amount represents the final installment of a total of \$436 million in one-time funds provided over a three-year period.

HASTINGS COLLEGE OF THE LAW

- Augmentation for Colleges Operations—An increase of \$1.1 million General Fund consistent with the approach taken with the universities.

CALIFORNIA STUDENT AID COMMISSION

- Phase-Out of Middle Class Scholarship Program—Adjustments to reflect an estimated cost of the program of \$74 million in 2017-18. The phase-out of the program would renew scholarships only to students who received scholarships in the 2016-17 academic year.

HIGHER EDUCATION

- Adjustments for Cal Grant Program—A decrease of \$52.4 million General Fund in 2016-17 and \$24.5 million General Fund in 2017-18 to reflect estimated costs.



CALIFORNIA TEACHERS ASSOCIATION

January 10, 2017

MEMORANDUM

To: Lynette Nyaggah, CCA President
Brad Reynolds, CCA Vice-President

From: Jennifer Baker, Legislative Advocate *JB*

Re: Governor's Proposed 2017-18 Budget: California Community Colleges

The Governor's proposed budget is certainly prudent, given the current economic climate that California is facing. Fortunately, the passage of Proposition 55 has protected community colleges from cuts and keeps funding positive given current economic uncertainty.

The Governor's summary focuses attention on the steady investments that have been made due to the passage of Proposition 30. He further gives attention to student financial aid through the Cal Grant Program and the important role this has on students in higher education at all levels. Finally, the Governor highlights the importance of sustainability through student success with emphasis on timely completion and improving outcomes for students by focusing resources on closing gaps in access and achievement for underrepresented student groups, implementing systemic practices that will increase student transition to college-level courses, and creating and implementing new "guided pathways" programs. The guided pathways programs would be integrated system-wide approaches toward achieving student success through grants for activities including: academic roadmaps and transfer pathways students may take for a timely credential or degree; targeted advising; remedial education; and other related subjects.

The Governor is proposing to phase-out the Middle Class Scholarship Program by renewing approximately 37,000 student scholarships in 2017-18 for students who received awards in 2016-17 with no new awards offered for the program. The Governor has noted his commitment towards funding scholarships that have already been awarded to students.

California Community Colleges:

The Governor's proposed budget proposes the following adjustments:

Chancellor's Office State Operations - \$378,000 General Fund increase for the creation of two Vice Chancellor positions to assist in efforts to improve student success, address equity disparities, and develop the Guided Pathways Program. The Department of Finance will collaborate with the Chancellor's Office to develop an organization framework to achieve the goals and priorities created by the new Chancellor and Board of Governors.

Guided Pathways - \$150 million increase in one-time Proposition 98 General Funds for grants to develop an integrated, institution-wide approach to student success.

Deferred Maintenance and Instructional Equipment - \$43.7 million one-time increase in Proposition 98 settle-up funds for deferred maintenance, instructional equipment, and specified water conservation projects. No matching funds are required.

Apportionments - \$27.1 million decrease in Proposition 98 General Funds in the following adjustments:

- \$94.1 million increase for a 1.48 percent cost-of-living adjustment;
- \$79.3 million increase available for enrollment growth;
- \$3.8 million increase resulting from decreased offsetting of student enrollment fee revenues;
- \$56.6 million decrease reflecting unused growth provided in 2015-16;
- \$147.7 million decrease resulting from increased offsetting local property tax revenues.

Increased Operating Expenses - \$23.6 million increase in Proposition 98 General Funds to support increased operating expenses in areas such as employee benefits, facilities, professional development, and other general expenses.

Innovation Awards - \$20 million increase in one-time Proposition 98 General Funds to provide innovation grants to spur the development and implementation of innovating practices in various areas determined by the Chancellor.

Online Education Initiative - \$10 million increase in Proposition 98 General Funds to provide system-wide access to the Initiative's learning management system.

Integrated Library System - \$6 million increase in one-time Proposition 98 General Funds to facilitate the development of an integrated library system allowing students access to a cloud-based library system.

