

52nd FALL

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Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited and includes input from the ASCCC Executive Committee, the ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various guided pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms⁵ for distribution and to provide guidance on further guided pathways efforts.

Contact: Carrie Roberson, Executive Committee

MSU

1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations

Whereas, The Academic Senate for California Community Colleges has long supported and defended, in concept and in practice, the principles and tenets of academic freedom and tenure by adopting numerous resolutions, including Resolution 19.05 S96 to adopt the 1940 American Association of University Professors (AAUP) Statement of Principles on Academic Freedom, Resolution 19.01 S98 to adopt the paper *Academic Freedom and Tenure: A Faculty Perspective*, and Resolution 13.03 F10 to adopt additional academic freedom policy recommendations in light of the US Supreme Court decision in *Garcetti v. Caballos*;

Whereas, According to the AAUP 1940 Statement of Principles on Academic Freedom, “Institutions of higher education are conducted for the common good, and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning,” and thus, academic freedom ensures the institution is worthy of the public trust and is acting in the best interest of the students, the community, and society;

Whereas, Since the publication of *Academic Freedom and Tenure: A Faculty Perspective*, policies by the California Community College Chancellor's Office, legislation, and programs such as California Community Colleges Guided Pathways and the California College Promise have significantly impacted the California Community Colleges by mandating changes to the funding formula and to assessment and placement of students; and

⁵ <https://asccc.org/file/asccc-gp-glossary-termsdocx>

Whereas, The Accrediting Commission for Community and Junior Colleges requires local governing boards to have policies on academic freedom and responsibility, but few faculty leaders have negotiated these policies into their union contracts to provide additional protection for all faculty, both full-time and part-time;

Resolved, That the Academic Senate for California Community Colleges, to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

Contact: Julie Bruno, Sierra College

MSU

College to avoid duplication of existing programs and to ensure that the programs serve the needs of students not currently being served by higher education.

Contact: Michelle Pilati, Rio Hondo College

Acclamation

1.05 F18 Faculty Role in the California Online Community College

Whereas, The California Online Community College has been established, and Title 5 §51025 established the legislative goal for each California community college to have 75% of instruction by full-time faculty, and California Education Code §75001(b)(5) specifies that the California Online Community College use “flexible hiring processes that emphasize use of part-time and full-time faculty”;

Whereas, Education Code §70902(b)(7) ensures the “right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” Education Code §75001(a)(3) calls for the California Online Community College to create “an organized system of accessible, flexible, and high quality online content, courses, and programs focused on providing credible industry-valued credentials compatible with the vocational and educational needs of Californians,” and the Foundation for Community Colleges has received a \$2.4 million grant from Walmart Foundation to help achieve this end;⁷

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) defines distance education as supporting “regular and substantive interaction between the students and instructor” and is not correspondence education, which is “typically self-paced,”⁸ California law as well as best practices specify regular interactions or collaborations with peers and instructors as vital to student success,⁹ and Education Code §75001(b)(2) calls for the California Online Community College to offer “flexible course scheduling, start and stop-off times” potentially not bound by traditional semesters, in which students drop in and out of classes based on their competency-based evaluations,

that they are determining the pace of the course; and

Resolved, That the Academic Senate for California Community Colleges urge the California Online Community College Board of Trustees to ensure that the California Online Community College adhere to the legislative goal that 75% of instruction in the college be conducted by full-time faculty;

Resolved, That the Academic Senate for California Community Colleges assert to the California Online Community College Board of Trustees that faculty maintain primary responsibility for curriculum and academic standards for the California Online Community College;

Resolved, That the Academic Senate for California Community Colleges assert to the California Online Community College Board of Trustees that courses offered by the California Online Community College must adhere to Title 5 §55204 and should reflect best practices in online course delivery and Accrediting Commission for Community and Junior Colleges (ACCJC) standards, which include but are not limited to instructor-set course pace, instructor-initiated interaction, and regular and substantive student-student interaction to ensure student success; and

Resolved, That the Academic Senate for California Community Colleges recommend to the California Online Community College Board of Trustees that the California Online Community College include Academic Senate for California Community Colleges-appointed faculty as part of the planning process.

