

# CIO NEWS AND VIEWS

The Newsletter of the CCCCIO  
Ed Buckley (ebuckley@sonic.net) Editor

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Volume III, Number 1

A MESSAGE FROM CCCCIO PRESIDENT LORI GASKIN

## The Cycle of Learning: A Celebration of Fall

*There are two very special times of the year for me: spring and fall. One marks the culmination of our efforts as educators and the other marks the beginning of the teaching and learning journey. In spring, the months of May and June usher in a time to celebrate our students' accomplishments and our contributions in helping our students achieve their dreams and aspirations. The months of August and September represent possibilities - the endless possibilities embodied in one's dreams, visions of a wonderful future ahead, and new beginnings. As summer fades into fall, I find myself reflecting on our colleges, our students, their excitement for learning, your excitement in being part of that learning process, and the noble profession to which we have dedicated ourselves.*



*Fall is our "happy new year" time as we witness the cycle of learning beginning anew! To all of you - I extend my heartfelt wishes for a fulfilling and rewarding new academic year. The joy, enthusiasm, caring, and dedication that you bring to your calling as academic leaders are incredibly powerful; these qualities are what make our CIO organization and all of you so very, very special.*

*It is indeed an honor and a privilege to be able to serve you as the CIO president in 2007-2008. I will strive to do my best to represent the organization and all of you in a professional and dedicated manner. Any time throughout the year, please feel free to contact me if you have ideas, concerns, or questions. I am at your service!*



**HAPPY 2007-2008!!**  
**-Lori Gaskin**

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## THE BASIC SKILLS INITIATIVE (B.S.I.)—NOT JUST B.S.

*[Editor's note: On September 12, the System Office announced that intensive conversations with the state administration resulted in agreement to restore the \$33.1 million for improvement of basic skills/ESL programs in 2007-2008. The Governor is expected to sign the requisite "clean-up" bill, AB 194, by October 14.]*

In spite of decades of intense efforts and the expenditure of millions of dollars, success in our community colleges' basic skills programs has not been terrific. In frustration, we point to several problems: poor program design, poor coordination across disciplines and services, institutional inertia, and generally insufficient commitment to the mission of serving "underprepared" students.

But consider what is in play as the 2007-08 academic year begins:

- An accreditation process that, like it or not, focuses relentlessly on student success and systematic institutional change to achieve it.
- A vision shared by key stakeholders (Academic Senate leaders, CIOs, CSSOs, System Office leadership) about the importance of maintaining strong academic standards *and* the necessity to use a systems approach to help students meet them.
- Changes in regulations that reflect greater support of learning assistance and noncredit instruction.
- A statewide basic skills initiative designed and developed by experts and representatives of the key stakeholders working together.
- Significant, long term funding of the basic skills mission, tied to evidence that colleges are committed to long-term improvement of their basic skills programs and services.

All in all, CIOs now have an unprecedented opportunity to provide significant instructional leadership. Rob Johnstone, Foothill CIO and BSI Project Director, puts it this way:

*Colleges are facing an ever-increasing number of students who begin their studies academically unprepared to succeed in college-level English and math courses. For California to remain a global economic power, it is critical that training programs such as the Basic Skills Initiative be implemented now. By collaborating and developing effective assessment and teaching strategies, the community colleges will be able to share best practices, and evaluate current methods and levels of success in basic skills programs.*

Are you ready? Is your college ready? Here's a brief review of what you need to know. *News & Views* traced the development of the Basic Skills Initiative and its major goals in our Fall 2007 issue (see below). Since then, the first phase of the initiative has been completed. Specifically, the System's Strategic Plan was approved, including Goal B, Strategy B1, which asserts that Basic Skills are the foundation for student success. In support of this goal, funding was provided for the review of literature (\$50k) and development of effective practices (\$700,000) last year. The review was completed by the RP Group. Also, almost \$30M was allocated to the colleges on an FTES basis to improve ESL/Basic Skills and increase student success.

