



**Wednesday, April 19, 2017 – San Mateo Marriott**

*1770 S Amphlett, San Mateo, CA 94402*

*Meeting Room: Synergy 2*

*San Mateo Marriott Website*

12:00 p.m. to 12:30 p.m. Lunch

12:30 p.m. to 5:30 p.m. Meeting

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) or contacting Annie Wilcox-Barlettani at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.*

*Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: [http://www.asccc.org/executive\\_committee/meetings](http://www.asccc.org/executive_committee/meetings).*

**I. ORDER OF BUSINESS**

**A. Roll Call**

**B. Approval of the Agenda**

**C. Public Comment**

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

**D. Calendar**

**E. Action Tracking**

**F. Local Senate Visits**

**G. One-minute Accomplishment**

**H. Dinner Arrangements**

**II. CONSENT CALENDAR**

**A. March 3-4, 2017, Meeting Minutes, Davison**

**B. C-ID Work Plan, Stanskas/Adams**

**C. ASCCC Participation in the 2018 SLO Symposium, Adams**

**III. REPORTS**

**A. President's/Executive Director's Report – 30 mins., Bruno/Adams**

**B. Foundation President's Report – 10 mins., May**

**C. Chief Instructional Officer Liaison Report – 10 mins.**

A liaison from the CCC Chief Instructional Officers organization will provide the Executive Committee members with an update of system-wide issues and projects.

**D. Liaison Oral Reports (*please keep report to 5 mins., each*)**

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

**IV. ACTION ITEMS**

**A. Legislative Update – 30 mins., Stankas**

The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.

**B. Faculty Leadership Institute – 20 mins., Bruno/Adams**

The Executive Committee will discuss and consider for approval the Faculty Leadership Program.

**C. Part-Time Faculty Committee Summer Institute Program Draft Outline – 15 mins., Goold/Adams**

The Executive Committee will review and provide feedback on the 2017 Part-Time Faculty Summer Institute draft program.

**D. Response to the Academic Senate of California State University (ASCSU) Quantitative Reasoning Task Force Report and Recommendations – 10 mins., May**

The Executive Committee will consider for approval, a response from the ASCCC Executive Committee to the ASCSU in regard to the ASCSU Quantitative Reasoning Task Force Report and Recommendations.

**E. Credit Apprenticeship Minimum Qualifications – 15 mins., Freitas**

The Executive Committee will discuss the outcomes of the Apprenticeship MQ Work Group meeting and provide further direction as needed.

**F. Instructional Design and Innovation Institute Conference – 10 mins., Adams**

The Executive Committee will consider for approval reframing the IDII conference next spring.

**G. OEI Peer Review - 15 mins., Aschenbach**

The Executive Committee will discuss and provide a recommendation for feedback regarding proposed changes to OEI peer review process.

**V. DISCUSSION**

**A. Chancellor's Office Liaison Report – 45 minutes [*Time Certain: 1:00 p.m.*]**

A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

**B. Board of Governors/Consultation Council – 15 mins., Bruno/Stankas**

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

**C. Final Session Planning – 30 mins., Adams/Bruno**

The Executive Committee will discuss the final details and plans for Spring Plenary Session.

**D. Budget Performance – 10 mins., Adams**

The Executive Committee will review the ASCCC budget performance.

**VI. REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*

**A. ASCCC Standing & Task Force Committee Minutes**

- i. Basic Skills Minutes 10.24.16 and 11.28.16, Aschenbach
- ii. Educational Policies Committee, May
- iii. Equity and Diversity Action Committee, Beach
- iv. History of the ASCCC Project Task Force Minutes 2.01.17 and 3.01.17, Morse
- v. Noncredit Committee Minutes 10.31.16, 12.08.16, and 11.28.16, Aschenbach
- vi. Standards and Practices Committee, Freitas

**B. Liaison Reports**

- i. Basic Skills Advisory Committee Minutes 11.08.16 and 1.25.17, Aschenbach
- ii. Cooperating Agencies Foster Youth Educational Support, Fulton
- iii. Credit for Prior Learning Meeting Minutes, Davison/Smith
- iv. Education Planning Initiative Steering Committee, Dumont
- v. Faculty Association for California Community Colleges, Crump/Freitas
- vi. General Education Advisory Committee, May
- vii. Institutional Effectiveness Partnership Initiative Integrated Planning Workgroup Report, North
- viii. Institutional Effectiveness Partnership Initiative P3 Workgroup Meeting Minutes 12.02.16, 1.20.17, and 3.10.17, May/Lee
- ix. Online Education Initiative Steering Committee Meeting Minutes 10.14.16 and 12.09.16, Aschenbach
- x. Student Services Portal Steering Committee, Dumont

**C. Local Senate Visit Report**

- i. Mission College Visit Report, Davison/Freitas
- ii. Peralta Community College District, May/Evett

**D. Information**

- i. Meeting Dates 2017-18 Finalized, Adams

**VII. ADJOURNMENT**







## Executive Committee Agenda Item

<b>SUBJECT:</b> Calendar •Upcoming 2016-2017 Events •Reminders/Due Dates		Month: April	Year: 2017
		Item No.   D	
		Attachment: NO	
<b>DESIRED OUTCOME:</b>	The Executive Committee will review upcoming 2016 -2017 event dates and dues dates.	Urgent: NO	
<b>CATEGORY:</b>	Order of Business	Time Requested: 0	
<b>REQUESTED BY:</b>	Annie Wilcox-Barlettani	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

**Upcoming Meetings**

- **Executive Committee Meeting/Orientation** – Monterey Plaza Hotel - June 1 – 4, 2017

**Upcoming Events**

- **Legislative Day Training** – Chancellor’s Office – April 28
- **Legislative Day** – May 9 – varies
- **Career Technical Education Institute** – San Jose Marriott – May 5 - 6, 2017
- **Faculty Leadership** – Sacramento Sheraton – June 14 – 17, 2017