Proposition 39 - \$3 million increase from the Clean Energy Job Creation Fund for energy efficiency projects, consistent with the provisions of Proposition 39, which will increase total program funding to \$52.3 million for 2017-18.

Retirement Contribution Changes

The California Public Employees Retirement System recently lowered its rate of return from 7.5 percent to 7 percent, which will impact contribution rates, including the states contributions which will come out of the General Fund and not Proposition 98 dollars. The California State Teachers Retirement System is likely to adopt new mortality assumptions in February and, in addition, will likely lower their rate of return later this year which would result in a 0.5 percent increase in the states contribution beginning on July 1, 2017 to CalSTRS based upon the full-funding framework established under AB 1469 (2014 Bonta). These funds would also come from the General Fund and would not come from Proposition 98.

It is important to note that new educators who were hired after January 1, 2014 will see a slight increase in their CalSTRS contributions beginning on July 1, 2017 if the rate of return for CalSTRS is lowered. This change is a result of pension changes that resulted from the Public Employees' Pension Reform Act of 2013.

2

MC Program Review: Past, Present, Future

Interim VP, Debra Polak

Academic Senate Meeting, March 9, 2017

Overview Program Review Part I

Dept

- Requests (Staffing, Equipment, Technology, Facilities, Professional development)
- SLO assessment

Committee

- Requests go to appropriate committee for prioritizing
- SLO reviews SLO assessment

PBC

- Staffing Requests for final recommendation to President
- Other committees report to PBC

Overview Program Review Part II

Dept

- Analyze department data
- SLO assessment

EAP

- EAP summarizes part II
- Assigns Program Advisory Teams

PAT

- Makes recommendations to EAP and department

Program
Review
Results:
Equipment,
14/15
(non – CTE)

Department	Item	Cost
ART	40 Table Top Easels	\$1,200
ART (Ceramics)	2 Potters Wheels	\$2,608
BIO	Anatomical Models -Legs	\$5,000
	Arms	\$5,000
	Wireless Color Printer	\$400
	Biopac MP36 Data Units	\$4,000
MTH	Base-Ten Starter Set	\$36
	TI-84+ View Screen Package	\$348
	Early Math Manipulative Library	\$318
	Elmo Visual Presenter	\$364

Program
Review
Results:
Equipment,
14/15 (con.)
(non – CTE)

Department	Item	Cost
MUS	10 Pianos for lab	\$20,000
THE	Lighting Board	\$8,000
ENG	5 doc cameras	\$500
	TOTAL	\$47,774.00

Program
Review
Results:
Equipment,
15/16
(non – CTE)

Department	Item	Cost
ART-Ceramics	Kiln replacement	\$1,126
	Kiln Replacement	\$2,373
	5 stools	\$250
ART	Floor Easels	\$3,000
	Display Cases	\$1,000
	Printer (Coast)	\$400
BIO	Female Reproductive Model (2)	\$4,000
	Male Reproductive Model	\$4,000
	Biopac replacement (2 of 6)	\$8,600
	Leica Digital Camera (2)	\$16,000

Program
Review
Results:
Equipment,
15/16 (con)
(non – CTE)

Dept	Item	Cost
CHM	Instrument Room Computer	\$4,488
	Mass Spectrometer Hardware Update	\$1,129
	Perkin Elmer Instrument Software Update	\$10,526
	2 Optiplex 3040 SFF	\$1,477
ESL	Computer	\$830
	Sound Smart Card Lectern	\$634
	ESL Remote Location Equipment	\$912
IT	Doc cameras for Ukiah/Lake/NCC	\$6,937
MTH	TI-84 Screen pack & TI89 Calculators (2)	\$637
	ELMO Doc Camera (2)	\$697
MUS	Pianos (4)	\$7,334
	2 Mac Minis and keyboard	\$2,327

Program
Review
Results:
Equipment,
15/16 (con)
(non – CTE)