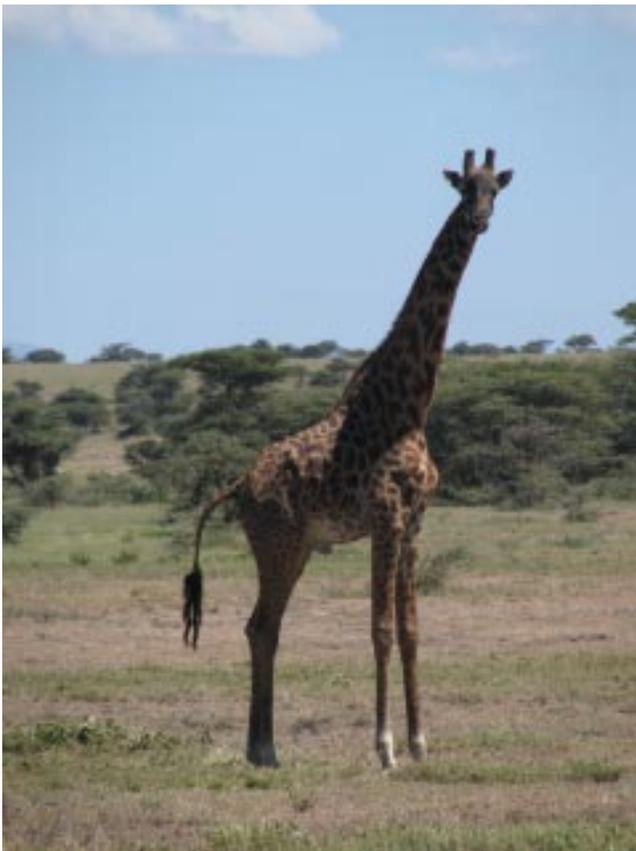
The literature review identifies twenty-six best practices in four strands: organization and administrative practices, program component practices, staff development practices, and instructional component practices. A "Self-Assessment Tool" based on the best practices is provided for colleges to assess their own programs. (There is also a "Cost & Revenue Tool," which compares program costs with FTES apportionment over time.) The \$700,000 for the development of effective practices (plus an additional \$100K obtained by the System Office in a U.S.A. Funds grant) provides for self-assessment training to the colleges by teams of specialists, most of them faculty members. Some training sessions were done last year; most will occur in September and October of this year.

What about 2007-2008? Good news: there is continued funding. Once again there are funds—\$31.5 M—available for FTES-based support of ESL/Basic Skills student success. There is \$1.6 M available for faculty/staff development, about double what was available last year. And the System Office has already proposed that similar amounts be available for 2008-2009.

As mentioned above, the initial regional training on self-assessment should be completed this fall. That is important, because in order to be eligible for this year's FTES-based support funds (the \$31.M), your college president certified *last July* that this year your college would complete the self-assessment and submit to the System Office an action and expenditure plan for the funds received. This plan is not due until *next May*. (Readers new to the baroque complexity of state funding will wonder about the utility of a plan submitted after the planned activities are history. The rest of us just shrug.) After this year, however, the plans will be due prior to the actions and *as a requirement for receiving the funding*.

Here's where you can go for more information:

- How we got here: See "CIOs and CSSOs Join Academic Senate in Basic Skills 'Call to Action'" in last fall's *News & Views*. (<http://cccio.org/news/documents/NEWSVIINI.pdf>.) See also the PowerPoint presentation by Barbara Illowsky, Rob Johnstone, & Mark Lieu on the CIO web site.
- The literature review: If you don't have a copy of this impressive effort, download it immediately. (Basic Skills as a Foundation for Student Success in California Community Colleges, <http://css.rpggroup.org/uploads/RPBasicSkills2007v2f.pdf>)
- From the System Office: Carole Bogue-Feinour's letter of June 28 to CIOs and CFOs explains the allocation process and includes the forms you need. If you need another copy you can download it from the System Office at [http://www.cccco.edu/divisions/esed/aa\\_ir/basic/basic\\_attachments/200607bs\\_re-appropLtrFormCBF1.doc](http://www.cccco.edu/divisions/esed/aa_ir/basic/basic_attachments/200607bs_re-appropLtrFormCBF1.doc).
- The training sessions: The State Academic Senate's website has a calendar of the regional training meetings, and you can sign up online at <http://www.asccc.org/Events/BSI.htm>.