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Adams	March	In progress			An updated communication sheet will be sent to Exec Members prior to the March Exec meeting for an update.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Each	December	In Progress			EDAC discussed the resolution at its December 12, 2016 meeting. The committee agreed to create a model policy on sexual assault to share with the Executive Committee and the field. The policy will be based on a review of existing policies at colleges and relevant legislation. Work is underway.
TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	A. Foster	December	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	III. D.	Smith/Adams	Fall/Spring	In progress			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Governance Module has been completed and is on the PDC. The incarcerated student module is currently being reviewed by a large group of individuals and should be available in Spring. A report will be made at the March meeting to inform the Executive Committee of progress.
Outline for Revision of the 2008 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
Institutional Effectiveness Partnership Initiative	Sept/Oct	2016	IV. H.	Futan	October/November	Completed			Members will send their suggestions for areas that the Academic Senate needs to be leading to Rutan, Bruno, and Adams.
Professional Development Part-Summit	Sept/Oct	2016	IV. I.	Adams		In progress			Adams to create survey for Part-time Faculty to take before the summit.
Mentoring Program for New Senate Presidents	November	2016	IV. D.	S. Foster	January/February	In progress			RwLS discussed this item in January and bring back a recommend to the March Exec meeting.
System-wide Faculty Development Survey	November	2016	IV. E.	Smith	January	In progress			A revised survey will return to the January meeting for consideration for approval.
Guidelines for Local Senate Visits	November	2016	IV.G	S. Foster	January/February	In progress			The local senate visiting form, cover letter, and topics will be updated. Executive Committee members will send to S. Foster and Adams topics for inclusion in the guidelines for local senate visits. RwLS will develop a menu of topics available to local senates. The RwLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
Proposed Changes to the Resolutions Process	February	2017	IV. D.	Beach	April	In progress			Revise the Resolution Handbook to add clarifying language that resolutions will be accepted prior to area meetings or onsite Thursday at the plenary session. Add a field to the Resolution Form asking for organizational affiliations. Enforce the requirement that authors of new resolutions attend mandatory sessions on Thursday and Friday or the resolution will not be included in the packet. Clarify that the ASCCC president has the final decision about all information in the packet.
2017 -2018 Executive Committee Meeting Dates	March	2017	IV. C.	Adams	Spring	In progress			Staff will research hotel locations for the approved meeting dates. Staff will determine North and South locations for the ASCCC events based on hotel costs and availability.
Curriculum Institute	March	2017	IV. E.	Davison	June	In progress			Curriculum Committee chair will send presenter suggestions to president and executive director.
Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			Draft program will return to the June meeting for consideration for approval. Adams to develop an ASCCC policy concerning partnerships with other organizations.



# LOCAL SENATE CAMPUS VISITS 2016 – 17

(LS= member of Local Senates; IN = report submitted; ~~strikeout~~ = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
<b>AREA A</b>					
American River	Executive Committee Meeting	9/30/16			
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16			Butte Chico Center/ curriculum
Cerro Coso					
Clovis	Davison	8/29/16			IEPI PRT Member
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting  Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced					
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster, Smith Smith	2/19/17 11/18/16			Diversity in Hiring Regional Meeting Formerly Incarcerated Regional Mtg.
San Joaquin Delta					
Sequoias, College of the					
Shasta					

Sierra									
Siskiyou, College of the Taft									
West Hills Coalinga									
West Hills Lemoore									
Woodland College	Freitas/Rutan/Foster/A dams		10/28/16						MQ North Regional
Yuba									
<b>AREA B</b>									
Alameda, College of	Bruno		11/21/16						Collegiality in Action
Berkeley City									
Cabrillo									
Cañada									
Chabot									
Contra Costa									
DeAnza									
Diablo Valley									
Evergreen Valley									
Foothill	Executive Committee Meeting		3/3/17						
Gavilan									
Hartnell									
Laney	May		3/6/17		Corrina Evett				District (PCCD) Enrollment Mgmt SLO vs. Objectives
Las Positas	May		9/16/16						
Los Medanos									
Marin, College of									
Mendocino									
Merritt									
Mission	Davison/Freitas		12/08/16						Local Visit
Monterey Peninsula	Freitas/Bruno		11/10/16						Local Visit
Napa Valley	Beach		11/14/16						IEPI RPT Team Member
Ohlone									
San Francisco, City	Davison		3/8/17						Technical Curriculum

College of								
San José City								
San Mateo, College of								
Santa Rosa Junior	Beach	12/21/16						EDAC Strategic Plan Meeting
Skyline	Davison/Beach/LSF/McKay/Crump	10/21/16	John Stankas BDP Articulation	1/25/17				Curriculum Regional Meeting
Solano	Stankas/McKay/Smith/Davison	10/14/16	Rutan BDP Accreditation	2/16/17				Area B Meeting
West Valley	Davison Aschenbach	11/8/16 12/07/16						Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit TaskForce

<b>AREA C</b>								
Allan Hancock								
Antelope Valley								
Canyons, College of the	Freitas/Stankas	10/21/16						MQ & Equivalencies Presentations
Cerritos								
Citrus								
Cuesta								
East LA								
El Camino	Executive Committee Meeting	2/3/17						
El Camino Compton Center								
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16						Accreditation Committee Noncredit Committee Mtg.
LA District	Davison	3/10/17						Curriculum Workshop
LA City								
LA Harbor								
LA Mission								
LA Pierce								

LA Southwest							
LA Trade-Technical	Smith		10/21/16				Formerly Incarcerated Regional Meeting
LA Valley Moorpark							
Mt. San Antonio	Davison/LSF/Aschenbach/Beach/Rutan Davison	Davison/Rutan/Beach Curriculum Cmte Mtg	10/22/16 2/23/17	2/25/17			Curriculum Regionals Dual Enrlimt Toolkit
Oxnard	Foster/Freitas		11/15/16				Area C Meeting
Pasadena City							
Rio Hondo							
Santa Barbara City							
Santa Monica							
Ventura							
West LA							

<b>AREA D</b>							
Barstow	Rutan/Stanskas/S.Foster/Beach/Slattery-Farrell		3/25/17				Area D Meeting
Chaffey							
Coastline							
Copper Mountain							
Crafton Hills							
Cuyamaca							
Cypress	Freitas/Stanskas		1/20/17				
Desert, College of the							
Fullerton	Beach		9/20-21/16				SLO Presentation
Golden West							
Grossmont							
Imperial Valley							
Irvine Valley							
Long Beach City							



MiraCosta							
Moreno Valley	McKay/Stanskas	1/27/17	Online Ed Cmte				
Mt. San Jacinto							
Norco							
North Orange - Noncredit							
Orange Coast							
Palo Verde							
Palomar	Aschenbach/McKay	12/03/16				Noncredit South Regional Meeting	
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16				MQ South Regional Meeting	
Saddleback							
San Bernardino Valley	Executive Committee Meeting	9/9/16					
San Diego City							
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16				Area D Meeting Top Code Allignment	
San Diego Mesa							
San Diego Miramar							
Santa Ana							
Santiago Canyon							
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg	2/10/17		TOP Code Alignment	
Victor Valley							





**March 3 - 4, 2017**

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Bruno called the meeting to order at 12:32 p.m. and welcomed members and guests.

J. Adams, C. Aschenbach, R. Beach, J. Bruno, D. Davison, A. Foster, S. Foster, J. Freitas, G. Goold, G. May, C. McKay, C. Rutan, C. Smith, L. Slattery-Farrell, and J. Stanskas.

