

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

2022 CAREER AND NONCREDIT EDUCATION INSTITUTE

MAY 12-14, 2022

IN PERSON AND VIRTUAL | WESTIN SOUTH COAST PLAZA

Student Centered Change:
A Transformative Experience



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MISSION STATEMENT

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning, and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VALUES STATEMENT

Leadership The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration

with others and faculty engagement improve professional decisions made locally and at the state level.

Voice The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

LAND ACKNOWLEDGEMENT

We acknowledge that this important work is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. We acknowledge and honor the original inhabitants of our various regions. A land acknowledgment is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.

We begin today by acknowledging that we are holding our gathering on the land of the Gabrieleño and Chumash Nations who have lived and continue to live here. We recognize the Gabrieleño and Chumash Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Los Angeles. As we begin, we thank them for their strength, perseverance, and resistance.

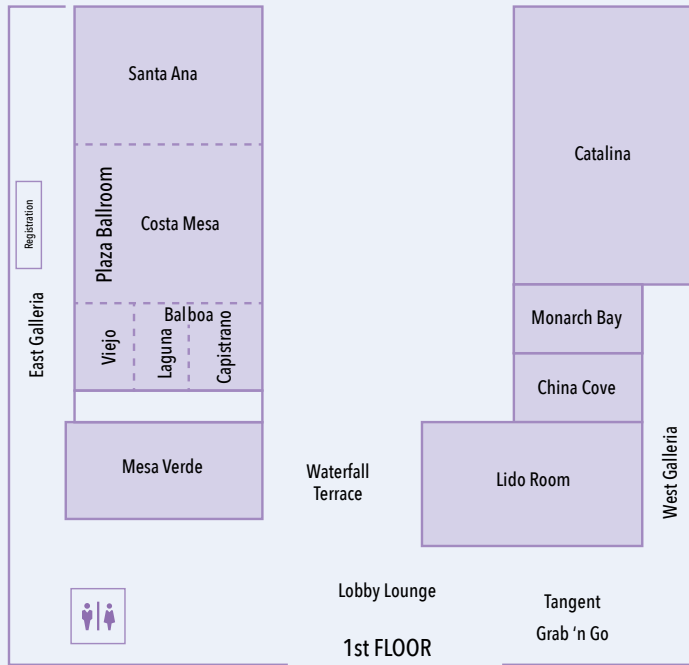
We also wish to acknowledge the other Indigenous Peoples who now call Los Angeles their home, for their shared struggle to maintain their cultures, languages, worldview, and identities in our diverse City.

GUIDELINES FOR DIALOGUE – COMMUNITY EXPECTATIONS

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.
2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

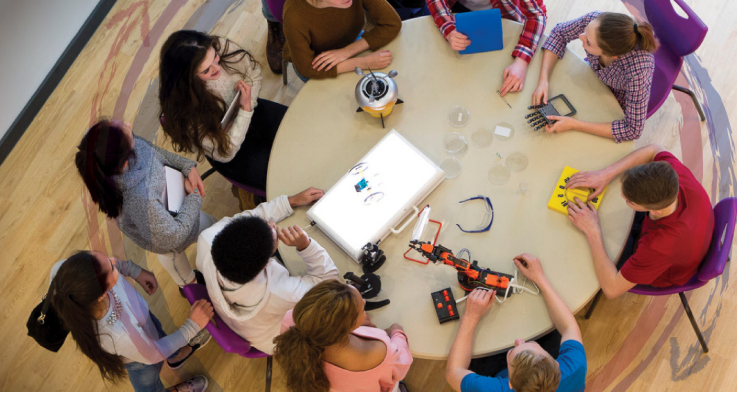
(adapted from the University of Michigan Program on Intergroup Relations, IGR)

WESTIN SOUTH COAST PLAZA HOTEL MAP



COVID-19 SAFETY

We strongly encourage all attendees to continue to have face coverings inside shared and public areas, such as breakout and general session rooms, and continue practicing social distancing.



Welcome

Welcome to the Career Noncredit Education Institute! The theme of this year's institute is Student Centered Change: A Transformative Experience.

The Career Technical Education Leadership and the Noncredit-Basic Skills Committees of the Academic Senate for the California Community Colleges are excited to bring you this professional development opportunity designed for all faculty, liaisons, academic senates, student services professionals, administrators, and system partners.