## **DON'T JUST STAND THERE— PAY YOUR CCCIO DUES!!!**

**Just three hundred bucks a year gets you representation in Sacramento, a voice in the development of policies and regulations affecting you and your college, conferences tailored to your interests and needs, an outstanding network of outstanding colleagues, a fabulous web site, and this really cool newsletter! WHAT A DEAL! You can include the dues in your check for the fall conference or pay separately.**

**Not sure you're paid up? Click on <http://cccio.org/renewals/index.php>.  
Need more information?  
Contact Claire Biancalana at [claire.biancalana@cabrillo.edu](mailto:claire.biancalana@cabrillo.edu).**

## BOG ADOPTS REVISED CURRICULUM REGULATIONS

*CIOs play key role in development of Title 5 changes*



### **Attention CIOs: the rules have changed!**

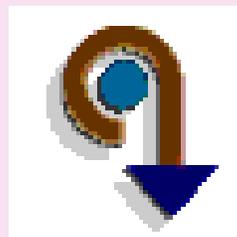
At its July meeting, the Board of Governors of the California Community Colleges approved a series of revisions in Chapter 6 of Title 5 of the California Code of Regulations. Their action is the culmination of over a year of intense discussions within and between CCCCIO, the Academic Senate, and the System Office, including especially the work of a subcommittee of the Systemwide Advisory Committee on Curriculum (SACC). The effort was part of the System Office’s strategic plan, but was also prompted by the fact that several significant policy discussions related to curriculum standards were already underway last fall. “The result was a highly collaborative review process between System Office staff, the Academic Senate, and the CCCCIO,” stated CIO President Lori Gaskin.

One of the stickier issues arose over the definition of the eighteen-unit major required for the Associate Degree. The Academic Senate has maintained that AA degrees patterned solely after IGETC or CSU Breadth with no discernible 18 unit major are not permitted. (Such degrees are commonly named “transfer studies” or “university studies”). The System Office agreed, citing a legal advisory issued in 2005. However, to avoid restricting the ability of districts to incorporate transfer requirements into associate degrees, the regulations now allow for a broader “area of emphasis” in addition to a “major” in a single discipline or related disciplines.

Revised language addresses several other topics as well, including course standards, the definition of units of credit, multiple enrollments, grade changes, remedial course work limits, course repetition, the definition of certificates, noncredit courses and programs, and distance education. Some of the changes are fairly substantive, while others clarify or refine existing practices. In addition, the entire chapter has been reorganized so that related topics are grouped together and the most important regulations appear at the beginning.

“The SACC subcommittee had a huge task,” said Randy Lawson (CIO Santa Monica), Co-Chair of SACC. “We worked with General Counsel Ralph Black to completely reorganize and revise the regulations governing curriculum and instruction, including issues around non-credit and of course the ‘transfer’ degree issue raised by the Senate. While each college has its own challenges, I think in general that CIOs will be pleased. It was great to see this relatively new committee, with good representation of CIOs, come up with major improvements.”

**See the Box on p.5 below for more information.**



## TITLE 5, CHAPTER 6

### Key Changes at a Glance



**Caution: This is just a summary. CIOs should review item 4.1 from the July BOG meeting, available at:**

[http://www.cccco.edu/executive/bog/agendas/agenda\\_0707.htm](http://www.cccco.edu/executive/bog/agendas/agenda_0707.htm)

#### **55002 Standards and Criteria for Courses**

Specifies credit course units by total contact hours (i.e., not by hours per week or semester); instead of maximum hours, adds phrase “expected hours...for the course as a whole.”

#### **55007 Multiple Enrollments**

This item clarifies when students are permitted to repeat a credit course within a single term. “Multiple” terminology deemed better than “simultaneous” or “overlapping.” Applies to credit courses only.

#### **55022 “Pass-No Pass” Grading**

Replaces “CR-NC” grading, though CR-NC may be used until Fall 2009.

#### **55025 Grade Changes**

Clarifies that an instructor must be involved in a grade change unless the student has filed a complaint or the district believes the instructor was engaged in gross misconduct.

