SAN DIEGO MESA COLLEGE
ACADEMIC SENATE MEETING
February 12, 2018: Room MC 211 (2:15PM–4:00PM)
AGENDA
First Draft

I.   **CALL TO ORDER & WELCOME** by Academic Senate President Kim Perigo:
Parliamentarian – Veronica Gerace/Timekeeper – Inna Kanevsky/Speaker Coordinator – Paul Sykes

II.   **APPROVAL OF DRAFT AGENDA:** (1 Minute)

III.   **PUBLIC PRESENTATIONS:**
   A. Associated Student Government (ASG) Representative: Mary Platon
   B. Classified Senate Representative: Vice President Yolanda Catano

IV.   **APPROVAL OF DRAFT MINUTES:** December 11, 2017 (2 Minutes)

V.   **GUEST(s):** None

VI.   **ROUND TABLE TOPIC:**
   A. Guided Pathways:

VII.   **OLD BUSINESS:** None

VIII. **NEW BUSINESS:**
   A. Resolution 18.2.1 - Constitution Senate Election Change: Perigo
   B.
   C.

IX.   **SENATE EXECUTIVE OFFICER REPORTS:** 3:15PM
   A. Vice President: Dina Miyoshi (2 Minutes)
   B. Secretary: Inna Kanevsky (No Report)
   C. Treasurer: Toni Parsons (1 Minute)
   D. Senator at Large (1): Shannon Shi (1 Minute)
   E. Senator at Large (2): Paul Sykes (No Report)
   F. Immediate Past President: Rob Fremland (No Report)
   G. President: Kim Perigo (10 Minutes)

X.   **COMMITTEE REPORTS:** (3:30PM)
   A. Senate Executive Committees:
      1. Academic Affairs Committee: Chair Howard Eskew (1 Minute)
      2. Professional Advancement Committee (PAC): Chair Lupe Gonzalez (1 Minute)
      3. Committee of Chairs (COC): Chair of Chairs Manuel Velez (No Report)
      4. Curriculum Review Committee (CRC): Co-Chair Paula Gustin (1 Minute)
      5. Program Review Committee (PRC): Faculty Co-Chair Bruce Naschak (1 Minute)

   B. Other Committees:
      1. Basic Skills Committee (BSC): Coordinator Wendy Smith (1 Minute)
      2. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (5 Minutes)
      3. Mesa College Facilities Committee/District Review of Services Committee: Kim Perigo (1 Minute)
      4. The Catalog Committee: Paul Sykes (1 Minute)
      5. Other Committee Reports: (1 Minute)

XI.   **ANNOUNCEMENTS:** (1 Minute)
   A. The next Academic Senate meeting is scheduled for February 26, 2018 in MC 211 A/B @ 2:15PM.
   B. The next Committee of Chairs (COC) meeting is scheduled for February 14, 2018 in MC211B @ 2:30PM.
   C. The "Stand" is now open to provide emergency support to help our students succeed.
        http://www.sdmesa.edu/student-services/student-success-equity/the-stand.shtml
      1. The Stand provides clothes for interviews, snacks and toiletries to our students.
      2. Faculty and Staff can support the "Stand" through monthly payroll deductions. (Johanna Aleman @ jaleman@sdccd.edu)

XII.   **ADJOURNMENT:**
This is an open meeting and visitors and observers are welcome. However, because of limited space, we ask that visitors sit in the extra chairs provided against the walls to leave room available at the table for voting Senators and ex-officio members.

SAN DIEGO MESA COLLEGE ACADEMIC SENATE
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SAN DIEGO MESA COLLEGE
ACADEMIC SENATE MEETING
December 11, 2017: Room MC 211 (2:15PM–4:00PM)
MINUTES
First Draft

Present:
Academic Senate President Kim Perigo, Gina Abbiate, Evan Adelson, Carlynne Allbee, Bill Brothers, Henry Browne, John Crocitti, Moe Ebrahimi, Howard Eskew, Rob Fremland, Amanda Fusco, Karen Geida, Veronica Gerace, Lou Ann Gibson, Guadalupe "Lupe" Gonzalez Helen Greenbergs, Alison Gurganus, Bill Hoefer, Sharon Hughes, Candace Katungi, Kim Lacher, Jonathan McLeod, Dina Miyoshi, Michelle "Toni" Parsons, Anthony Reuss, Shannon Shi, Dawn Stoll, Judy Sundayo, George Svoboda, Paul Sykes, Manuel Velez, Jorge Villalobos, Lauren Wade, Tonya Whitfield and guests Professors Isaac Arguelles-Ibarra, Thekima Mayasa and Olivia Quintanilla, Classified Senate President Trina Larson, Classified Senate Vice President Yolanda Catano and ASG Representative Mary Platon

Absent:
Leela Bingham, Leslie Cloud, Donna Duchow, Paula Gustin (Excused), Larry Horsman, Holly Jagielinsk (Excused), Inna Kanevsky, Michael Kidwell, Bruce Naschak (Excused), Robert Sanchez (Proxy to John Crocitti), Steven Siegel, Gwen Ulrich-Schlumbohm, Walter "Duane" Wesley, George Ye and Maria-Jose Zeledon

I.   CALL TO ORDER & WELCOME by Academic Senate President Kim Perigo @ 2:28PM.
Parliamentarian – Veronica Gerace/Timekeeper – Inna Kanevsky/Speaker Coordinator – Paul Sykes

II.   APPROVAL OF DRAFT AGENDA:
Motion to approve with the relocation of the Guided Pathways Institutional Self-Assessment to "Old Business".
M/S   Sykes/Velez   **UNANIMOUS**

III.   PUBLIC PRESENTATIONS:
   A. Associated Student Government (ASG) Representative: Mary Platon
      1. Conference in Washington DC:
         a.   10 Student Leaders will attend the event in March 2018.
      2. Guided Pathways Work Group:
         a.   Mary reported the ASG is working on filling the two ASG positions.
      3. Martin Luther King Jr. Parade: January 14, 2018
         a.   Mary reported Mesa College students will help create the parade float from January 11th to January 13th.