During the last several years we've witnessed events that have had an impact on our Noncredit and Career Technical Education (CTE) programs. The consequences of legislation, such as AB705 (Irwin, 2017) and the establishment of the Strong Workforce program, had already begun to reshape how we offered courses and our relationships to credit programs. Additionally, our move towards and reliance on online modalities as a response to the COVID-19 pandemic place us at an important transitional and transformative moment for our programs and our students. As our students' academic and personal experiences begin to change, so must our programs in ways that still allow them to find success in the modern work force and that gives them lifelong access to education.

The Career Noncredit Education Institute (CNEI) will focus on many aspects of career and noncredit instruction and student services with an emphasis on how these programs have reacted to recent challenges and how their programs have changed as a result. Together we will explore topics like Strong Workforce programs, AB 705 (Irwin, 2017) and its impact on noncredit courses, AB 927 (Medina, 2021) and baccalaureate degree programs, Guided Pathways implementation and integration to transfer and careers, culturally responsive student services and student support, Noncredit and Distance Education, Credit for Prior Learning, Competency Based Education and many more.

This year we are happy to offer our institute as a hybrid event. For those of you who have decided to join us in person, we look forward to meeting and networking with you and we encourage you to engage with each other throughout the Institute by asking questions, sharing perspectives and thoughts, and by noting actions to take back to your college or district. However, we also encourage you to practice social distancing and to wear a mask if you're not fully vaccinated. For those of you who have decided to join us via our asynchronous sessions, we also look forward to engaging with you via our message boards and other tools on Pathable. Even though we won't be able to engage in person, know that your views and perspectives are truly valued and welcomed.

We invite you to be present and honor the spaces provided to continue our learning. Thank you for joining this Institute and for your openness and dedication to explore how to transform CTE, Noncredit and Basic Skills through an equity and antiracism lens.

*ASCCC Career Technical Education Leadership Committee
Noncredit, Part-Time & Continuing Education Committee*



Thursday
MAY 12, 2022

TYPES OF SESSIONS

- H** Hybrid (H): Attendees may attend in person or online through Pathable
- I** In-Person Only (I): attendees in-person are able to attend this breakout session. No access via Pathable available.

REGISTRATION 11:00 AM - 12:00 PM

12:00 PM - 1:00 PM Lunch

East Galleria Foyer

1:00 PM - 1:30 PM Welcome Comments

Santa Ana/Costa Mesa

GENERAL SESSION 1 1:30 PM - 2:50 PM

Santa Ana/Costa Mesa

H The Role Of Noncredit at the Community College Campus

Emma Diaz, San Bernardino Valley College

Manuel Vélez, ASCCC South Representative

Join us for this general session hosted by the Association of Community and Continuing Education (ACCE). The panel of non-credit practitioners will share the role noncredit plays at their campuses discussing both challenges and successes.

2:50 PM-3:10 PM Coffee Break

BREAKOUT SESSION 1 3:10 PM - 4:30 PM

I Baccalaureate Degrees – AB 927: Expanding Access for Students

Viejo

Juan Arzola, ASCCC At-Large Representative

Dolores Davison, ASCCC President

This session will seek to highlight the benefits of offering community college baccalaureate programs. Join this session as we examine how expanding access to CCB degrees offer students an additional pathway to their educational goals, while simultaneously meeting local workforce demands.

I Legislation and Advocacy – Working with the Legislature

Laguna

Wendy Brill-Wynkoop, FACCC President

Virginia “Ginni” May, ASCCC Vice President

Over the last ten years (and more) the legislature has shown an increased interest in academic processes and programs in the California Community College system. Join this session for an up-close look at how the legislation impacts faculty and students, proposed legislation, and how you can be an advocate, especially for faculty and in career and technical educational programs.

H Noncredit and AB 705 (Irwin, 2017)

Capistrano

Maryanne Galindo, Los Angeles Mission College

Tyrone Nagai, MiraCosta College

This session will cover some of the changes as a result of AB 705 (Irwin, 2017) and how noncredit can be used to support underprepared students in transfer-level courses.

H Noncredit 101

Mesa Verde

Karen Chow, ASCCC Area B Representative

Emma Diaz, San Bernardino Valley College

Manuel Vélez, ASCCC South Representative

This session will offer a comprehensive view into noncredit programs and courses with a focus curriculum processes and statewide regulations. We will also focus on current issues and initiatives affecting noncredit instruction.