Dept	Item	Cost
Nat Amer Outreach	Computer	\$1,247
	LCD Projector	\$778
	Perkin Elmer Instrument Software Update	\$10,526
	2 Optiplex 3040 SFF	\$1,477
PE	Fitness Lab equipment upgrade	\$6,498
	Replacement of stretching mats	\$1,474
PHY	Instructional Supplies (Zero Demo/Kinetic Energy Black	\$1,709
	Interferometer, laser, wave motion demonstrator	\$9,571
	Electrostatics Kit/High Voltage Kit	\$2,311
THE	Projector/Piano for 5310	\$5,996
	TOTAL	\$111,258

Program
Review
Results:
Equipment,
16/17
(non – CTE)

Dept	Item	Cost (est)
ART	Mat Cutter	\$750
ART Gallery	Pop up art show display system	\$900
BIO	Brain model	\$7,913
	Autoclave	\$5,284
	Replacement Ice Maker	\$965
CHM	20 UV-vis Spectrophotometers	\$14,040
COM	Microphones	\$2,700
EAS	Garmin GPS instruments	\$1,500
Library	Learning Express Library (PrepStep)	\$2,921
Library	Ebook Academic Subscription	\$14,416
MUS	6 Yamaha Pianos	\$10,564
MUS/IT	Update of AV equipment in band room	\$15,000

Program Review Results: Staffing, 15/16

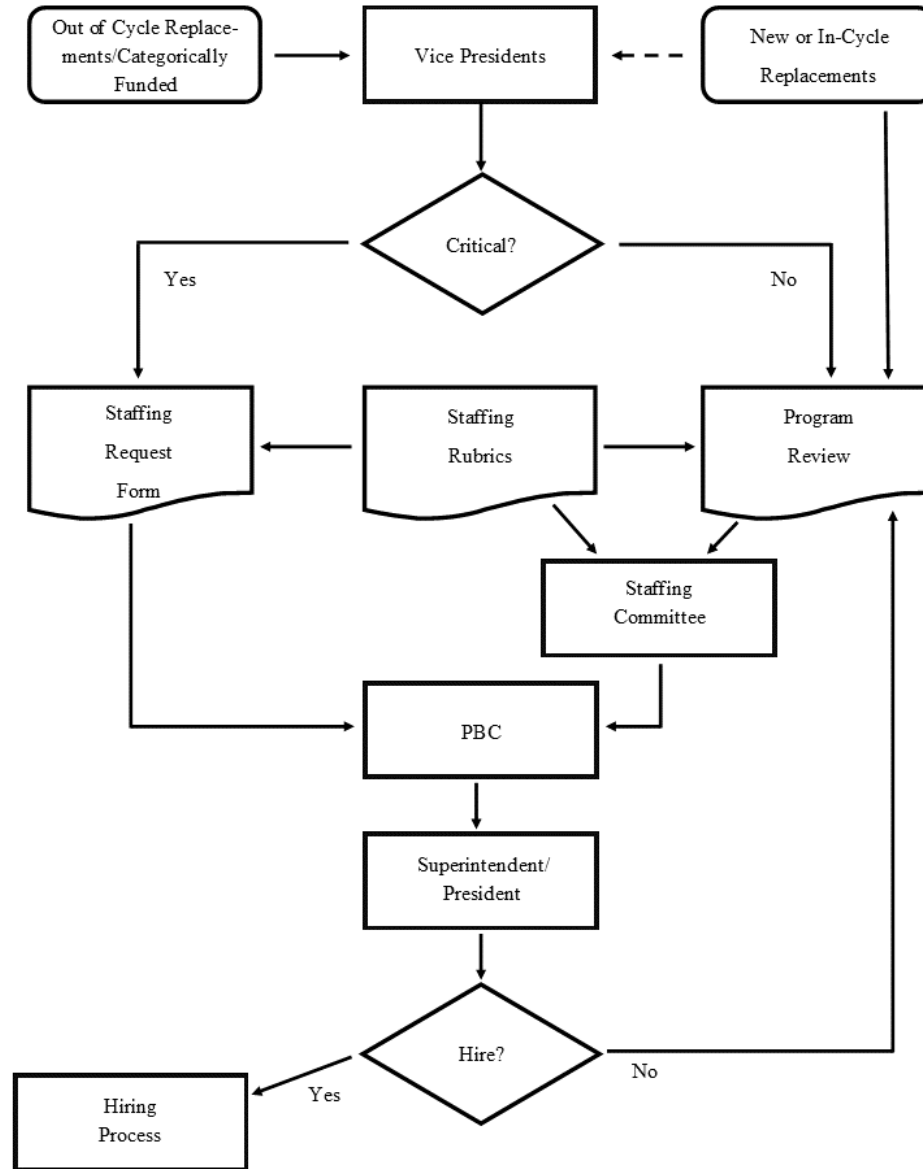
Staffing	PBC	Hired
Learning Center/Foundation Skills	Learning Center/Foundation Skills	Learning Center/Foundation Skills (Failed Search)
Speech/COM	Biology	SPE/COM (transfer)
Biology	English	Biology
English	Math (1)	English
Math (1)	SPE/COM	Math (failed search)
EOPS/CARE counselor	Counselor	Technical Theater
Math (2)	Technical Theater	Counselor
Technical Theater	EOPS/CARE Counselor	
Counselor	Math (2)	
Career and Transfer counselor	Career and Transfer Counselor	