   B. Classified Senate Representative President Trina Larson and Vice President Yolanda Catano
      1. Center for Children Holiday Bazaar: Wednesday, December 20, 2017.
         a.   Please contact Kathy Fennessey (kfenness@sdccd.edu) by Monday, December 18, 2017, if you would like to donate gift wrapping supplies or volunteer to help the children wrap gifts for their family members.
      2. Classified Senate Fundraiser: Dave & Busters
         a.   Please support the fundraiser.
      3. Resolution: Change Classified Staff to Classified Professionals/Classified:
         a.   The resolution aligns with the movement throughout California.
         b.   The resolution was approved by the Classified Senates for Mesa/City/Miramar Colleges and Continuing Education.
         c.   Kim Perigo said this is long overdue.

IV.   APPROVAL OF DRAFT MINUTES: November 27, 2017
Motion to approve:
M/S   Gibson/Velez   **UNANIMOUS**

V.   OLD BUSINESS:
   A. Guided Pathways (GP) Institutional Self-Assessment: Due December 23, 2017 (Must be voted on today.)
      1.   The self-assessment was discussed during Vice President of Student Services Ashanti Hand forum on GP.
      2.   The self-assessment is an internal document for us to think about our work that will be evaluated by the state.

3. Thekima Mayasa asked what will happen next.
   a. Academic Senate President Kim Perigo said the template will tell us what we need to do.
      - Mesa College will receive approximately 1.7 million dollars over the next five years.
      - The plan may be that we need to plan more. (Plan across disciplines.)
      - President Luster will provide reassigned time to Faculty who complete the work.

Motion to approve:
M/S   Sykes/Parsons   **1 Abstained**
                                                                                            Adelson

VI.   **GUEST(s):** None

VII. **ROUND TABLE TOPIC:**
   A. Guided Pathways (GP):
      1. Kim Perigo asked the Senator to read the last email she sent regarding GP.
      2. Kim Perigo reported President Luster wants to put together a group to plan GP for the next 18 months.
         a. The proposed composition is:
            - Two (2) Administrators
            - Two (2) Classified Representatives
            - Two (2) Student Representatives
            - Four (4) Faculty Representatives (President Luster may be open to additional Faculty Representation.)
         b. The group will meet every week.
         c. It is a pretty involved project.
         d. The group will try to bolster what Mesa College is already doing regarding Student Support Services and Programs (SSSP) and Tutoring.
         e. Kim Perigo sent an email to Julie Bruno to inquire about the status of the template.
         f. Judy Sundayo said people are starting to talk more and work together more.
            - New Exercise Science Faculty are developing GP for Athletics and they brought in Mesa Athletics & Academic Program (MAAP) Counselor Kristina Carson. (More departments should be doing the same.)
         g. Kim Perigo reported she found a brochure that lists all the degree programs offered at Mesa, City and Miramar Colleges.
            - We have to make sure that Mesa College continues to offer comprehensive programs. (Student do not have too many choices and they are not confused.)
         h. Judy Sundayo said we must make sure that none of our students feel rejected by our institution.

VIII. **NEW BUSINESS:** None

IX.   **SENATE EXECUTIVE OFFICER REPORTS:**
   A. Vice President: Dina Miyoshi (No Report)
   B. Secretary: Inna Kanevsky (No Report)
   C. Treasurer: Toni Parsons
      1. Academic Senate Scholarships:
         a. Toni reported she just submitted funding for our 2018 scholarships.
         b. Please let Toni know if you would like to help evaluate the applications.
      2. Academic Senate Dues: Faculty can also pay their dues with a check.
   D. Senator at Large (1): Shannon Shi (No Report)
   E. Senator at Large (2): Paul Sykes (No Report)
   F. Immediate Past President: Rob Fremland
      1. District Strategic Plan (2017-2021): Approved
         a. Developed from Mesa/City/Miramar Colleges' Strategic Plan. (Bottom Up)
         b. It was vetted by the Academic Senate, Planning and Institutional Effectiveness (PIE) Committee and President's Cabinet.
      2. Memorandum of Understanding (MOU) Process:
         a. Approved by Mesa/City/Miramar College Academic Senates.
         b. The District Governance Council (DCG) balked when the Academic Senates proposed a bottom up process.
            - The Academic Senates prevailed.
         c. The district added the last two lines of the document.
         d. All proposed MOUs must be placed on the MOU Tracker and a notification must be sent out.
         e. All MOUs are local.

    f.   The proposed National University MOU that started the process was rejected by the Mesa and City College Academic Senates and approved by the Miramar College Academic Senate.

G. President: Kim Perigo (No Report)

X. COMMITTEE REPORTS:
A. Senate Executive Committees:
    1. <u>Academic Affairs Committee</u>: Chair Howard Eskew
        a. Position Paper #2 (Curriculum Balance):
            • The committee submitted their updated document to the Senate Executive Committee.
        b. Guided Pathways Document:
            • The committee will submit the draft document to the Academic Senate Executive Committee in spring 2018.
    2. <u>Professional Advancement Committee (PAC)</u>: Chair Lupe Gonzalez
        a. 2018–2019 Sabbatical Applications: The deadlines and reminders documents will be sent out next week.
        b. Salary Advancement Deadline: The next salary advancement deadline is February 2018.
    3. <u>Committee of Chairs (COC)</u>: Chair of Chairs Manuel Velez (No Report)
    4. <u>Curriculum Review Committee (CRC)</u>: Co-Chair Paula Gustin (No Report)
    5. <u>Program Review Committee (PRC)</u>: Faculty Co-Chair Bruce Naschak (No Report)