Liaisons Present: Gregory Anderson, CCCCIO Liaison; Jackie Escajeda, Chancellor's Office; Richard Hansen, FACCC Liaison; Lynn Shaw, Chancellor's Office; and Ian Walton, ACCJC Vice Chair.

Guests: Jeff Burdick, Chancellor's Office Board of Governors; Isaac Escoto, Foothill College; and Kurt Hueg, Foothill College

Staff: Annie Wilcox-Barlettani, ASCCC

**B. Approval of the Agenda**

Item IV. P. Institutional Effectiveness Partnership Initiative (IEPI) was added to the agenda.

**MSC (Slattery-Farrell/Beach) to approve the agenda as amended.**

**C. Public Comment**

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

Kurt Hueg, Foothill College Dean, and Isaac Escoto, Foothill College Academic Senate vice president, thanked the Executive Committee members for hosting their meeting at the college and welcomed everyone to the campus.

**D. Calendar**

Members were informed about current deadlines.

**E. Action Tracking**

The Executive Committee members were updated on the current information noted on the Action Tracking sheet and were reminded to review and update prior to the next Executive Committee meeting.

**F. Local Senate Visits**

Members updated the Local Senates Visits tracking sheet.

**G. One-minute Accomplishment**

The Executive Committee members and other participants shared a one-minute accomplishment from the past month.

**H. Dinner Arrangements**

Members discussed dinner arrangements.

**II. CONSENT CALENDAR**

**A. February 3-4, 2017, Meeting Minutes**

**B. Academic Senate Foundation Bylaws**

**C. Disposition of Referred Resolution 21.06 F16**

**D. LGBTQIA+ Caucus**

**MSC (Goold/Davison) to approve the consent calendar as presented.**

**Action**

A. Staff will post the final February minutes to the website.

B. ASFCCC bylaws will be updated and posted to the ASFCCC website.

C. The status of Resolution 21.06 F16 will be posted on the website.

D. The LGBTQIA+ will be added to the website and the chair will be notified.

**III. REPORTS**

**A. President's/Executive Director's Report**

**President's Report – Julie Bruno**

President Bruno announced that the Intersegmental Committee of Academic Senates (ICAS) will be hosting their Legislative Advocacy Day on April 3. The three segments will be focusing on specific areas including: faculty diversity, transfers (both between and within the systems), and wrap around support services for students including mental health services and resources. This year, ICAS plans to hold their Legislative Day in one location at the Capitol Building and have legislators and staff join them for discussions.

Bruno informed members that she has received numerous emails from faculty requesting technical assistance and concerns regarding their leadership on campus. Since these requests have become more frequent, Bruno has asked that members keep track of issues they are hearing from faculty locally and statewide. The Executive Committee will plan to address current issues during a breakout session at this year's Faculty Leadership Institute.

Bruno thanked Freitas for the exceptional work he is doing on the Apprenticeship Minimum Qualifications. A revision to the minimum qualification for

apprenticeship is being advanced by the California Apprenticeship Council (CAC). The ASCCC will convene a workgroup comprised of apprenticeship faculty, ASCCC representatives, and Chancellor's Office representatives to review the minimum qualifications and develop a proposal, if warranted. The ASCCC has created a timeline for the proposed changes to be vetted in public hearings. It is anticipated that a proposal will be reviewed by the Standards and Practices Committee and discussed during the Spring Plenary Session with a first hearing taking place the week following plenary. Additional meetings including the workgroup and CAC will take place to create a final draft proposal. Supplementary steps will be taken before submitting to the Board of Governors for a first reading in January 2018 and a second reading in March 2018.

The Chancellor's Office will hold their next meeting with the CTE Minimum Qualifications workgroup in March. The goal is to have a white paper developed that would be disseminated back to the field to collect effective practices from the varying perspectives of Faculty, Chief Instructional Officers, Chief Executive Officers, Human Resources, and the Chancellor's Office. (Follow up note: The group did not meet and thus a paper will not be forthcoming this spring.)

California Guided Pathways presented two webinars this past month in an effort to distinguish the difference between the California Guided Pathways project and the funding coming from the governor's budget for this year. Bruno noted that she is serving on the California Guided Pathways Policy Committee, which is chaired by Bill Scoggins. The purpose of the workgroup is to determine if there are policy barriers for the guided pathways work and to identify and propose possible solutions. The areas initially identified by Scoggins are prerequisite enrollments, priority registrations, course repetition in basic skills courses, and tutoring.

Bruno thanked Rutan and the ASCCC Accreditation Committee for an excellent Accreditation Institute.

Lastly, Bruno announced the California League for Community Colleges and the Faculty Association of California Community Colleges is interested in partnering with the ASCCC on the topic of civic engagement. The Executive Committee can expect more conversations surrounding the Academic Senate's involvement in a partnership.

#### **Executive Director – Julie Adams**

Adams shared with members that she attended the Chancellor's Office Correction Summit with Smith. During the lunch break, Adams was able to speak with a representative from the California Department of Corrections and Rehabilitation (CDRC) about the Professional Development College course for faculty who want to teach in prisons. The first module is almost complete, with a focus on CDRC and includes some of the rules and regulations that faculty would need to follow

in order to teach within the prison system. The CDRC read through the course and is considering co-branding. Adams noted that once some minor editing is done to the module, she hopes to have it completed by May.

Adams noted that the Accreditation Institute was successful and that the attendees were very engaged throughout the event.

Adams has been working with leadership on the development of the Course Identification Numbering System (C-ID) workplan which will be sent over to the Chancellor's Office for review. In addition to the workplan, Adams has taken over the workload for C-ID while the Associate Director is out on maternity leave. Due to the heavy workload C-ID brings, the ASCCC was able to have a staff member return to the office and take on a C-ID leadership role. The office has also hired an Administrative Assistant to help with C-ID and other Senate related tasks.

The Chancellor's Office has asked Adams to be the master of ceremonies for the Veterans Summit which is taking place next Thursday and Friday in Sacramento. Adams added that it will be a great opportunity for her professional growth.

The ASCCC partnered with the African American Male Education Network & Development (A2Mend) for their 10<sup>th</sup> annual conference which was held last week in Los Angeles. Adams, along with members from Equity and Diversity Action Committee (EDAC) attended and found the conference to be extremely powerful. Of the 1,000 attendees, 375 of them were faculty members which is the largest number present at one of their events. Adams suggested ASCCC continue their partnership with A2Mend and develop ideas for faculty to become more involved with cultures outside of their own.

Adams is working with Past President Morse on a History of the Senate project. The project is reviewing the history of the Academic Senate in California community colleges and role in higher education in California. The group plans to provide a report at the Spring Plenary in 2018 and have the project completed by Spring 2019, which is the 50<sup>th</sup> anniversary of the first Spring Plenary for the ASCCC.