Friday

MAY 13

REGISTRATION 8:00 AM - 9:00 AM

8:00 AM - 9:00 AM **Breakfast**

East Galleria Foyer

GENERAL SESSION 2 9:00 AM - 10:20 AM

Santa Ana/Costa Mesa

H **Equitable Placement and Enrollment for Career, Technical, and Noncredit Education Programs**

Juan Arzola, ASCCC At-Large Representative

Amber Gillis, ASCCC South Representative

Virginia “Ginni” May, ASCCC Vice President

Manuel Vélez, ASCCC South Representative

In 2017, AB 705 (Irwin, 2017) was signed into law with a goal of closing equity gaps, especially for students from Latinx and Black populations by ensuring equitable access to transfer-level English and mathematics courses for students entering California community colleges. AB 1705 (Irwin, 2022) is proposed legislation that was

introduced to “clean up” the language of AB 705 and to ensure that most students are placed and enrolled in transfer-level English and mathematics courses. If passed, how might this legislation impact colleagues to discuss the opportunities and challenges for students selecting or enrolling in career, technical, or noncredit programs.

10:20 AM - 10:40 AM Break

BREAKOUT SESSION 2 10:40 AM - 12:00 PM

H Keeping Your CTE Curriculum Current: Advisory Committee Input, Local Employers, & Regional Consortia Representatives. *Capistrano*

Alan Braggins, San Bernardino Community College District

Wendy Deras, College of the Desert

Susanne Mata, San Bernardino Community College District

Virginia “Ginni” May, ASCCC Vice President

Career and Technical programs’ blood is staying closely connected to our industry partners. Unlike our general education colleagues our curriculum must be ahead of the changes in industry to ensure our students are prepared for the careers of the future. This workshop will be a dialogue of how and why to form a regional advisory board. Plus tips and tricks for finding and keeping industry partners engaged and employing your students.

I CTE Minimum Qualifications Toolkit

Viejo

Leticia Barajas, CTE Leadership Committee

Robert Cabral, Ventura County Community College District

Kevin Corse, Oxnard College

Lisa Kiplinger Kennedy, Regional Director, Business & Entrepreneurship,
Victor Valley College

Jonathan Polidano, Chaffey College

Gary Quire, College of the Canyons

Lynn Shaw, Long Beach City College

In response to Strong Work Force recommendation #13, which focused on the use of equivalency to increase hiring pools of qualified CTE instructors, the CCC Chancellor's Office CTE Minimum Qualifications Workgroup has developed an Equivalency Toolkit. The Toolkit is a collection of resources that colleges, HR officers, deans, and faculty can use to improve and promote the use of equivalency in hiring and that applicants can use to better understand and navigate equivalency processes. This workshop will explore the toolkit and discuss effective practices for equivalency processes.

I Noncredit and Distance Education

Laguna

Gevork Dermirchyan, Noncredit, Pre-Transfer, & Continuing Education Committee

Ingrid Greenberg, San Diego Continuing Education

Manuel Vélez, ASCCC South Representative

Prior to the pandemic-related restrictions, the common perception regarding noncredit and distance education was that it simply wasn't cost effective. However, as it has in all other areas of instruction, the need to offer noncredit courses through distance education has forced many colleges to explore and even offer noncredit courses through an online format. Join us for this session where we'll discuss the current state of noncredit and distance education.

H Utilizing Strong Workforce Resources to Build Noncredit Pathways to Credit CTE Programs

Mesa Verde

Marvin DaCosta, Los Angeles Trade Technical College

Taja Frankie, San Diego Mesa College

Armine Javadyan, Los Angeles Trade Technical College

Monica Romero, San Diego Mesa College

With the establishment of the Strong Workforce program by the CCC Chancellor's Office in 2016, community colleges across the state to spur Career Technical Education and increase the number of students enrolled in programs that lead to high paying jobs through increased transfer and job placement rates. Join us in this session as we explore how our colleges are connecting their Strong Workforce programs to noncredit courses to give their students stronger pathways into credit CTE programs in order to increase transfer and job placement.

12:00 PM – 1:00 PM Lunch

East Galleria Foyer

BREAKOUT SESSION 3 1:00 PM – 2:20 PM

I Spanish Noncredit Certificates

Viejo

Luciano Morales, Noncredit, Pre-Transfer, & Continuing Education Committee

Frank Zepeda, Cerritos College

This session will deconstruct how Spanish-speaking noncredit courses are helping vulnerable students with their noncredit academic journey. Spanish-speaking CTE noncredit courses can serve as a pillar to support underprepared students to 1) transfer-

level courses, 2) strong workforce skills for upward mobility, 3) improve basic skills, and 4) connect with ESL courses.