B. Other Committees:
    1. <u>Basic Skills Committee (BSC)</u>: Toni Parsons
        a. A large districtwide meeting was held last Friday.
            • We are responding to AB 705.
              https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705
            • We divided into three groups. (English, English Language Acquisition and Mathematics)
        b. Mesa College adopted Placement Assistant. (We do not know if City and Miramar Colleges will do the same.)
    2. <u>The Committee for Diversity Action, Inclusion & Equity (CDAIE)</u>: Chair Judy Sundayo
        The Committee reported on recent events that were sponsored or co-sponsored by the CDAIE, including:
        • Member attendance at the Statewide UMOJA Conference in Sacramento
        • Member attendance at the Statewide Diversity & Inclusion Conference in San Francisco
        • Several CDAIE members attended the Statewide LGBTQA Summit at UC Riverside
        • The "Voices from the LEFT" event, which highlighted student poetry/spoken word from those who have felt marginalized and "Left-Out" of mainstream conversations, attracted over 200 participants to a standing-room only crowd
        • Native American History Month (November) event with the Mesa College Student Band, "Khausak," playing Traditional Music of the Andes, in collaboration with History Professor Mark Vezzola
        • Continuing support for Black Minds Matter Discussion Groups in collaboration with the LOFT
        • Continuing support for the Cultural Competency Training I in collaboration with the LOFT
        • Continuing support for Real Talk student discussion groups in collaboration with the Mesa College UMOJA Program
        The Committee also encouraged support and attendance for upcoming events, including:
        • Safe Zone Training will be taking place during FLEX week in January 2018. Look out for Information
        • Cultural Competency II Training will be taking place in the spring of 2018 in collaboration with the LOFT
        • The Annual Cultural Unity Week/Festival of Colors will be taking place on campus the week of April 9 – 13th 2018
        • The Martin Luther King, Jr. Parade, which will take place on Sunday, January 14th 2018 from 2-4 pm at Harbor Drive & Grape Streets in San Diego
        • National Conference on Race & Ethnicity in American Higher Education (NCORE) 2018, which will take place May 29 – June 2 in New Orleans
    3. <u>Mesa College Facilities Committee/District Review of Services Committee</u>: Kim Perigo (No Report)
    4. The Catalog Committee: Paul Sykes
        a. The committee will make the necessary changes when the draft comes back.
    5. <u>Other Committee Reports</u>:

XI. ANNOUNCEMENTS: (1 Minute)
A. The next Academic Senate meeting is scheduled for February 12, 2018 in MC 211 A/B @ 2:15PM.
B. The next Committee of Chairs (COC) meeting is scheduled for December 13, 2017 in MC211B @ 2:30PM.
C. The Martin Luther King Jr. Parade is January 14, 2018.

XII. ADJOURNMENT @ 3:32PM.
Motion to adjourn:
M/S   Fremland/Sykes   **UNANIMOUS**

Resolution 18.2.1 – Constitutional Senate Election Change: (Perigo)

1st Reading: February 12, 2018

Mover:

Seconded:

Whereas the San Diego Mesa College Academic Senate Constitution erroneously states in Section 3.G.1 that the Senate will collect nominations for President and President Elect,

Whereas only a President Elect is elected to the Academic Senate,

Resolved: The Academic Senate's Constitution will be edited to eliminate the word "President" from Section 3.G.1.

Presented to the Academic Senate:

Approved by the Academic Senate:

Key Elements in the Mesa Pathways Self-Assessment and Planning Tool

	Key Elements	Definition	Targets & Examples of Current Efforts
1.	Cross-Functional Inquiry	Individuals with diverse functions across multiple areas of campus examine research and data together and discuss strategies.	*Inquiry includes faculty, classified, administrators, and students; is informed by success & equity data; and consistently includes Mesa (Guided) Pathways.* **Mesa Examples:** Student Equity • Student Success and Support Program (SSSP) • Basic Skills Initiative (BSI)
2.	Shared Metrics	Clearly identified benchmarks to track student progress (academic, employment, etc.) and those benchmarks are shared.	*College uses a) shared metrics across different initiatives to gauge success and b) disaggregated data to examine equity impacts. Stakeholders meet regularly to examine benchmarks, discuss improvement strategies, and revise plans.* **Mesa Examples:** IEPI Indicators • Strong Workforce Program (SWP) • Student Equity (SE) • Strategic Vision Indicators
3.	Integrated Planning	College-wide discussions that utilize the Guided Pathways framework as an overarching structure for main planning and resource allocation processes, leveraging existing initiatives and programs.	*Research, evidence, student data, and a Guided Pathways framework inform priorities, planning, improvement, resource allocation, and professional learning. These processes are consensus-based and include regular meetings of faculty, classified, administrators, and students.* **Mesa Examples:** SE/SSSP/BSI • IEPI Integrated Planning • BARC • CEL
4.	Inclusive Decision-Making Structures	Key leaders are identified that represent diverse campus constituents to steer college-wide communication, input and decisions. There are transparent cross-functional work-teams that regularly provide opportunities for broad college-wide input.	*College's cross-functional Pathways planning team uses a) explicit and agreed-upon processes for gathering college-wide input and b) communicates and collaborates with college governance bodies.* **Mesa Examples:** Mesa Pathways Planning Task Force • IEPI ASK Integrated Planning • Leading from the Middle (LFM)
5.	Intersegmental Alignment	Engaging in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	*College-wide coordination occurs between high schools, four-year colleges, and industry with strong partnerships and pipeline alignments.* **Mesa Examples:** Associate Degrees for Transfer/Transfer Model • Curricula (ADT/TMC) • SWP • Career Technical Education Pathways Act (SB1070) • Dual enrollment • Bachelor's Degree Program
6.	Guided Major and Career Exploration Opportunities	Scaled major and career exploration structures early on in a student's college experience.	*Programs have clustered into broad interest areas that share competencies; foundation/gateway/career exploration courses or workshops are offered to help students choose a major early on; cross-functional teams collaborate on clustering programs; student input is systematically included in process.* **Mesa Examples:** SSSP • SWP
7.	Improved Basic Skills	Implementation of evidence-based practices to increase access and success in college and/or transfer level math and English.	*College has scaled evidence-based strategies and attained large improvements in number of students who pass college/transfer-level English and math within the first year of enrollment regardless of placement level.* **Mesa Examples:** Basic Skills Transformation • Multiple Measures Assessment Project • California Acceleration Project