Contact: Kelly Rivera, Mt. San Antonio College

Acclamation

3.0 DIVERSITY AND EQUITY

3.01 F18 Non-binary Gender Option on CCCApply

Whereas, California law (AB 620, Block 2011) requests annual transmittal of summary demographic data reporting to the legislature regarding sexual orientation, gender identity, and gender expression of students, and California Education Code

Whereas, The *Vision for Success* seeks to produce equitable student outcomes for all student populations, including LGBTQIA+ students and others who identify as non-binary;

Resolved, That the Academic Senate of California Community Colleges work with the California Community Colleges Chancellor's Office to revise CCCApply to include a gender "non-binary" option so that our students are not compelled to misidentify themselves at the very beginning of their California community college education.

Contact: Nathaniel Donahue, Santa Monica College

director, to ensure ASSIST functionality enables all users to successfully navigate the transfer experience;

Resolved, That the Academic Senate for California Community Colleges urge the University of California, California State University, and Student Senate for California Community Colleges to request appropriate representation on the ASSIST Executive Management Oversight Committee to ensure ASSIST functionality enables all users to successfully navigate the transfer experience; and

Resolved, That the Academic Senate for California Community Colleges urge the Califo

Faculty Role in Planning and Budgeting (2001)¹⁷ by providing guidance to local senate leaders monitoring and assessing specific types of budget information;

Whereas, The Academic Senate for California Community Colleges' Paper *Budget Considerations A Primer for Senate Leaders* (2009) was written long before new

core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula,” the FON has at many colleges been treated as a maximum number of full-time faculty to be employed rather than as the minimum that it was intended to be, and as a result the percentage of instruction conducted by full-time faculty in the California Community Colleges system has decreased rather than increased since

academic standards,” and Education Code §§87610.1 (a), 87663 (f), and 87743.2 require consultation with a local academic senate regarding the negotiation of contract language regarding faculty evaluation and faculty service areas, the California Online Community College has moved forward with decisions on program development, curriculum, and other matters in the absence of an established faculty body or a local academic senate with which to consult;

Whereas, Education Code §75007 states that the California Online Community College will aim to achieve accreditation candidacy by April 1, 2022 and full accreditation by April 1, 2025, yet Education Code §75009 states that the California Online Community College will “plan to be enrolling students by the last quarter of 2019,” creating a situation in which students will be enrolling in unaccredited coursework with no guarantee of its value in terms of academic credibility, articulation, or financial aid; and

Whereas, The California Community Colleges system, as of November 1, 2018, is comprised of 114 accredited colleges, and the system has never included centers 0580044gr.18,TJETQq0.00

7.03 F18 Improving Participatory Governance with the Chancellor of the California Community Colleges

necessary further action or plans with clear and measureable criteria to address these issues at the Spring 2019 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges specifically work with stakeholders, the California Community Colleges Board of Governors, and Chancellor Eloy Ortiz Oakley to improve representation within the California Community Colleges to benefit all colleges, students, and communities.

Contact: Jan Jarrell, San Diego City College

MSC

8.0 COUNSELING

8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices

Whereas, The default placement rules in the AB 705 Implementation Memo, July 10, 2018²¹ are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)²² require colleges to use multiple measures for student assessment and placement;

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 regulations' revisions will require

9.0 CURRICULUM

9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula

Whereas, The Student Centered Funding Formula that was enacted by the governor's 2018-19 Budget Trailer Bill on June 27, 2018²³ provides monetary incentives for college districts to award the associate degree for transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or associate degrees for transfer than larger colleges, as well as colleges that lack robust degree audit programs, as auto-awarding degrees and certificates may be more difficult at such colleges;

Whereas, For students transferring to the University of California, a private institution, or an out-of-state institution, a local associate degree may provide better preparation than an associate degree for transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate, and there are implications, known and unknown, with awarding students degrees and certificates that may impact their short-term and long-term educational opportunities;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support the efforts of colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University does not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges to establish processes to ensure that no degrees or certificates will be auto-awarded without the expressed and informed affirmative consent of each student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

²³ http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf

OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;²⁷

Whereas, California Code of Regulations Title 5 §55206 maintains districts' local authority to determine if courses will "be provided through distance education";²⁸