Lastly, event registrations are coming in for the upcoming ASCCC events. Most of the events have strong registration numbers, including 2017 Spring Plenary Session at 144 attendees and 2017 Curriculum Institute at 106 attendees. The March event, Instructional Design and Innovation, has a very low registration, 76 total. It was noted that there could be several factors that led to low registration such as professional development oversaturation, other conflicting events, and lack of interest. The low attendance number negatively impacts the cost of the event and the ASCCC will ultimately lose money. Adams would like to have a conversation in June regarding the number of events the ASCCC holds each year and suggested hosting a couple of events online or rethink how many institutes

should be held each year. As a result, the ASCCC staff is preparing a summary of the events for the discussion and will cover Google analytics and registration history.

**B. Foundation President's Report**

May briefed members on the upcoming Spring Fling event which will take place on Friday evening during the Spring Plenary in April. The event will go from 7:00 p.m. to 10:00 p.m. and include dinner, drinks, and dancing. Donations for the raffle are slowing coming in to the ASCCC office. May asked members to reach out to their network for additional donations.

**C. Chief Instructional Officer Liaison Report**

Gregory Anderson from the CCC Chief Instructional Officers (CIO) organization provided the Executive Committee members with an update on system-wide issues and projects.

The CIOs continue to assist faculty members and work with Chief Executive Officers in support of students who feel threatened by federal policy changes and the risk these changes may have on Deferred Action for Childhood Arrivals (DACA) and Development, Relief and Education for Alien Minors (DREAMer) students.

Anderson reported that the Chancellor's Office held a call regarding Strong Workforce program professional development trainings. It was determined that there will be a delay in providing these workshops and trainings. He acknowledged that this is one of the few committees (i.e., 17% Committee and CTE Data Unlocked) that have seen delays. Anderson believes that the CIOs and ASCCC need to unite and remind the Chancellor's Office of the intended goals for the Strong Workforce Program. Anderson further expounded that there is a significant amount of funding granted for projects and stressed the need for responsible spending. There is a lot of funding given for these projects and it is important that the money is spent wisely.

The CIOs will have a panel on the Strong Workforce Program at their upcoming conference. The panel is an opportunity to speak to CIOs and to hold accountable the framework for *Doing What Matters*. The Chancellor's Office is present during these panels and are very receptive to what is reported out. Additionally, the CIO is looking for a faculty member to join the next panel.

**D. Liaison Oral Reports**

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

### FACCC

Richard Hansen updated members on the upcoming Faculty Association of California Community Colleges and specific legislative priorities and activities (i.e., mental health, Board of Governors Fee Waiver).

### California Community Colleges Independents

Richard Hansen informed members that CCCI strongly agrees that the California Community College System have one regional accrediting agency.

## **IV. ACTION ITEMS**

### **A. Legislative Update**

Members were updated on recent state and federal legislation and reviewed a number of bills. Many of the bills discussed that were labeled urgent in December but have not seen any action since being declared urgent. The Executive Committee will continue to watch the bills discussed before taking a formal position. It was noted that a resolution will likely be coming forward in spring on AB 204 (Medina, as of January 23, 2017) Community Colleges: Waiver of Enrollment Fees.

### **B. ASCCC Legislative Advocacy Day**

The Executive Committee discussed the planning for the upcoming ASCCC Legislative Advocacy day which is scheduled for May 9, 2017. The Legislative and Advocacy Committee developed a list of recommended legislators for visits. In preparation of the Legislative Day, members are required to attend a mandatory training day on April 28, 2017 in Sacramento.

**MSC (A. Foster/Smith) to approve the Legislative Training Day on April 28 and the list of legislators to visit on May 9.**

#### Action

- Staff to send invitations to the legislators on the list.
- Staff to assist with logistical planning and final meeting details.

### **C. 2017 – 2018 Executive Committee Meeting Dates**

Members reviewed the proposed Executive Committee Meeting Dates for 2017 – 2018.

The following are the finalized meeting dates:

#### Executive Meeting 2017 – 2018 Meeting Dates

- August 11 – 12, 2017 – South
- September 8 -9, 2017 – North
- September 29 – 30, 2017 – South (college location)
- November 1, 2017 – Irvine Marriott
- December 1 -2, 2017 – North
- January 12 – 13, 2018 – South



- February 2 – 3, 2018 – South
- March 2 -3, 2018 – North (college location)
- April 11, 2018 – North
- June 1 – 3, 2018 – TBD

Members also discussed the April Plenary Session meeting dates. The original date of April 19 – 21 conflicted with RP Group and CMC<sup>3</sup>. Members agreed that plenary session will be April 11 – 14, 2018.

**MSC (Slattery-Farrell/Aschenbach) to approve meeting dates as discussed.**

The Executive Committee discussed the results of holding the Friday portion of the Executive Committee meeting on college campuses throughout the state and the challenges with coordinating these visits. Additionally, the Executive Committee is doing much more travel to colleges including local senate visits, technical assistance, and regional meetings. These types of visits receive much more attention and greater attendance by faculty. It was suggested that the Executive Committee hold two meetings a year on college campuses. One meeting per semester rotating between Northern and Southern California.

**MSC (Rutan/McKay) to approve holding one Executive Committee meeting each semester on a college campus.**

**Action**

- Staff will research hotel locations for the approved meeting dates.
- Staff will determine North and South locations for the ASCCC events based on hotel costs and availability.

**D. 2017 Spring Plenary Session Planning**

Members discussed the program for the Spring Plenary Session and keynote speakers.

**MSC (Slattery-Farrell/Goold) to approve changes made to the 2017 Spring Plenary Program.**

**Action**

- Members to send their completed breakout descriptions and presenters to Adams by March 17.

**E. Spring Resolutions**

Members reviewed, discussed, and edited Spring Resolutions.

**MSC (Freitas/A. Foster) to approve the Executive Committee resolutions to forward to the Area meetings.**

**F. Curriculum Institute**

Members discussed the first draft of the Curriculum Institute theme and program. Keeping in theme with last year's Fall Plenary this year's institute is titled *Uncharted Waters: Navigating the Changing World of Curriculum*. By consensus, the chair of the Curriculum Committee will share the Executive Committee's ideas with the committee. The chair will send all presenter suggestions to the Executive Committee president and executive director for final approval. The Curriculum Institute program will return in June for final review and action.

#### **Action**

- Curriculum Committee chair will send presenter suggestions to president and executive director.
- Draft program will return to the June meeting for consideration for approval.

#### **G. CTE Leadership Institute Draft Program**

The Executive Committee reviewed the draft CTE Leadership Institute program scheduled to take place May 5 - 6 in San Jose, CA. The allocated budget for the event is currently \$50k, which will help to maintain low registration costs for attendees. The ASCCC will be going to the Chancellor's Office to request additional funding targeted at CTE Liaisons and counseling faculty.