| Key Elements	Definition	Targets & Examples of Current Efforts
8. Clear Program Requirements	Clarified course sequences for programs of study, including predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion.	*Cross-disciplinary teams, including English, math, GE, CTE and counseling faculty, have mapped course sequences using key educational and career competencies and created program maps and milestones to help students track their progress. Course offerings and schedules are designed to meet demand.* **Mesa Examples: ADT • Perkins • SWP • SB1070 • Strategic Enrollment Management • Academic Maps**
9. Proactive and Integrated Academic and Student Supports	Providing academic and nonacademic Support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	*College has scaled proactive supports to serve most students. These supports include: interventions to help students complete their educational goals; the ability to track student enrollment and progress in programs; and broad and inclusive discussion of challenges students face and ways to improve coordination and support.* **Mesa Example: SSSP initiatives**
10. Integrated Technology Infrastructure	A technology infrastructure is provided for students, faculty, and classified professionals to support planning, tracking, and outcomes.	*College technology tools support planning, implementation, and assessment of Guided Pathway components such as academic planning, placement, tracking, completion outcomes, career counseling, and enrollment management.* **Mesa Examples: Online Education Initiative (OEI) • Tableau • Student Portal**
11. Strategic Professional Development	Professional Development is strategically, frequently, and consistently offered for classified professionals, faculty and administrators and aligned with the goals, needs and priorities.	*Professional learning, developed to meet the college's strategic goals, is available to all employees. Focused attention is given to teaching/learning; academic/non-academic supports; leadership capacity; analysis of student data; cross-functional decision-making and improvement in these areas. Learning outcomes are assessed.* **Mesa Examples: IEPI • IEPI Workshops • Flex series**
12. Aligned Learning Outcomes	Learning outcomes are aligned with the requirements targeted by each program and across all levels to ensure students' success in subsequent educational, employment, and career goals.	*Learning outcomes are regularly reviewed to ensure alignment, rigor, integrity, relevance, and currency; results of assessments are used to inform course/program improvement and professional development.* **Mesa Examples: ADT • SWP**
13. Assessing and Documenting Learning	The college tracks attainment of learning outcomes that is easily accessible to students and faculty.	*Learning outcomes are tracked and made available for most programs; all programs use learning outcomes to improve instruction.* **Mesa Examples: Student Learning Outcomes**
14. Applied Learning Opportunities	Students have ample opportunity for applied/ contextualized learning and practice.	*Projects, internships, clinical placements, co-ops, service learning, study abroad and other learning activities are embedded into courses and programs.* **Mesa Examples: SWP • Reading Apprenticeship • Service Learning**

With your group, please rate "Cross-Functional Inquiry" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
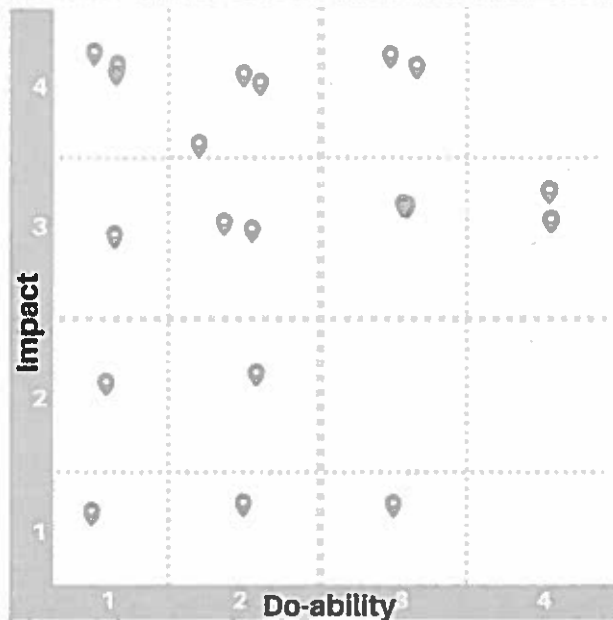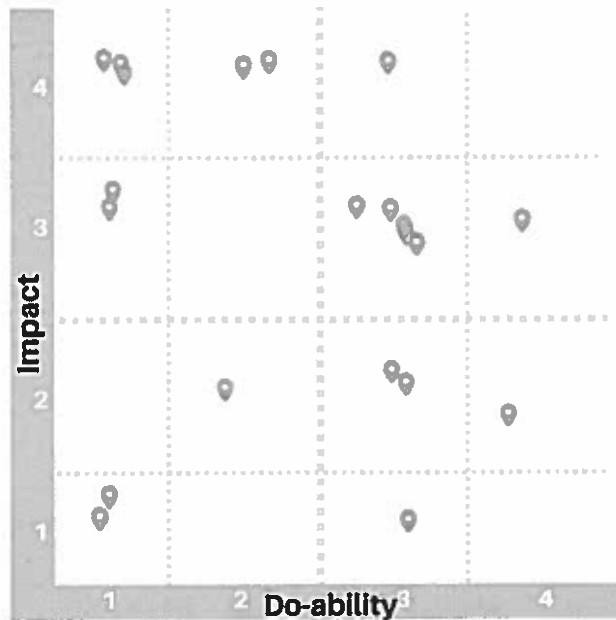
With your group, please rate "Shared Metrics" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
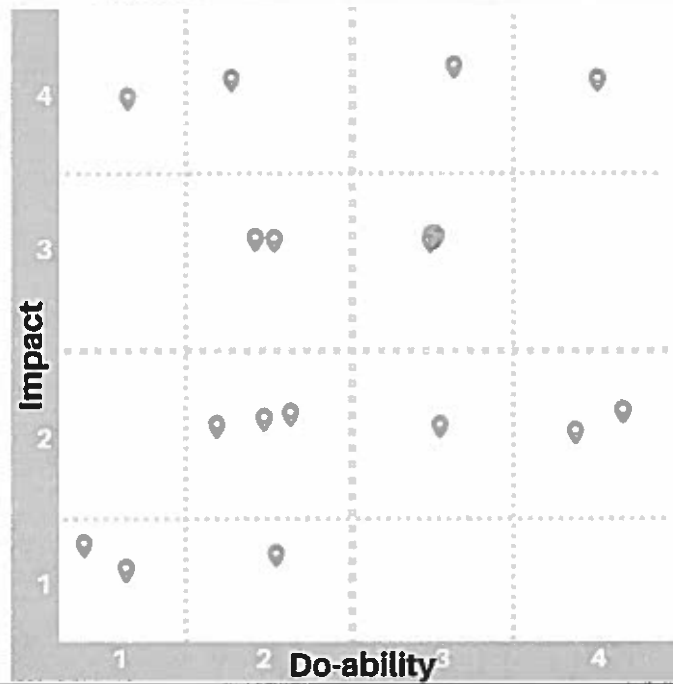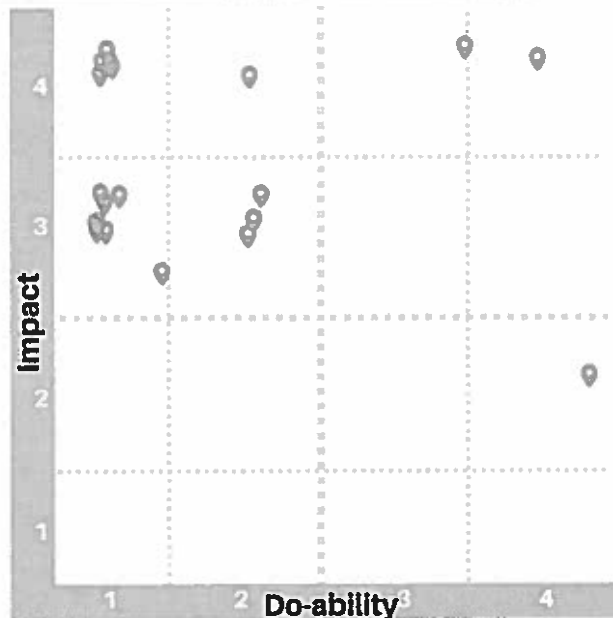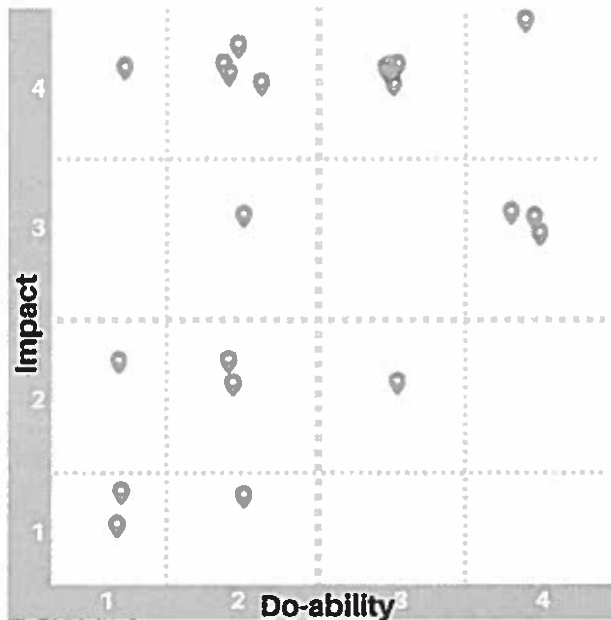
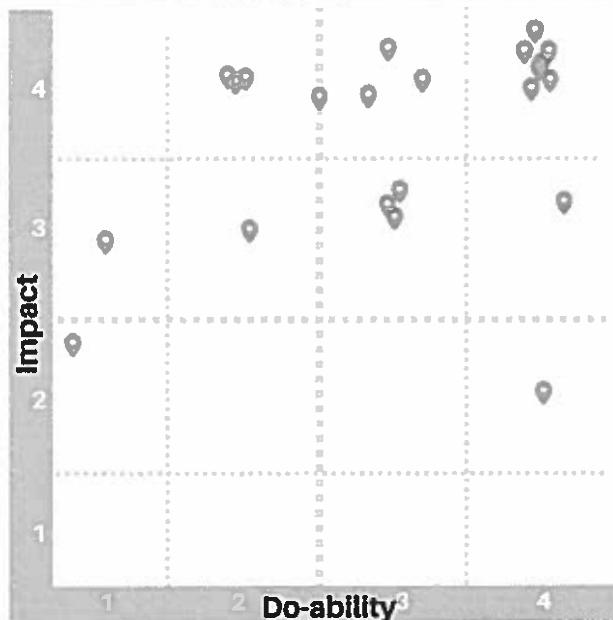**With your group, please rate "Integrated Planning" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.**
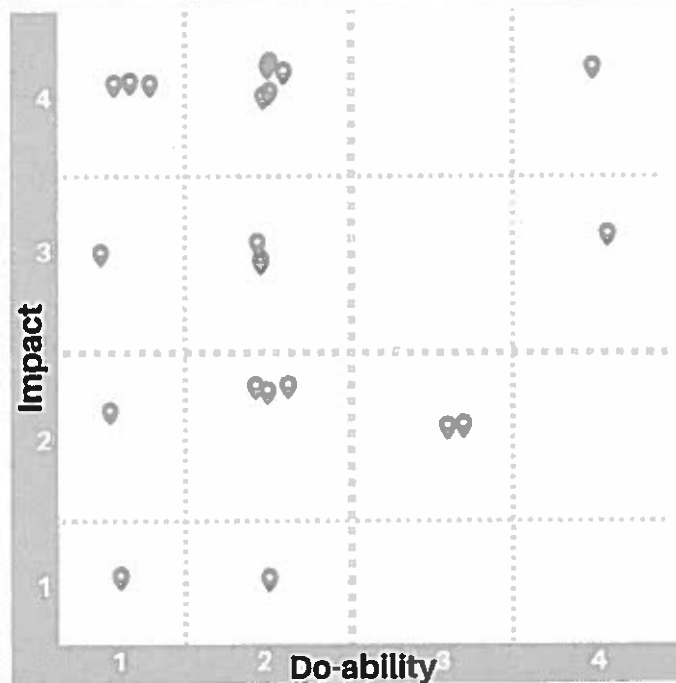
With your group, please rate "Inclusive Decision-Making Structures" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.