#### **55040-55402 Course Repetition**

Increases the number of times a student can repeat a course due to substandard work from one to two. Adds language indicating that repeating an activity course due to lapse of time is counted as one of the four (in semester system) or six (in quarter system) times allowable. But district can allow a lapse of time repetition if the student has already exhausted the allowed repetitions.

#### **55063 Minimum Requirements for the Associate Degree**

Previously, the regulation required 18 semester or 27 quarter units in a major in a discipline or related disciplines listed in the Taxonomy of Programs. Now, an “area of emphasis” is added as an alternative to the major.

#### **55070, 55151, 55155 Certificates Names**

55070 defines *certificates of achievement*, which apply to credit programs only. 55151 defines *certificates of completion* and *certificates of competency*, which apply to noncredit programs only.

#### **55100 Stand Alone Course Approval**

Provides new standards for approving stand-alone courses locally. Specifies that while a student may not use 18 or more units of locally approved stand-alone course work to satisfy a certificate or a major for the associate degree, such units can be used to for GE or electives.

#### **55150 Approval of Noncredit Courses and Programs**

Clarifies that, as with credit programs, approval of a noncredit program is effective until it is substantially modified. (See also 55155, below.)

#### **55153 Noncredit Programs of 288 Hours or More**

Colleges may seek approval of noncredit programs of 288 hours or more in all noncredit areas.

#### **55155 Noncredit Certificates**

Clarifies that if a college obtains program approval of a noncredit program, it need not obtain separate approval from the System Office for new courses later added.

#### **55206 Distance Education**

Courses designed to be offered through distance education must be reviewed and approved separately. However, the instructor of a course not approved as a distance education course can still elect on an ad hoc basis to replace a single class session with interaction via email or the Internet.

#### **55232 Academic Standards**

Language added to ensure that noncredit independent study courses conform to academic standards applicable to all noncredit courses.

## CIO BOARD WELCOMES FIVE NEW MEMBERS



*Linda Berry, Vice President of Instruction at Merritt College, represents the San Francisco/East Bay Region, replacing Alice Murillo. Her teaching field is English and she has been a CIO for seven years.*



*Mitjl Capet, Assistant Superintendent and Vice President of Instruction at College of the Canyons, represents the West Central Region, replacing Pam Eddinger, who is now the CCCCIO President-Elect. His teaching fields are art, art history, theater, and education, and he has been a CIO for four years.*

**Actually, I didn't choose my career in community colleges—the career chose me! I taught my first class at Orange Coast Community College when I was 24 and fresh out of graduate school, and was immediately hooked on the experience. I've been hooked ever since. What else is there that has such potential to transform lives?**

**We have always faced many challenges, but two are of particular concern to me. First, we have a looming leadership deficit as the result of a host of retirements in the ranks of both faculty and administrators. Second, most of our campuses have aging, even crumbling facilities, and we need to find the funds and creativity to renovate them—and renovate them in exciting ways that support and enhance our instructional programs.**

**As chair, I would like to see more collaboration among colleges in the San Francisco/East Bay Region. I think it is my role to encourage that collaboration and also to connect the campus CIOs to regional and state concerns.**

**Having taught at in the K-12 system as well as at four year institutions, I chose the community college for my career because it combines the best of the other systems—the open access of our public schools and the college content of higher education. We serve multiple members of society in multiple ways. The best thing about my work is the variety of tasks and challenges—no two days are alike!**

**I think the major challenge for community colleges is to find effective ways to bring all students up to standard in college skills (reading, writing, math, and information processing) so that they can take advantage of all the programs that we offer.**

**As chair of the West Central group, I would like to create an atmosphere in which each member feels comfortable calling or emailing their counterparts. Also, I would really like to see our CIO and CSSO regions have joint meetings.**



**Berta Cuaron**, Assistant Superintendent/Vice President for Instruction at Palomar College, represents the San Diego/Imperial Region, replacing Ron Manzoni. Her teaching field is Business and she has been a CIO for four years.



**Renee Kilmer**, Vice President, Instruction at Cabrillo College, represents the Southwest Bay Region, replacing Allan Hoffman. Her teaching field is English and she has been a CIO for two years.