H Best Practices for Teaching Life-long Learners *Capistrano*

Donna Frankel, Noncredit, Pre-Transfer, & Continuing Education Committee
Manuel Vélez, ASCCC South Representative

Join this session to learn about the brief history of the role of life-long learning, which was part of California community colleges' mission statements throughout our state until recently. This session will discuss long-term benefits of offering noncredit, as well as a variety of other courses, which may be of interest to non-traditional students. Key takeaways include: how to set up your program, recruit faculty, and provide a robust education for your seniors, foreign residents, other teachers on summer break, and those who never could fit in the classes they would have liked to take while they were focusing on their graduation requirements, transferable credits and careers. We will discuss your successes and challenges as we take a deep dive into the best practices for reaching older adult learners, who have so much to contribute.

H Labor Market Information Review on Emerging Trends for CTE *Mesa Verde*

Leticia Barajas, CTE Leadership Committee
Sharon Sampson, CTE Leadership Committee

This virtual forum is a professional learning opportunity for CTE Faculty. The overall goal is to help participants gain a better understanding of labor market information by practicing LMI exercises.

I Why Noncredit CTE Programs?

Laguna

Stephanie Clark, CTE Leadership Committee

Emma Diaz, San Bernardino Valley College

L.E. Foisia, Mt. San Antonio College

Maryanne Galindo, Los Angeles Mission College

This session will address the ‘why’ and the need for noncredit CTE programs and how these valuable curricula support student and workforce equity. Other topics will include how to align noncredit CTE with a mirrored Credit Program for seamless entry into higher education.

2:20 PM - 2:40 PM Coffee Break

BREAKOUT SESSION 4 2:40 PM - 4:10 PM

H Adult Schools and Community College Partnerships in a Post-COVID World

Capistrano

Sherryl Carter, Cerritos College

This session will explore an innovative partnership between PAACE and Cerritos College allowing adult students to seamlessly transition towards the pursuit of a college education or professional certification. Adult Education students who are exiting the ESL programs at our local adult schools are provided with the opportunity to take College credit courses at the Downey Adult school campus and then move over to the Cerritos Complete program to pursue an Associate degree or enroll at the college to pursue a Certificate program; students then become comfortable and familiar with the college process making the transition easy.

I Rethinking Marketing Strategies for Recruitment to a Broader Diverse Spectrum of Students

Viejo

Juan Arzola, ASCCC At-Large Representative

Sharon Sampson, CTE Leadership Committee

It is clear that a four-year degree is key to social mobility and career attainment. Join this session as we discuss the positive impact that community college baccalaureate (CCB) programs have for students, particularly those from historically marginalized social groups, which highlights the need to revisit current marketing strategies with the intentional goal of increasing the diversity of students pursuing a CCB.

H Staying Informed: Finding What's New or Changed in the World of Community College Education

Mesa Verde

Amber Gillis, ASCCC South Representative

Virginia "Ginni" May, ASCCC Vice President

Changes in educational requirements are nonstop from Perkins, California Education Code to California Title 5 Regulations in areas such as Competency Based Education, Credit for Prior Learning, Distance Education, Work Experience, California Community College budget, and certificate and degree requirements. Join this session for a lively discussion on current and potential changes, and then share venues in which faculty may influence changes that best support student educational needs.

I Elevating CTE and Noncredit Programs

Laguna

Leticia Barajas, CTE Leadership Committee

Dolores Davison, ASCCC President

Donna Frankel, Noncredit, Pre-Transfer, & Continuing Education Committee

Mary Legner, Noncredit, Pre-Transfer, & Continuing Education Committee

Vision for Success goals include, “decrease the average number of units accumulated by California Community College students earning associate degrees” and “increase the percent of existing CTE students who report being employed in their field of study”. Institutional redesigns such as Guided Pathways and recent legislation were created with such goals in mind. How can faculty encourage students to explore CTE or noncredit programs in search of career opportunities and self-determined educational pathways, while being mindful of excess unit accumulation or time to degree or certificate completion?

5:00 PM – 6:30 PM Welcome Reception

Waterfall Terrace



Saturday

MAY 14

8:00 AM - 9:00 AM Breakfast

East Galleria Foyer

BREAKOUT SESSION 5 9:00 AM - 10:20 AM

H The Role of ADA in Noncredit and Career Education

Capistrano

Dolores Davison, ASCCC President

Donna Frankel, Noncredit, Pre-Transfer, & Continuing Education Committee

Manuel Vélez, ASCCC South Representative

This breakout session is designed to review the reasoning for non-credit courses and career education following the guidelines in the Americans with Disabilities Act, and to demonstrate how to add these courses to your curriculum, whether in a separate division/department or included in each division. We will discuss the benefits such a program has for disabled or differently abled students, the impact on the college community and the greater community. We hope to inspire faculty with best practices in the preparation of these special needs students for the working world and connect them with those who are interested in hiring students who come out of our programs with skills and abilities that are desired in the workforce.