With your group, please rate "Intersegmental Alignment" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
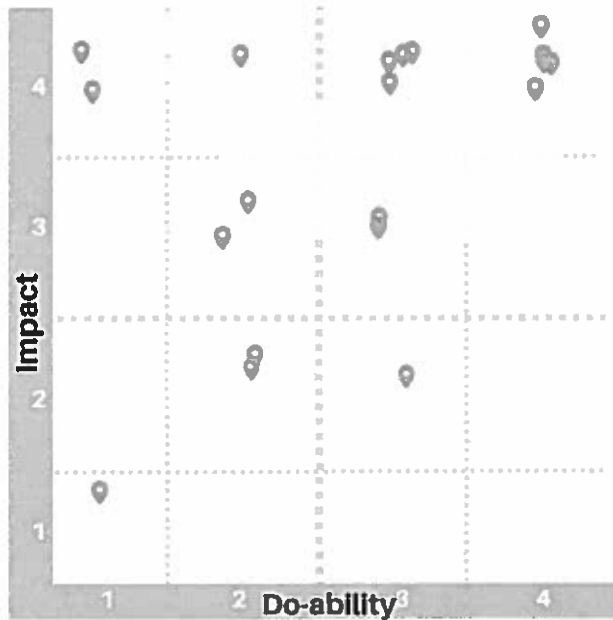
With your group, please rate "Guided Major and Career Exploration Opportunities" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
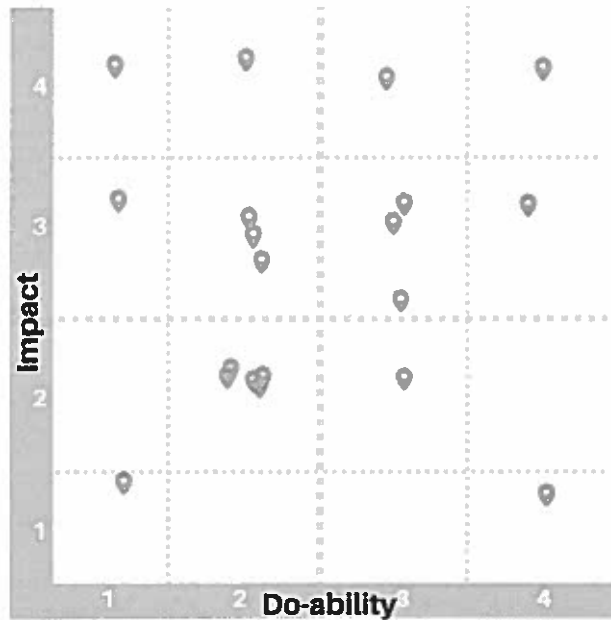
With your group, please rate "Improved Basic Skills" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
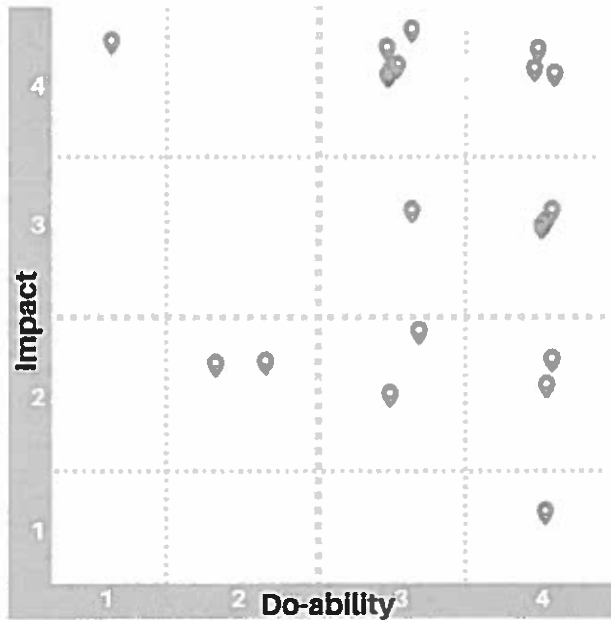
With your group, please rate "Clear Program Requirements" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.