**MSC (Freitas/Goold) to approve the second reading of the CTE Leadership Institute program with some latitude to refine the program as needed.**

#### **H. CCC AP GE Course Credit Draft Policy Language**

Members reviewed the California Community Colleges Chancellor's Office draft policy language for California community colleges Advanced Placement and General Education Course Credit. It was explained that the policy is drafted in accordance with the legislation (AB 1985, Williams) requirements and is in line with the California State University policy. As required, the policy will be reviewed and updated regularly by the Chancellor's Office.

It was suggested that the ASCCC request a line be added to the policy that states, "As the general education tests change, it is recommended discipline faculty review them to ensure the appropriate credit is being rewarded." In addition, members suggested a *Rostrum* article be written explaining the policy and define that the policy is discussing general education credits and credit for major course.

**MSC (Aschenbach/Beach) to approve policy with suggestions given by the Executive Committee.**

#### **I. Joint Research Paper on Why Faculty Matter**

The ASCCC Foundation was approached by FACCC to jointly participate in a research paper on *Why Faculty Matter: Increased Student Success through Faculty Contact in the California Community College System*. The paper was

drafted, reviewed, and revised several times by the author and representatives of FACCC and the ASCCC Foundation. FACCC has requested that the ASCCC endorse the paper. While each iteration improved, the AS Foundation Directors have determined that the research is biased towards only full-time faculty contributions to the college and does not address what if part-time faculty had the same resources could they also be effective.

MSC (Davison/Rutan) that the ASCCC Foundation president and/or executive director thank FACCC for the work but inform them that the ASCCC will not be able to endorse the paper based on the reasons above.

**Action**

- Foundation president or executive director will inform FACCC of the Executive Committee's determination.

**J. Distance Education Evaluation Option for Accreditation Resource Teams**

The Executive Committee discussed including a Distance Education Evaluation option for Accreditation Resource Teams. Currently, the ASCCC offers local assistance visits known as Accreditation Resource Teams (ART). These visits are designed to support faculty in improving areas of concern. The three resource areas include: 1) Student Learning Outcomes and Assessment; 2) Program Review; and 3) Faculty Roles in instructional programs, student services/student support services, accreditation, governance (Resources, Planning and Budgeting).

The Accreditation Committee recommends that the additional resource be added to the team based on the identified needs of the college. The Distance Education Evaluation option would include assistance on some or all of the following:

- the college district's Board Policy on the definition of "regular and substantive interactions" for DE courses.
- any other definitions for regular and substantive contact that the college had adopted (Curriculum committee, DE committee, etcetera)
- the Course Outline of Record (COR) and the Distance Education Addendum for each course being reviewed to see how regular and substantive contact is supported for that course in the DE modality.
- the syllabi for individual DE sections, as agreed to by the local faculty, to review how the individual faculty indicates that he/she will fulfill the regular and substantive contact requirement.

**MSC (Davison/Freitas) to approve the Distance Education Evaluation option for the Accreditation Resource Teams and update the ASCCC website and field accordingly.**

**Action**

- Staff to update the ASCCC website with the additional resource option and send a message to the field that a new resource is available to them.

- *Rostrum* article to be considered to publicize how the Accreditation Resource Teams are different from Partnership Resource Teams.

#### **K. Local Senate Visits Short and Long Range Plan**

Members were briefed on the short- and long-range plan for local senate visits. The Relations with Local Senate Committee made several suggestions for the short-term plan that include two areas of focus: 1) identify and reach out to local senates that have not attended ASCCC events recently; and 2) provide a message publicizing local senate visit to the field. Within these two areas, the Relation with Local Senate Committee has identified ways to accomplish these goals.

The long-term plan includes five areas of focus: 1) plan to visit each local senate at least once every three years; 2) incorporate information about local senate visits and the goal of visiting the field every three years into ASCCC training materials; 3) in the spring, identify and reach out to local senates that have not had a visit in nearly three years; 4) communicate (at least annually) to the field the goal of visiting each local senate; and 5) train ASCCC committee members to assist with local senate visits as appropriate.

The Executive Committee made suggestions to the long-term plan and recommended the Academic Senate visit each campus every five years. A college visit every three years equals to 38 campus visits per year, whereas, a visit every five years equals 23 campus visits per year, and is more likely achievable. It was noted that some campuses need multiple visits in a year due to unforeseeable circumstances and the Academic Senate will continue to make those campuses their first priority while also reaching out to the other colleges through alternative channels.

**MSC (Slattery-Farrell/McKay) to approve the local senate visits short- and long-term plan, as amended by the Executive Committee.**

#### **L. Executive Director Evaluation**

The Executive Committee discussed the upcoming evaluation of the Executive Director. The Executive Director Evaluation will be moved to Spring 2018.

**MSC (Freitas/Goold) to approve suspending the Executive Director's evaluation for one year. The evaluation will be brought back in Spring 2018.**

#### **M. Request from Campaign for Opportunity**

The Executive Committee discussed the Campaign for College Opportunity's request for the Executive Committee members' demographic information. The information gathered will be used in a research study in which they are examining the diversity of faculty, local academic senates, and college leaders. The specifics of the research study have not fully been disclosed.

Members shared their concerns with the accuracy of the demographic data the

Campaign for College Opportunity has gathered. The primary source of the information was received from the ASCCC senate member roster, as well as, other information found on the public website such as pictures. In addition, an explanation for the use of the data gathered has not been fully identified. The members determined that a Survey Monkey can be created to accurately gather the information requested and the member taking the survey can state or decline the information requested.

**MSC (Beach/Freitas) to approve asking EDAC to create and distribute a Survey Monkey on the demographic makeup of the Executive Committee based on the inclusivity statement.**

**Action**

- EDAC will create a Survey Monkey on the demographic makeup of the Executive Committee members.
- Bruno will request more information from the Campaign for College Opportunity asking them to define their intended use of the data gathered from the Senate and faculty, and notify the Campaign that the ASCCC will be creating a survey.

**N. Periodic Review Clarifications**

The Executive Committee reviewed several clarifying edits done to the Periodic Review report. The clarifications will be submitted to the Periodic Review Committee for consideration.

**MSC (Smith/Rutan) to approve submission of the clarifications to the Periodic Review to the committee.**

**Action**

- Adams will summarize edits to the Periodic Review and will submit to the Periodic Review Committee for consideration.
- The Periodic Review process will be brought back for discussion at the June Executive Committee meeting.

**O. NACIQI Meeting**

President Bruno and Vice President Stankas updated members on the National Advisory Committee on Institutional Quality and Integrity (NACIQI) meeting they attended February 22-24 in Washington D.C. regarding the Accrediting Commission of Community and Junior Colleges (ACCJC) Compliance Report. They both provide testimony which shared the concerns of community college faculty and the ASCCC position to move to a single accreditor. It was noted that NACIQI was responsive to the Academic Senate's public comments and their participation in the hearing. In total, 27 people from the West Coast testified at the meeting regarding the ACCJC.