I've been an educator in the California community college system for 23 years, with 7 years as a part-time faculty member and 16 years as an administrator. My attraction to this career has always been about creating learning opportunities for others and opening doors—the kind of help I received as a college student. As a faculty member and an administrator, I always feel like I am teaching and learning along with others. Whatever the position, I see my responsibility as bringing about change and improvement that will lead to student success. What I love about my job is the variety of responsibilities and opportunities I have for creating improvements, new processes, and change to the teaching and learning environments. Encouraging faculty and others to think “out-of-the-box” and creating that opportunity to do so can bring about collaborative projects that can continue to move a college forward.

Responding to the learning outcomes process addressed in the accreditation standards will continue to be a major challenge requiring focused attention and progress. It is also going to require the commitment of faculty leadership at all levels. Secondly, continuing the basic skills initiative at

I was a community college student myself and that is where I found direction in life. I did most of my teaching at a university, but I never forgot my own community college experience and its effect on my life. So I decided to make the move to the community college system, beginning with Southwestern College in Chula Vista, and I have never regretted the decision. I find I derive great enjoyment working with my deans, the faculty, and the students.

Over the next few years our major challenges will have to do with our changing student demographics, the increasing number of underprepared students, and funding constraints. I hope to encourage a sense of common purpose and common goals in our region, forming a group that can work collaboratively on the issues. As chair, my role is to serve as the glue that holds us together by convening the meetings, soliciting information to share that will help us all in our jobs, and serving in any way I can as a resource for others.

*Continued on page 8*



*Melinda Nish, Vice President, Instruction, for Orange Coast College, represents the South Coast Region, replacing Michael Kasler. Her teaching field is in economics, and she has been a CIO for two years.*

I was attracted to community colleges because of their focus on teaching and learning and their willingness to address the issue of access. I like knowing that we really do “help you get there,” as our motto at Orange Coast says. In my own small way, I help make that happen.

The major challenge for our colleges over the next few years is accountability, as evidenced by assessment. Basic skills courses need particular attention, especially mathematics. But assessment is not meaningful unless it is linked in a continuous feedback process to planning, particularly long-term planning. Establishing the “culture of evidence” and using that evidence will be a major challenge.

As the regional chair, I want to continue to keep my colleagues promptly and accurately informed, and also to preserve and encourage the environment we now have, where best practices are shared. I see myself as a messenger and as a facilitator.



*Berta Cuaron (continued)*

the grass roots level and seeing it through fruition will change the way we serve the large student populations who desperately need such support. Successful implementation of these two challenges coupled together will change our effectiveness as institutions in higher education.

My goal for the San Diego/Imperial Region is to sustain the collegial working relationships that have existed these past few years and to ensure that concerns are voiced wherever appropriate. Also, we need to ensure that the new CIOs in our region feel supported and know they can turn to their peers for information. I see my role as chair as having three major responsibilities: (1) communicating and representing regional issues and/or positions to the board; (2) seeking regional input on statewide issues; and (3) facilitating, participating and representing the region and/or state board, at workshops, conferences, other appropriate environments.

I’m excited about this opportunity and look forward to representing my peers well and to working with and meeting my peers statewide. Above all, I am proud of the work we do as CIOs and the strong professional leadership we can and do provide for our colleges.





## HIT THE BEACH!

CIOs will “Ride the Waves of Change” October 31-November 2 at the CCCCIO Fall Conference held at the Monterey Beach Resort. In addition to sand, sea air, and scintillating colleagues, the conference includes a welcome from Interim Chancellor **Diane Woodruff**, practical sessions on SLOs (ACCJC), collective bargaining, leadership in shared governance settings, and budget (CCLC). Our very own CIO Curriculum Academy will be held on Friday morning, and include sessions on “curriculum myth busters” (**Stephanie Low**), Title 5 regulation changes, assessment, and stand-alone course approval training.