H Noncredit Counseling

Mesa Verde

Jacqueline Garner, Cerritos College

Edith Hernandez-Cabrera, Los Angeles Southwest College

Luciano Morales, Cerritos College

Rosa Salazar de la Torre, San Diego Community College District

This session will cover an overview of creating a bridge from non-credit Certificates to credit pathways. The emphasis of building our noncredit certification to carry value in the credit programs. Students can begin their educational journey by building a strong foundation in English/Math (AB 705), or in their CTE paths and utilize their noncredit certificates to join the credit programs with earned units. The collaboration of articulation-pathways-and non-credit to create a synergy to greater serve our noncredit student population succeed in their educational journey.

I Credit for Prior Learning (CTELC) & CO

Viejo

Amber Gillis, ASCCC South Representative

Join us for a conversation on where Credit for Prior Learning is today and how you can use Credit for Prior Learning at your college.

I Competency Based Education (CTELC) & CO

Laguna

Randy Beach, Southwestern College

Brian Palmiter, CTE Leadership Committee

Competency Based Education (CBE) Direct Assessment models for CTE programs are being designed and implemented in eight selected community colleges to meet the needs of students for education that fits their schedules and is focused on equity. Learn about the development of these initiatives happening from current CTE leaders on this project. Here we will explain what CBE is, what programs are being developed, and some of the obstacles to overcome.

10:20 AM - 10:40 AM Break

CLOSING GENERAL SESSION 10:40 AM - 12:00 PM

Santa Ana/Costa Mesa

H Inclusive Governance: Challenges and Opportunities

Juan Arzola, ASCCC At-Large Representative

Amber Gillis, ASCCC South Representative

Virginia “Ginni” May, ASCCC Vice President

Manuel Vélez, ASCCC South Representative

Often, faculty that teach in career, technical, or noncredit education fields find themselves left out of the college governance processes. This closing general session provides a venue to discuss the challenges and opportunities for participation in college

*Thank you for attending the
2022 Asccc Career Noncredit Education Institute*

PRESENTERS

Leticia Barajas, CTE Leadership Committee, East Los Angeles College

Randy Beach, School of Language, Literature & Humanities, Southwestern College

Alan Braggins, San Bernardino Community College District

Wendy Brill-Wynkoop, FACCC President, College of the Canyons

Robert Cabral, Interim Dean of Student Learning, Ventura County Community College District

Sherryl Carter, PAACE Manager, Cerritos College

Stephanie Clark, CTE Leadership Committee, Santa Ana College

Kevin Corse, Automotive Technology, Oxnard College

Marvin DaCosta, Los Angeles Trade Technical College

Wendy Deras, Regional Director of Employment Engagement, Health, College of the Desert

Gevork Dermirchyan, Noncredit, Pre-Transfer, & Continuing Education Committee, Glendale College

Emma Diaz, Adult Education Program Director, San Bernardino Valley College

L.E. Foisia, Mt. San Antonio College

Donna Frankel, Noncredit, Pre-Transfer, & Continuing Education Committee, Foothill College

Taja Frankie, Computer and Information Sciences, San Diego Mesa College

Maryanne Galindo, Los Angeles Mission College

PRESENTERS

Jacqueline Garner, Cerritos College

Ingrid Greenberg, San Diego Continuing Education

Edith Hernandez-Cabrera, Los Angeles Southwest College

Armine Javadyan, Pathway Navigator, Los Angeles Trade Technical College

Lisa Kiplinger Kennedy, Regional Director, Business & Entrepreneurship, Victor Valley College

Mary Legner, Noncredit, Pre-Transfer, & Continuing Education Committee, Riverside City College

Susanne Mata, Regional Director, Employer Engagement for the ICT & Digital Media, San Bernardino Community College District

Luciano Morales, Noncredit, Pre-Transfer, & Continuing Education Committee, Cerritos College

Tyrone Nagai, MiraCosta College

Brian Palmiter, CTE Leadership Committee, San Diego Continuing Education

Jonathan Polidano, Automotive Technology, Chaffey College

Gary Quire, Business, College of the Canyons

Monica Romero, Dean Business and Technology, San Diego Mesa College

Rosa Salazar de la Torre, San Diego Community College District

Sharon Sampson, CTE Leadership Committee, Grossmont College

Lynn Shaw, Long Beach City College

Frank Zepeda, Adult Education and Diversity Programs, Cerritos College

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