Whereas, Academic Senate for California Community Colleges Resolution 9.01 S15 encourages "local senates to establish rubrics for online course standards"; and

Whereas, The CVC – OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to explore the development of local peer online course review; and

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates work with their colleges to develop a plan to identify resources so that faculty who wish to participate in local peer online course review may do so.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

MSC

9.04 F18 Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 (Irwin, 2017)

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges on July, 10, 2018,²⁹ and changes to Title 5 regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, while many colleges have curriculum submission deadlines in September 2018 for courses to be offered in fall 2019, and more time may be needed in order for faculty to design

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines within the constraints dictated by regulations and accreditation standards in order to comply with AB 705 (Irwin, 2017); and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to provide adequate resources to support flexible catalog and scheduling deadlines.

Contact: Executive Committee

MSC

13.0 GENERAL CONCERNS

13.01 F18 Provide Sufficient Resources and Adequate Support for AB 705 (Irwin, 2017) Implementation

Whereas, AB 705 (Irwin, 2017) implementation will result in most California community college students placing directly into transfer-level mathematics and English courses starting in the fall of 2019³⁰;

Whereas, The California Community Colleges Chancellor's Office has recommended or strongly recommended that students taking mathematics and English courses receive additional academic and concurrent support based on their high school performance³¹;

Whereas, The Student Centered Funding Formula for California Community Colleges will directly fund community college districts based on student success metrics such as completion of transfer-level English and mathematics, certificates, associate degrees, and transfer to a four-year institution³²; and

Whereas, Funding for tutoring, supplemental instruction, library, learning centers, and other learning resources at local colleges has often been insufficient, inconsistent, and/or subject to cutbacks;

³⁰ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705

³¹ <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

³² https://www.ccleague.org/sites/default/files/pdf/state-advocacy/2018-19_budget_summary_league.pdf

**SB 1000 (2017) - Approval and Backdating of CSU Area CS and CSET/CAreq
Submissions of Advanced ESL Coursework for Fall 2018**

Whereas, Prior to the release of the California Community College C

17.0 LOCAL SENATES

17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;³⁷

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to ensure broad representation, program expertise, and general education expertise; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, California Community Colleges Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Dolores Davison, Executive Committee

MSU

17.02 F18 Establish Local Open Educational Resources Liaisons

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

³⁷ <https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses>
https://asccc.org/sites/default/files/ClassCapsS12_0.pdf
https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09_0.pdf
<https://www.asccc.org/resolutions/adopt-enrollment-management-revisited>
<https://www.asccc.org/resolutions/course-development-and-enrollment-management>

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16); and

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

MSU

17.03 F18 Maintaining Academic Rigor in Support of Student Success

Whereas, The new Student Centered Funding Formula (SCFF) provides financial incentives to local districts for degree and certificate completion as well as completion of college-level English and mathematics within the first year that could lead to pressure on faculty to increase success and completion rates to maximize college funding;

Whereas, Additional emphasis of completion of college-level English and mathematics is not only incentivized in the SCFF but also in AB 705 (Irwin, 2017), which mandates that California community colleges maximize the probability of completion of college-level English and mathematics courses within one year through their curricular pathways; and

18.0 MATRICULATION

18.01 F18 Guided Self-Placement

Whereas, The implementation of California Community Colleges Guided Pathways depends on students making important decisions about their own futures, including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;³⁸ and

Whereas, Students have a right to select their own educational pathways and deserve adequate information with clear guidance to assist them with making informed decisions;

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies, including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process for English and mathematics as well as the appropriate assessment tools for credit English as a second language.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

MSC

19.0 PROFESSIONAL STANDARDS

19.01 F18 Encourage Dialog about Equivalency Practices

Whereas, Use of equivalency is required by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate degree, particularly the general education component; and

³⁸ Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

Whereas, Resolution 10.05 S17 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

Resolved, That the Academic Senate for California Community Colleges work with faculty to disseminate proposed equivalency resources for feedback and ensure equivalency committees and other stakeholders review proposed equivalency resources and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office in Spring 2019 to facilitate dialog among local senates and equivalency committees about equivalency practices and about determining equivalencies to the associate degree.