PLUS: The ever popular CIO Academy for Aspiring and New CIOs, led by **Randy Lawson** and **Dona Boatright**, will begin on Tuesday, October 30, and continue until 11:30 on Wednesday, October 31, also at the Monterey Beach Resort. This is FREE with your registration for either Wednesday or the entire conference. It’s a great opportunity for you or your deans. First come first serve.

## NEW CIOs THIS YEAR

**At least sixteen individuals have joined our ranks within the last year. Please take a moment to welcome them, via email or at our Fall Conference.**

*[Contact me at [ebuckley@sonic.net](mailto:ebuckley@sonic.net) if you are a new CIO—or if you know of a new CIO—who is not listed here. -E.B.]*



*Cynthia Azari  
Vice Chancellor,  
Workforce Development  
& Educational Services  
State Center Community  
College District*



*Virginia Burley, Ph.D.  
Interim Vice President,  
Instruction  
Mt. San Antonio College*



*Dr. Marilyn Brock  
Interim Vice President  
of Academic Affairs  
Rio Hondo Community  
College*



*Karen Walters Dunlap, Ph.D.  
Vice President of Instruction  
Modesto Junior College*



*Larry G. Buckley, PhD  
Vice President of  
Instruction  
Fullerton College*



*Susan Estes, Ph.D.  
Vice President, Instruction  
College of San Mateo*



*Debbie Budd  
Vice President of  
Instruction  
Berkeley City College*



*Craig Justice  
Vice President of  
Instruction  
Irvine Valley College*

## NEW CIOs THIS YEAR



*Dawn Lindsay  
Vice President,  
Instructional Services  
Glendale College*



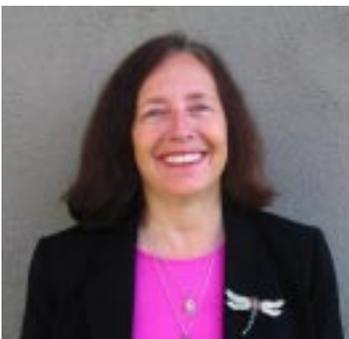
*Bob Simpson, Ed. D  
Interim Executive Vice  
President Educational  
Programs and Student  
Services Cypress College*



*Dr. Lyn MacConnaire  
Interim Executive Vice  
President for Student  
Learning at Oxnard  
College*



*Steve Sylvester  
Dean of Instructional  
Services Lassen College*



*Sandra Mayo, Ed.D.  
Vice President  
Academic Affairs  
Los Angeles Valley  
College*



*Roger Wagner  
Vice President of  
Instruction  
Copper Mountain  
College*



*Sue Nelson  
Vice President,  
Instruction  
Napa College*



*Gary Yee, Ed.D.  
Acting Vice Chancellor  
Division of Educational  
Services  
Peralta Community  
College District*

# NEW CIOS TO GET PALS



Pam wants Super CIOS to be PALS

## *CIO Board Approves “Partners in Academic Leadership” Program*

Are you a new CIO, confused about the 60% rule? Having trouble resolving a Title 9 complaint? Wondering how to begin revamping your basic skills programs? Fear not: help is on the way! This summer, the CIO Executive Board enthusiastically approved the “Partnership in Academic Leadership Program,” the brainchild of Board President Lori Gaskin.

Pam Deegan volunteered to coordinate the program, which will be launched this academic year. “We are really excited about the PAL program because we all know what it is like to be a newish CIO and understand feeling overwhelmed with the job,” said Pam. “It can take years to learn the ‘ins and outs’ of being an experienced CIO. What a great jump-start it will be to have a PAL who can guide you!”

The program will pair new and interim CIOs with veteran CIOs (the PALS). Each PAL is expected to communicate at least once a month for six months with a new or interim CIO. Of course these communications are completely confidential.

**To qualify as a PAL, veteran CIOs must have the following:**

- ❖ **A genuine desire to help a new or interim CIO**
- ❖ **The ability to listen and, as needed, guide a new colleague in assessing, analyzing, and finding potential solutions to problems, issues, and situations**
- ❖ **The willingness to reach out (via email, phone, or in person) on a regular basis to the new/interim CIO**
- ❖ **The willingness to carve out time for regular communication with the new/interim CIO**
- ❖ **A minimum of 3 years in a full-time capacity as CIO**



Pam has already identified a number of PALS, but more are needed. “If you are either a qualified and experienced CIO who is willing to lend your expertise to a newbie, or if you are a newbie who seeks an experienced PAL, please let your regional representative know or contact Claire Biancalana ([clbianca@cabrillo.edu](mailto:clbianca@cabrillo.edu)) so we can hook you up!”