NACIQI moved to renew ACCJC accreditation recognition for 18 months.

No action taken.

**P. Institutional Effectiveness Partnership Initiative**

Members discussed two key issues concerning their participation with the Institutional Effectiveness Partnership Initiative (IEPI). The first issue of concern is in regards to the development of the Applied Solution Kit (ASK), which was initiated in Fall 2015. The goal of the ASKs is to provide professional learning resources on key approaches to a variety of important topics (i.e. Integrative Planning and Resource Governance) for all California community colleges. It was noted during a recent IEPI meeting that one of the ASK Kits had not had proper vetting, which of concern to the members. The Executive Committee will continue to have a conversation regarding their involvement with ASKs at the next ASCCC committee meeting.

The second concern is the branding inclusion of the Academic Senate for the upcoming Noncredit Summit in partnership with IEPI and other contributing organizations. The Executive Committee was provided with background of the development of the Noncredit Summit. The ASCCCs has been intimately involved in developing the content of the program in collaboration with other groups. Planning meetings have been taking place weekly since last fall in preparation for the May summit. At the last meeting, IEPI staff said that the organizations logo would not be on any of the material. Instead, the IEPI logo will be inserted.

Members made suggestions to the future of ASCCCs involvement with IEPI and other potential partnerships. The Executive Committee agreed to develop a policy outlining their expectations when partnering with other organizations. In addition, President Bruno and Adams have scheduled a meeting with the Chancellor's Office regarding their concerns and relationship with IEPI in hopes to come to an agreement of defined expectations that works for all involved.

**Action**

- Adams to develop an ASCCC policy concerning partnerships with other organizations.

**V. DISCUSSION**

**A. Chancellor's Office Liaison Report**

Jackie Escajeda, Dean of Curriculum, provided the Executive Committee members with an update on the Chancellor's Office (CO) recent system-wide issues and projects.

- The CO has recently welcomed new staff members to the organization. There is a position still available for an Associate Governmental Program Analyst for Inmate Education.
- The CO is working with ASCCC representative on developing a response

to approved bill, AB 1985 Advanced Placement Credit (Williams, 2016).

- **C-ID** - Escajeda has been working on a memo based on the ASCCC resolution 15.02 F16 (Approval of ADTs that include courses pending C-ID approval). The new policy will allow Articulation Officers to submit documentation for courses sitting in the C-ID queue for more than 45 days because of the lack of CSU reviewers. The ADT will be approved but the course will still need to be reviewed and approved by C-ID. The memo should be out later this week.
- **ADT** – For the month of February the Academic Affairs ADT Team approved 41 new proposals and 80 non-substantial change proposals. There is a total of 2,175 active ADTs.
- Escajeda noted that the 5C white paper focused on streamlining curriculum is close to completion. The paper focuses primarily on credit courses. The role of the trustees will be included in the paper.
- **Dual Enrollment** – It was announced that some California State University and University of California campuses are not accepting units that students receive from CCC through dual enrollment. The CO asked that the ASCCC assist with this issue through working with their intersegmental partners.
- The Baccalaureate Degree Summit is taking place March 10 in San Francisco, CA.
- Online Education Initiative Steering Committee is currently recruiting a new member for its 25 member team. One vacancy is available.
- The Zero Textbook Cost Degree Phase I grant yielded 18 Planning and 5 Implementation Grants. The expected release date is April 2017, with a due date of September 30, 2017.
- The Veterans Summit is taking place March 9-10 at the DoubleTree in Sacramento. The event was designed to share information and effective practices with faculty, administrators, and staff who work with student veterans on their campuses.
- The Request for Applications for the Middle College High School Program grant is due April 24. The grant is for 1.7 million, each college would be granted \$100k.

#### **B. C-ID Work Plan**

The Executive Committee was presented with a C-ID Work Plan and steps forward for the C-ID project. The purpose of the workplan is to provide the Chancellor's Office with opportunities and challenges of the C-ID System and will be used to inform the need for securing sustainable funding.

#### **C. ACCJC Discussion with Commission Member**

The Accrediting Commission for Community and Junior Colleges (ACCJC) newly elected Vice Chair of the Commission Ian Walton shared with the Executive Committee ACCJC's current state of affairs. He provided members with background information about his time serving on the ASCCC Executive Committee and the historical connection between ASCCC and ACCJC. Walton

further discussed several topics of mutual interest including changes to the Commission, faculty and academic representation on the Commission, policies and practices of ACCJC, the progress of CEO Workgroups I and II, and other opportunities for future cooperation between ASCCC and ACCJC.

It was noted that the Commission has recently experienced some changes with the addition of six new commissioners and the retirement of the past CEO of the organization. Walton will be the president-elect once the current president's term expires. He believes the next year for ACCJC will be an opportunity for change and encourages the ASCCC to work to get to know the faculty commissioners, join the sessions, and attend the ACCJC conference.

**VI. REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*

**A. Standing Committee Minutes**

- i. Educational Policies Committee Minutes, May
- ii. Legislative and Advocacy Minutes, Stanskas
- iii. Online Education Committee Minutes, McKay
- iv. Standards and Practices Committee Minutes, 12.05.16, 1.09.17, 1.27.17, Freitas

**B. Liaison Reports**

- i. California Community College Curriculum Committee (5C), Davison
- ii. Equal Employment Opportunity Advisory Committee, A. Foster
- iii. Faculty Association for California Community Colleges, Freitas
- iv. Telecommunications and Technology Advisory Committee 9.26.16 & 1.23.17, Freitas

**C. Local Senate Visit Report**

- i. College of the Canyons Visit Report, May

**VII. ADJOURNMENT**

The meeting was adjourned at 1:03 p.m.

Respectfully Submitted By:

Annie Wilcox-Barlettani, Executive Assistant;  
Julie Adams, Executive Director;  
Dolores Davison, Secretary





## Executive Committee Agenda Item

SUBJECT: C-ID Work Plan		Month: April	Year: 2017
		Item No. II. B	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval revisions to the C-ID Work Plan.	Urgent: No	
CATEGORY:		Action	Time Requested:
REQUESTED BY:	Julie Adams	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup>	Julie Adams	Consent/Routine	X
		First Reading	
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Course Identification Numbering (C-ID) System has grown since its inception in 2007. For the past 10 years, the C-ID System has morphed each year based on needs of the segments. For example, in 2010 C-ID was used as the foundation for the SB 1440 (2010, Padilla) and SB 440 (2013, Padilla). This year, however, the leadership of C-ID is seeking a more sustainable funding directly to the ASCCC. A work group, that comprised the C-ID Leadership Team, representing a culmination of ideas and input from a variety of internal constituents discussed C-ID challenges, opportunities, recommendations, and goals and objectives. The result of the discussion was a draft work plan which charts a course for the desired direction for the system to serve the needs of the California public education segments.