With your group, rate "Proactive and Integrated Academic and Student Supports" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
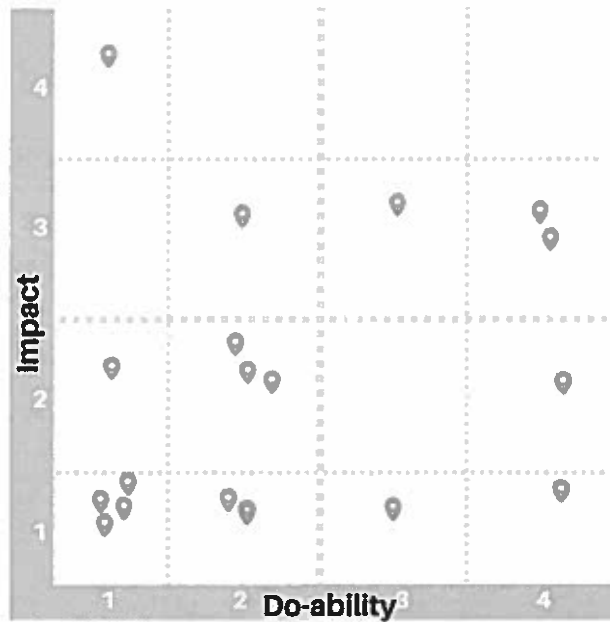
With your group, please rate "Integrated Technology Infrastructure" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
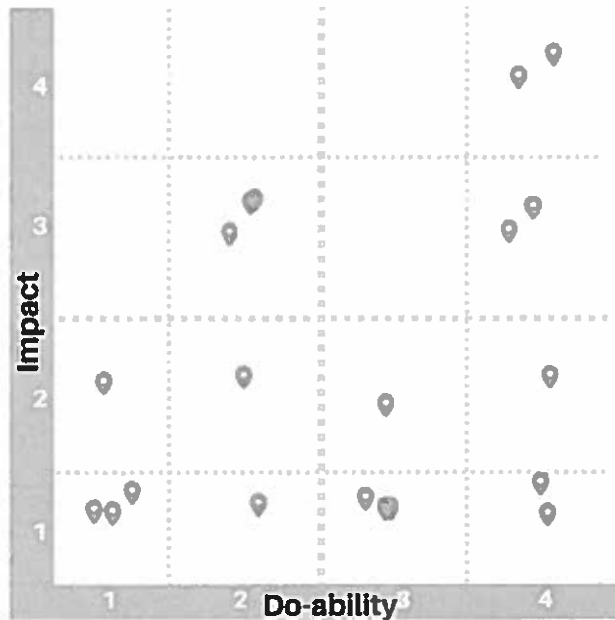
With your group, please rate "Strategic Professional Development" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
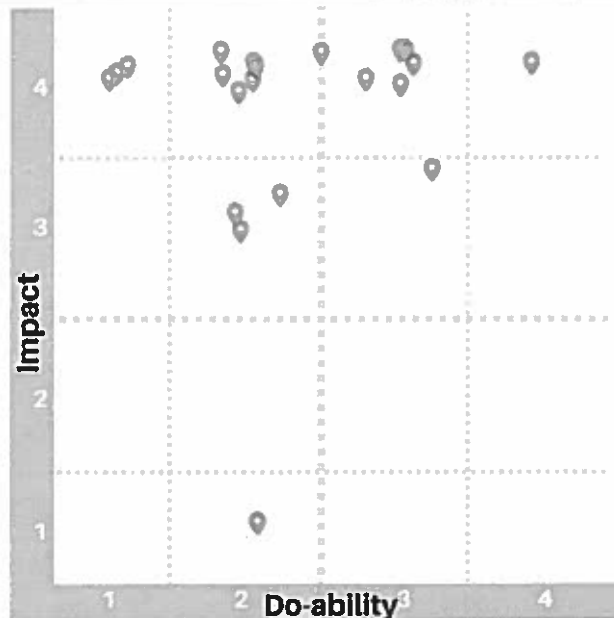
With your group, please rate "Aligned Learning Outcomes" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.
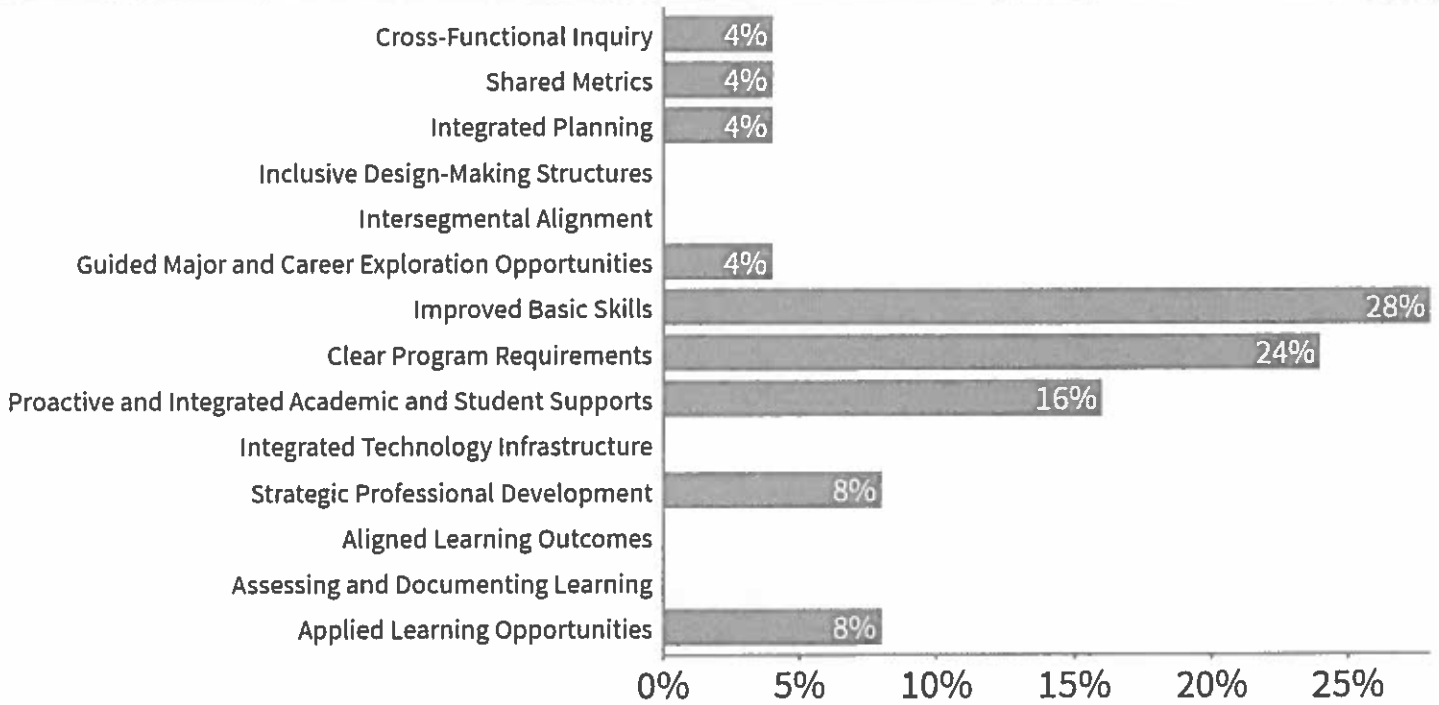
With your group, please rate "Assessing and Documenting Learning" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.