## THIRD CARTER DORAN LEADERSHIP AWARD TO BE PRESENTED

It is time to start thinking about nominations for the third annual *Carter Doran Leadership Award* recipient. This award, given annually at the spring conference, recognizes an active instructional administrator who exemplifies leadership by showing qualities that Carter Doran embodied in his role as teacher/dean at Mt. San Antonio and Vice President of Instruction at Santa Ana and College of the Canyons:

- ◆ **Integrity, compassion, kindness**
- ◆ **Sense of humor, wit, and charm**
- ◆ **Dedication to the common good**
- ◆ **Devotion to excellence without elitism**
- ◆ **Generosity with time and talent**
- ◆ **Loyalty to friends one and all**

*Therefore, it is expected that the recipient of the award will have 1) led with heart, 2) demonstrated creativity, 3) shown sustained commitment to addressing instructional challenges, 4) made a profound impact on a college and/or professional organization. Areas of achievement may involve faculty development, diversity, curriculum transformation, institutional effectiveness, enrollment management etc.*

Nominations are encouraged from co-workers and colleagues, superiors and subordinates. Nominees may hail from the ranks of program coordinator, chair, division head, dean, or chief academic officer.

The deadline for nominations is **Friday, January 11, 2008**. Send electronically the nomination form accompanied by a maximum of three additional support letters to Claire Biancalana at [clbianca@cabrillo.edu](mailto:clbianca@cabrillo.edu). You may contact Claire to obtain the forms and more information. The President, in concert with CIO officers, shall select the recipient of the Carter Doran Award.



*Julie Hatoff, 2005 Doran Award Winner*



*Morgan Lynn, 2006 Doran Award Winner*

# DATES AND DEADLINES THAT CIOs SHOULD KNOW

*(This is the second iteration of the News & Views calendar of important dates and deadlines. The office of Vice Chancellor Carole Bogue-Feinour provided all the dates under "Instructional Programs and Services" and "Intersegmental Relations." The dates under "Fiscal Services" came from the Fiscal Office's website. If there are other dates and deadlines from other sources that CIOs need to know, or if you believe any of the dates here are not accurate, please notify me at [ebuckley@sonic.net](mailto:ebuckley@sonic.net). We aim to please—and improve. –Ed)*

## CALENDAR DATE

## EVENT

### Instructional Programs and Services

- |                   |   |
|-------------------|---|
| October 31, 2007  | • SB 361 Certificate Applications for Noncredit Enhanced Funding for inclusion in the P1 Apportionment                        |
| November 1, 2007  | • Certification for Local Approval of Stand-alone Credit Courses  |
| November 30, 2007 | • Deadline for submission of 2006-07 Distance Education Institutional Surveys   |
| December 3, 2007  | • Release of 2006-07 Non Credit Course Inventory Certification documents  |
| February 28, 2008 | • SB 361 Certificate Applications for Noncredit Enhanced Funding for inclusion in the P2 Apportionment                        |
| March 1, 2008     | • Deadline for submission of 2006-07 Non Credit Course Inventory Certification documents                                      |
| May 1, 2008       | • Deadline for submission of 2007-08 Basic Skills/ESL College Action and Expenditure Plans                                    |
| June 1, 2008      | • SB 361 Certificate Applications for Noncredit Enhanced Funding for inclusion in the Annual and Recalculation Apportionments |
| June 30, 2008     | • Deadline for submission of 2008-09 Flex Calendar Program Annual Certification   |

### Intersegmental Relations

- |                   |  |
|-------------------|--|
| November 30, 2007 | • Transfer Center Annual Report (Chris Yatooma)<br>• Articulation Addendum to Transfer Center Annual Report (Joanne Vorhies) |
|-------------------|--|