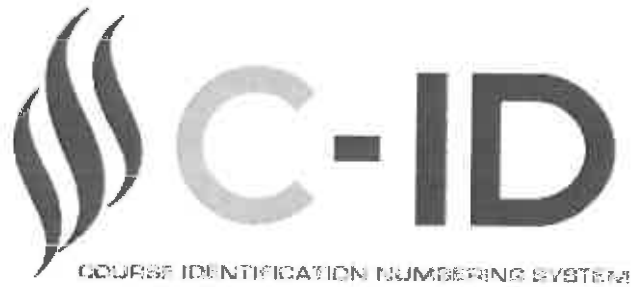
At the last Executive Committee meeting, members suggested adding a section for awarding college credit for prior military experience (noted in blue in the document) since the Chancellor’s Office suggested C-ID could have a role facilitating awarding of credit in this area. The Executive Committee will consider for approval the C-ID Work Plan.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



# Course Identification Numbering (C-ID) System Work Plan



Academic Senate for California Community Colleges  
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Prepared by:

C-ID Leadership Team

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Julie Bruno, ASCCC President  
Robert Cabral, C-ID CTE Curriculum Director  
Krystinne Mica, Associate Director  
Amanda Paskey, C-ID Curriculum Director  
Craig Rutan, ASCCC Executive Committee C-ID Liaison  
John Stankas, ASCCC Vice President

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## **Executive Summary**

The Course Identification Numbering (C-ID) System Work Plan provides direction for the proposed work and scope of the C-ID system for the next three years. The proposed Work Plan charts a course for the desired direction for the system to serve the needs of the California public education segments, including K-12, California community colleges, California State University, and the University of California.

The Work Plan represents a culmination of ideas and input from a variety of internal constituents that comprise the C-ID Leadership Team. Representatives from the Academic Senate for California Community Colleges Executive Committee, faculty from the California community colleges, and C-ID staff developed the recommendations as set forth by the Work Plan.

The Work Plan is divided into four main categories:

1. Challenges – What challenges are currently facing the C-ID system that may hinder its success?
2. Opportunities – What opportunities are present for the C-ID system to leverage?
3. Recommendations – How can we address the challenges and use opportunities benefit C-ID and the public higher education system as a whole?
4. Goals and Objectives – Proposed actions for change.

Each section discusses ways in which the C-ID system can improve and grow, exploring specific areas such as:

1. Career Technical Education
2. University of California System involvement
3. K-12 involvement
4. Technology and Improvements
5. C-ID Process
6. Sustainability

As the Work Plan suggests, changes are necessary to meet the dynamic goals and needs of the public higher education system. Therefore, it is important to implement a plan for C-ID that addresses existing issues, and is also aspirational in its strategies and goals for the future.

## **I.I Introduction**

### **A. Mission**

C-ID facilitates the transfer process for California's students by increasing and improving articulation between all postsecondary segments and institutions. Further, C-ID promotes and advances inter- and intra- segmental collaboration among the three public higher education institutions (California Community Colleges (CCC), California State University (CSU), and University of California (UC)), and private 4-year universities.

### **B. Background**

In the beginning, faculty in California sought to establish a system that would simplify the process of identifying comparable courses, thus the California Articulation Number System (CAN) was implemented in 1985. CAN became the foundation for a statewide articulation numbering system. Expanding on the efforts of CAN, the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC) brought together intersegmental discipline faculty from across the state to dialog regarding how best to prepare community college students to meet faculty expectations at the CSUs and UCs in terms of major preparation. The CSU system sought to improve the transfer pathway for community college students with the Lower Division Transfer Pattern (LDTP). LDTP expanded on the work of IMPAC by developing transfer pathways that were accepted by all CSUs. As a part of the LDTP process, the CSU developed a course descriptor for each course in LDTP.

In 2007, the Course Identification Numbering System (C-ID) began as a pilot project to improve on the organizational structures provided by CAN, the intersegmental faculty engagement process initiated with IMPAC, and the creation of descriptors as in LDTP. C-ID assigns numbers to significant transfer courses and identifies a lower-division, transferable course commonly articulated between the California Community Colleges, the California State Universities, and the University of California segments. The ultimate goal of C-ID is to facilitate the transfer process for California's students by increasing articulation among all postsecondary segments and institutions.

The C-ID number reflects a specific course descriptor, developed by intersegmental discipline faculty and reviewed statewide. Ultimately, it provides guidelines to students and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities or fulfill general education requirements. The C-ID descriptor also provides guidelines for on-going curriculum development and revision of lower division courses. Once the numbers and descriptors for sets of courses have undergone wide discipline review, they will be posted for general information. Any community college course that bears the C-ID supranumber conveys that faculty have determined it meets the published standards of course content, rigor, and student learning outcomes or objectives.

The C-ID infrastructure is also used to develop and vet the transfer model curriculum (TMC) in transfer majors and to develop descriptors for all required courses included in the TMCs, providing assurances to students and faculty that courses offered at one institution are

comparable to those elsewhere, provided they have the same C-ID number. Once a TMC is drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their Associate Degree for Transfer (AD-T).

The C-ID system is the primary implementation mechanism for SB1440 (Padilla, 2010) and SB440 (Padilla, 2013). The ASCCC and California Community College system have worked tirelessly to enact these and other legislative mandates that serve the transfer preparation needs of students in all segments of higher education. In addition, C-ID was included in the California Board of Governor's *25 Strong Workforce Recommendations* as a way to address and strengthen the curriculum process and course portability for career technical education (CTE) students, and address the workforce gap in California. C-ID is currently facilitating this legislative and economic imperative through work on the creation and implementation of model curricula specific to CTE disciplines identified by the CCC Chancellor's Office Division of Workforce and Economic Development and the Academic Senate for California Community Colleges. In 2015-16, over 30 CTE disciplines were convened as part of the Doing What Matters and C-ID partnership to determine whether descriptors, model curriculum, and model awards are appropriate for each discipline.

### **C. Purpose**

As C-ID continues to grow, it is vital that a plan is implemented in order to identify long-term goals and direction for the system. As such, it is crucial that sustainable funding remains continuously available to ensure the permanence of the C-ID system. This Work Plan will review several key components of the C-ID system, outline future goals and trajectories, and will propose changes to the existing funding structure. This includes increased visibility to the public (marketing), technological improvements to the website, additional funding to support the work of the faculty review groups of each discipline, increased trainings available for new faculty, specifically with the future involvement of the University of California system, and C-ID's expansion into career technical education (CTE).