Program Review Results: Staffing, 16/17

Staffing	PBC	Hired/in process
English (1)	Asst Dir. Nursing (replacement)	English
Counselor	Math	3 Counselors (categorical EOPS, HSI, Equity)
English (2)	English	Math
Biology	Counselor	History
Math	History	Assistant Director Nursing
History	Biology	
SST	Math (2)	
Dance	SST	
Center Counselor	Dance	
EOPS/CARE Counselor	Center Counselor	

Process
Developed in
PBC, March
2014 for timely
approval of
staffing
requests

Mendocino College Staffing Request Process for Permanent Positions



Spring 2017 Program Review

- Same as it ever was
- Some changes to Staffing Request Form
- April 7th due date
- Staffing Request Workshop date(s) TBA

Spring, 2018 Program Review

- Elumen
 - Let's talk next semester....

**RESOLUTION FOR THE MENDOCINO COLLEGE ACADEMIC SENATE
2000-2001**

Resolution # **S'01.02**

Date of vote: May 3, 2001

Title of Resolution: **COLLEGE HOUR**

Initiated by: Talla Khoury, President, ASMC

Seconded by: Roger Hock

First reading: March 29, 2001

Second reading: April 5, 2001, May 3, 2001

Result:

Carried: Failed Vote count: 5 (for) 0 (against)

Whereas, the students at Mendocino College lack a consistent time for student communication, and;

Whereas, the students of Mendocino College have no time to hold student government meetings or other club activities, and;

Whereas, the Associated Students of Mendocino College have no set hours for speakers to address the student body, and;

Whereas, the students strongly feel, that they need time to have social interaction with each other.

Whereas, the students believe it is appropriate for faculty and staff to also have a consistent time for meetings and lunch.

Therefore, be it resolved, that the academic senate support the Associated Students of Mendocino College by scheduling a college hour from the times of 12:30 to 1:30 on Tuesdays and Thursdays. Further more, no classes should be scheduled at this time.

.....



ACTION PLAN

Send to:

Request:

Response requested by : (date)

Comment:

Sign off:

(Academic Senate President)

(Superintendent/President)

(Academic Senate Vice-President)


(Executive Vice-President of Academic Affairs)

.....
STATEMENT OF MUTUAL AGREEMENT
Between the Academic Senate and the Board Designee

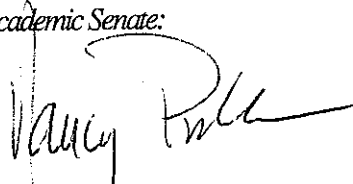
Resolution S'01.02

The terms of this resolution are agreed to as written.

For the Board of Trustees:


Superintendent/President
Carl Ehmann

For the Academic Senate:


Academic Senate President
Nancy Proto-Robinson

Date of Mutual Agreement:

10/22/01