With your group, please rate "Applied Learning Outcomes" in terms of impact (1 - 4) and do-ability (1 - 4). Click the region of the image below that matches your tables' rating.

Select your group's top 2 elements.

Element	Percentage
Cross-Functional Inquiry	4%
Shared Metrics	4%
Integrated Planning	4%
Inclusive Design-Making Structures	
Intersegmental Alignment	
Guided Major and Career Exploration Opportunities	4%
Improved Basic Skills	28%
Clear Program Requirements	24%
Proactive and Integrated Academic and Student Supports	16%
Integrated Technology Infrastructure	
Strategic Professional Development	8%
Aligned Learning Outcomes	
Assessing and Documenting Learning	
Applied Learning Opportunities	8%

0%   5%   10%   15%   20%   25%

NOTE as of January 29, 2018: The CCC Funding Model Proposal recommendations by the Advisory Workgroup on Fiscal Affairs was provided to Chancellor Oakley prior to the release of the Governor's 2018-19 State Budget Proposal, which included the DOF's budget proposal for a new funding model.

California Community Colleges/Districts Funding Model Proposal
Submitted to Chancellor Oakley December 20, 2017

I. State Chancellor's Advisory Workgroup on Fiscal Affairs Background

Workgroup Charge:
Provide ongoing advice and counsel to the CCC State Chancellor on community college/district finance and business operations impacting the California community colleges/districts to include, but not limited to: issues surrounding state budget proposals, statutory and/or regulatory funding provisions, any other matters relating to fiscal and business affairs or improvements to benefit the state's community colleges/districts.

Role:
Advisory to the CCC State Chancellor working in partnership with the Association of Chief Business Officials (ACBO) Board and the Community College League of California (CCLC).

Product:
Recommendations to the CCC State Chancellor on any potential actions; be they administrative, legislative or regulatory, or dissemination of best practices, that would help resolve or improve fiscal and business-related issues of importance to the colleges/districts.

Structure:
Workgroup to consist of districts identified by the California Community Colleges Chancellor's Office (CCCCO) with the District CBO appointed by the ACBO Board that are representative of the diversity of the California Community colleges system; to include, different regions of the state, single and multi-college districts, small and large, rural, basic and non-basic aid districts. Workgroup membership also to include: a CCCCO and CCLC representative as voting members and the ACBO Board President as an ex-officio (non-voting) member. Total voting membership of the workgroup is 15 members (13 districts, 1 CCCCO and 1 CCLC representative).

Fall 2017 Assignment:
Chancellor Oakley tasked the Workgroup on Fiscal Affairs with developing a new funding formula for the California community colleges/districts that reflects and supports the system's goals and priorities. The proposal should recognize factors beyond the number of full-time equivalent student (FTES) and include other elements such as: 1) measures of student success and equity, and 2) providing a reasonable level of funding stability to support sound financial planning. Chancellor

Oakley engaged Lumina Strategy Labs to assist the workgroup and provide a national context and best practices framework.