Contact: Cheryl Aschenbach, Executive Committee

MSU

FAILED RESOLUTIONS

5.02.01 F18 Amend Resolution 5.02

Strike the third Whereas:

~~Whereas, The default placement rules support that large numbers of students will fail transfer level coursework in mathematics and English and will thus need additional support or coursework to get back on track; and~~

Contact: Gayle Pitman, Sacramento City College, Area A

MSF

5.02.02 F18 Amend Resolution 5.02

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend that local academic senates work within their colleges to develop a plan~~ work with the California Community Colleges Chancellor’s Office to recommend guidelines for local academic senates, in conc

5.02.03 F18 Amend Resolution 5.02

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend that local academic senates work within their colleges to develop a plan~~ work with the California Community Colleges Chancellor’s office to recommend guidelines for local academic senates, in concert with their colleges, to identify, analyze, and report costs as a result of AB 705 (Irwin, 2017) implementation.

Contact: Kelly Rivera, Mt. San Antonio College

MSF

7.03.01 F18 Amend Resolution 7.03

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges express to the California Community Colleges Chancellor’s Office and the California Community Colleges Board of Governors its urgent and serious concerns regarding failures to engage in participatory governance ~~by Chancellor Eloy Oakley;~~

Contact: Mayra Cruz, DeAnza College

MSF

DELEGATES

COLLEGE	NAME / SIGNATURE
Alameda, College of	Rochelle Olive
Allan Hancock College	Marla Allegre
American River College	Gary Aguilar
Antelope Valley College	Van Rider
Bakersfield College	Deborah Rosenthal
Barstow College	Nance Nunes-Gill
Berkeley City College	Kelly Pernell

COLLEGE	NAME / SIGNATURE
Clovis College	Elizabeth Romero
Coastline College	Ann B Holliday
Columbia College	Nate Rien
Compton Center (El Camino College)	Amber Gilis
Contra Costa College	Katherine Krolikowski
Copper Mountain College	LeeAnn Christensen
Cosumnes River College	Shannon Mills
Crafton Hills College	Mark D. McConnell
Cuesta College	Stacy Millich
Cuyamaca College	Kim Dudzik
Cypress College	Craig Goralski
De Anza College	Karen Chow
Desert, College of the	Carl Farmer
Diablo Valley College	John Freytag
East Los Angeles College	Jeffrey Hernandez
El Camino College	Darcie McClelland
Evergreen Valley College	Randy Pratt
Folsom Lake College	Paula Haug
Foothill College	Isaac Escoto
Foothill DeAnza CCD	Carolyn Holcroft
Fresno City College	Wendell Stephenson
Fullerton College	Josh Ashenmiller
Gavilan College	Nikki Dequin
Glendale College	Piper Rooney
Golden West College	Martie Ramm Engle
Grossmont College	Tate Hurvitz
Hartnell College	Lisa Storm
Imperial Valley College	Mary Lofgren
Irvine Valley College	June McLaughlin
Laney College	Fred Bourgoin
Lassen College	Roxanna Haynes
Long Beach City College	Jorge Ochoa
Los Angeles CCD	Angela Echeverri
Los Angeles Harbor College	William Hernandez
Los Angeles Mission College	Deborah Paulsen
Los Angeles Pierce College	Margarita Pillado
Los Angeles Southwest College	Naja El-Khoury
Los Angeles Trade Tech College	Alicia Rodriguez-Estrada
Los Angeles Valley College	Joshua Miller
Los Rios CCD	Carlos Lopez
Marin, College of	Meg Pasquel
Mendocino College	Catherine Indermill
Merced College	Julie Clark
Merritt College	Mario Rivas
MiraCosta College	Maria Figueroa
Mission College	Thais Winsome

COLLEGE	NAME / SIGNATURE
Victor Valley College	Harry Bennett
West Los Angeles College	Holly Bailey-Hofmann
West Valley College	Gretchen Ehlers
Woodland College	Christopher Howerton
Yuba College	Elena Flacks

EXECUTIVE COMMITTEE MEMBERS

President	John Stankas
Vice President	Dolores Davison
Secretary	Craig Rutan
Treasurer	Virginia "Ginni" May
Area A	