### Fiscal Services (deadline dates are the same each year)

- |              |  |
|--------------|--|
| July 15      | • Apportionment Attendance Report (CCFS-320)<br>• Faculty Contact Hour Adjustment to FTES (CCFS-320F) (Flex Calendar Districts)<br>• Apprenticeship Attendance Report (CCFS-321) |
| August 1     | • Maintenance Allowance (Reimbursement Claim, CCFS-355)  |
| August 31    | • Quarterly Financial Status Report (CCFS-311Q)  |
| September 15 | • 50% Law, Application for Exemption (CCFS-350A)<br>• Prior Year Enrollment Fee Revenue (CCFS-323)   |

CALENDAR DATE	EVENT
<i>DATES &amp; DEADLIES (continued)</i>	
October 1	<ul style="list-style-type: none"> <li>• Amended Apportionment Attendance Reports [(CCFS-320) (For Lottery Purposes)]</li> </ul>
October 10	<ul style="list-style-type: none"> <li>• Annual Financial &amp; Budget Report (CCFS-311)</li> <li>• Gann Limit (CCFS-311)</li> <li>• Lottery (CCFS-311)</li> <li>• Part-Time Faculty Compensation (CCFS-367)</li> </ul>
October 15	<ul style="list-style-type: none"> <li>• Participation Report [Contracts Awarded to Disabled Veteran, Minority, and Women Business Enterprise]</li> </ul>
November 1	<ul style="list-style-type: none"> <li>• Final Amendments— Apportionment Attendance Report (CCFS-320) (For Recalculation Purposes)</li> <li>• (CCFS-321 and CCFS-320F)</li> <li>• Part-Time Faculty Health Benefits Final Reimbursement Claim (CCFS-360)</li> <li>• Part-Time Faculty Office Hours Final Reimbursement Claim (CCFS-365)</li> </ul>
November 15	<ul style="list-style-type: none"> <li>• Full-Time Faculty Obligation Report (110/FFO)</li> <li>• Quarterly Fiscal Status Report (CCFS-311Q)</li> <li>• Financial Statements and Audit Report for Auxiliary Organizations</li> </ul>
December 1	<ul style="list-style-type: none"> <li>• 50% Law: Findings of the Local Governing Board Regarding Provisions of EC §84362(CCFS-350B). The Due Date can be extended to 12/15, if an extension is granted by the Chancellor. This form is a follow-up to Form CCFS-350A Due 9/15.</li> </ul>
December 3	<ul style="list-style-type: none"> <li>• Part-Time Faculty Compensation Allocation Request (CCFS-367)</li> </ul>
December 31	<ul style="list-style-type: none"> <li>• Contracted District Audit Report</li> </ul>
January 15	<ul style="list-style-type: none"> <li>• Apportionment Attendance Report (CCFS-320)</li> <li>• Apprenticeship Attendance Report (CCFS-321)</li> <li>• Enrollment Fee Revenue (CCFS-323)</li> <li>• Faculty Contact Hour Adjustments to FTES (CCFS-320F) (Flex Calendar Districts)</li> </ul>
February 15	<ul style="list-style-type: none"> <li>• Non-Resident Tuition Fee Worksheet</li> <li>• Quarterly Financial Status Report (CCFS-311Q)</li> </ul>
April 15	<ul style="list-style-type: none"> <li>• Enrollment Fee Revenue (CCFS-323)</li> </ul>
April 30	<ul style="list-style-type: none"> <li>• Apportionment Attendance Report (CCFS-320)</li> <li>• Faculty Contact Hour Adjust. to FTES (CCFS-320F) (Flex Calendar Districts)</li> <li>• Apprenticeship Attendance Report (CCFS-321)</li> </ul>
May 15	<ul style="list-style-type: none"> <li>• Quarterly Financial Status Report (CCFS-311Q)</li> </ul>
June 1	<ul style="list-style-type: none"> <li>• Part-Time Faculty Health Benefits (CCFS-360)</li> <li>• Part-Time Faculty Office Hours Estimated Reimbursements (CCFS-365)</li> <li>• Upon Request “Emergency Condition Adjustment to Apportionment” (CCFS-313)</li> </ul>