To assist and inform the workgroup, Lumina Strategy Labs arranged for five states to present information about the outcomes-based funding models currently used to allocate all, or a portion of, state appropriations in those states. Representatives from Florida, Ohio, Tennessee, Virginia, and Washington presented to the workgroup about each state's goal/policy priorities, funding model development, and implementation.

Lumina Strategy Labs also provided guidance as to the general components of outcomes-based funding formulas: student progression, completion, productivity, funding mission and priority populations. They shared best practices for design and implementation of outcomes-based funding models. These include:

- Link the model to a state goal and clear policy priorities,
- Use a stable and simple approach,
- Include only measurable metrics,
- Incentivize the success of typically underrepresented students,
- Reflect institutional mission,
- Seek broad stakeholder input,
- Use the model to distribute at least a portion of base-funding,
- Phase the model in, and
- Plan to continuously evaluate the model during and after implementation

II.   Funding Formula Vision Statement and Principles

The workgroup developed its Vision Statement with regard to developing a blended funding model for California community colleges/districts that aligns a meaningful portion of state funding tied to accountability measures through an outcomes-based funding component in addition to base and FTES apportionment funding as follows:

Preamble to support the creation of the Vision Statement:

The California community colleges system is comprised of 72 diverse districts that operate independently yet are funded collectively. SB 361 was established over 10 years ago as a funding model to equalize a disparity in funding and expand access. However, the formula did not sufficiently address the fact that the California community colleges system funding is subject to volatility in State revenue, local demographics, and enrollment demand nor did it address increasing operational costs. In an effort to create more stability in community college/district funding and better address the needs of our students, the State Chancellor's Advisory Workgroup on Fiscal Affairs was charged with developing a new funding formula.

Vision Statement:

We strive to develop a funding formula that:

- Is stable and sustainable while supporting the goals articulated in the Vision for Success;
- Provides incentive funding for progress in serving disproportionately impacted populations; and
- Is responsive to the needs of the local and regional communities served.

Principles:

The workgroup agreed the new funding model's principles should:

- Align with system's goals and priorities related to student success, equity, and access. Funding should be linked with these factors in order to incentivize improved outcomes.
- Be fair, transparent, and easy to understand.
- Provide sufficient predictability and stability to support college/district operational costs and sound financial planning.
- Balance a focus on outcomes with the need for reasonable funding stability.
- Recognize the diversity of regional and local needs.
- Support historically under-represented students with more funding to close gaps and increase completion outcomes.
- Marry an increase in accountability for outcomes with increased flexibility, such as relief from regulatory requirements and categorical funding restrictions.
- Be phased-in over multiple years in order to allow for a smooth transition to the new model.

III.   Funding Model Recommendations

Funding Model Elements:

The new funding model should reflect three "funding blocks" identified as:

- Performance Outcomes tied to Strategic Vision goals
- Base funding required for operating colleges/districts and centers
- Enrollment

Potential Metrics identified in support of the "funding blocks" are as follows:

- Performance Outcomes:
  - Transfer
  - Completion of degree/certificate
  - CTE employment and wage gains
  - Equity gap incentives

- Base Funding:

- o Number and size of colleges/districts and/or centers
- o Location (i.e. rural, urban, etc.)
- o Facilities factor (gross square footage, acreage, etc.)

- • Enrollment:
  - o FTES
  - o Headcount

Funding Model Components:

The workgroup considered a range of options related to which of the current funding streams should be included in the new funding model. The option recommended by the Workgroup on Fiscal Affairs is an entirely new funding model utilizing **Unrestricted Proposition 98 funds plus select categorical funds.**

Other Funding model options considered by the workgroup are:

- • All Proposition 98 funds (unrestricted and categorical)
- • Only unrestricted Proposition 98 funds
- • Only new appropriations designated for outcomes-based funding

Allocating a significant share of state funding to the new funding model will provide strong incentives to achieve the desired outcomes. However, for the recommended approach to work, it will require significant modifications to regulations and perhaps state laws to provide community college districts with greater flexibility.

IV.   Development and Implementation

Operational and Implementation Elements:

No modeling or technical analysis has been conducted at this time. It is acknowledged that any proposed change to the funding model be done so after extensive modeling and technical analysis occurs.   Furthermore, it is recommended that the following factors be considered during the development of the key elements to the new funding model:

- • Base funding should reflect a variation in costs based on specific factors, such as college/district size, centers, multi versus single college/district, etc.
- • The funding model should recognize the higher costs of Career Education courses in its calculation.
- • The funding model should recognize the significant and increasing operating costs related to technology and campus security.
- • Moving from the current funding model to a new funding model should be based upon a three-year rolling average in the development of the metrics used to support outcomes-based funding.
- • The funding model should incorporate some categorical programs, such as, Strong Workforce, Student Success and Support Program, Student Equity and Basic Skills

Transformation Grants in the formula.
- The funding model should provide stability funding during enrollment declines, based upon a multi-year step-down model.
- The funding model should be evaluated periodically and modified as needed.
- The model should have an initial hold-harmless to ensure colleges/districts are not negatively impacted in the first year of implementation.
- Outcome metrics should measure a college/district's improvement over time against itself.

Next Steps:

To develop and implement a new funding model with an outcomes based funding component, the workgroup recommends the following next steps be undertaken:

- Technical Development – Task the workgroup and the CCCCO's Finance and Facilities Division with designing specific factors to be considered in the development of a funding formula that has a meaningful funding component tied to the recommendations previously stated by spring 2018. Dedicated resources for research and analysis will be needed to conduct data based modeling and technical analysis support and expertise.

- Process – Convene a taskforce with broad system-wide constituency representation (CEOs, CBOs, Administrators, Faculty, Classified Staff, Trustees, and Students) as well as other stakeholders (business community, public policy/research groups, and social justice organizations) to review, discuss and modify the new funding model as appropriate.

- Timeline – To ensure the new funding model has been vetted to allow for broad stakeholder input in advance of its implementation, it is recommended that the taskforce submit a plan for the Board of Governors consideration by March of 2019. The Board of Governors would then have the authority to implement and, as necessary, modify the funding model. Year 1 (FY 2019-20) would be an information sharing year (new allocations would be shared, but not drive funding). The model would then be phased in over the next couple of years.