The Work Plan outlines the following six areas that will be reviewed and addressed: existing system, challenges, opportunities, goals and strategies, budget, and organization and management.

## **I.2. Existing System**

The current C-ID process initially calls for a discipline input group (DIG) meeting to be convened for discipline faculty to come together to discuss the creation of the Transfer Model Curriculum (TMC), Model Curriculum (MC), and descriptors. Once the DIG is completed, faculty from the CCCs and the CSU are recruited and appointed by their respective Academic Senates to participate in the smaller faculty discipline review group (FDRG). Once the FDRG has draft documents available, the documents are placed on the C-ID website for a vetting period, at which time the general public is invited to participate in the review of the draft documents. This vetting period allows the public (specifically, faculty at colleges, administrators, and counselors/articulation officers) to provide their feedback and comment on the drafts written by the discipline faculty appointed to participate in C-ID. The FDRG will convene and review the



feedback received and finalize once they are satisfied with the changes made. The finalized documents are reviewed and accepted by the appropriate advisory committees.

The existing C-ID System can be accessed through the public website [c-id.net](http://c-id.net). This website provides information regarding the documents created and drafted by faculty involved in C-ID, including descriptors, TMCs, and MCs. The website also outlines current policies for the project, members of the advisory committee, and general information for users, such as an FAQ page, information on approved courses, and newsletters. Additionally, the website is the launch site for faculty reviewers and discipline review group members (FDRG) to login and provide course reviews.

As of February 15, 2017, 322 finalized descriptors are available, with most forming the foundation for TMCs. More than 16,486 courses are approved for C-ID designation from 32 disciplines and 113 community colleges. There are 16 CSUs that deemed 1,660 courses as comparable to C-ID descriptors. Over 590 faculty members in the California community colleges, and close to 250 faculty members in the California State University systems participate in C-ID as either FDRG members or course reviewers. Currently, 36 finalized TMCs are available, with over 2,000 related Associate Degrees for Transfer created and approved by the CCC Chancellor's Office. In addition, five disciplines have new TMCs under review by their FDRGs (Environmental Science, Graphic Design, Hospitality Management, Law, Public Policy and Society, and Social Work and Human Services).

## 1.3 Challenges

While the C-ID System increased exponentially in its capacity over the last few years, the system faces five major challenges that will need to be addressed in order to continue to move forward effectively.

- Review Process and CSU faculty involvement
- Use of C-ID in Associate Degrees for Transfer (AD-T)
- Refinement of the CTE C-ID Process
- Sustainability (Funding)
- Technology

### ***A. Review Process and CSU Involvement***

During the early implementation stages of C-ID, faculty in the three public higher education segments and private universities identified the need to collaborate intersegmentally for the success of the system. The initial advisory committee recognized that in order for C-ID to thrive, it must be built on a foundation that is faculty driven, where faculty across California in their disciplines will be the voice and catalyst for change for matters related to curriculum and instruction. Much of the process that continues now predominantly relies on the participation of discipline faculty from the CCC and the CSU systems. Particularly, the course review process for transfer disciplines in C-ID calls for the review of two discipline faculty, one each from the CCC and CSU segments, with the final review provided by the CCC discipline faculty lead.

With the rapid expansion of C-ID into disciplines past the top 20 transfer majors, it became increasingly difficult to find CSU faculty to participate in the course review process. While a majority of the 37 existing transfer disciplines have sufficient CSU reviewers, there are four disciplines in particular in which colleges are waiting on the approval of their Associate Degrees

for Transfer (AD-T) as a result of courses not getting reviewed and approved due to the lack of CSU reviewers: Agriculture, Film/TV/Electronic Media, Global Studies, and Social Justice Studies. Additionally, a number of disciplines are in need of specific CSU faculty that can review for specific descriptors, such as Information Systems Technology and Mathematics.

### ***B. C-ID and Associate Degrees for Transfer (AD-T)***

The passage of SB 1440 mandated that California community colleges and California State Universities work together on the creation of an Associates Degree for Transfer (AD-T) in the top 20 transfer majors. Since the content of community college degrees is an academic matter, the Academic Senate for California Community Colleges (ASCCC) took the lead in coordinating a statewide response to SB 1440 using the C-ID system. Rather than all 113 colleges developing 113 different degrees in each transfer major, a statewide response was initiated in the form of a transfer model curriculum (TMC). The TMC defines the courses needed in a major and then provides options that colleges could select from as they design a degree that meets local needs. The goal was to effectively establish common major preparation while also allowing for some local flexibility.

The TMC/AD-T process relies heavily on the use of C-ID descriptors in the CORE and List A of the TMC. From June 2015 – December 2016, part of the process for the approval of an AD-T degree for a college is that the submitted degree must have all C-ID courses approved in the C-ID System in order for the Chancellor's Office to provide approval for the degree. As it relates to the first issue, colleges are having a difficult time getting courses approved due to a lack of CSU reviewers. As a result, college's degrees are being held for approval, resulting in students not having access to use the AD-T degree. This has also caused some colleges to deactivate degrees in which they do not have the necessary C-ID approvals.

In late December 2016, the CCC Chancellor's Office made a change to the degree submission process such that courses that are listed in the degree are no longer required to have C-ID approval prior to submission, but instead can carry a "Submitted" status. This change was prompted by the adoption of Resolution 15.02 during the ASCCC Fall 2016 Plenary Session. While the change may be welcomed by some colleges, it brings to light different a set of challenges resulting in the change, including uncertainty on the approval of courses after the degree is approved, and whether the degree will be nullified if a course that was in submitted status eventually earns a Not Approved status for C-ID.

### ***C. CTE C-ID Process***

In 2016, the California Board of Governors released the report titled *Task Force on Workforce Job Creation and a Strong Economy*, which provides 25 recommendations on how to address the growing workforce gap in California. The primary premise of the report was to leverage existing career technical education (CTE) programs across the CCC to increase student success, create career pathways for students to explore, strengthen curriculum and identify CTE faculty necessary to strengthen curriculum, and provide funding and regional coordination for community colleges.

C-ID was included in the taskforce recommendations to help address the curriculum comparability and portability. Through C-ID's partnership with the CCC Chancellor's Office Division of Workforce and Economic Development, the CTE disciplines were folded into the existing C-ID process for transfer disciplines. However, C-ID leadership recognized that while

there should not be a distinction between CTE and transfer disciplines, the existing process for transfer disciplines does not suit the needs of CTE specific disciplines. As CTE continues to expand and work on model curriculum, model awards, certificates, and descriptors, C-ID will need to refine its process to fit CTE disciplines. In particular, challenges that will need to be addressed are: number of faculty available in each discipline, resulting in a time commitment challenge for faculty to participate in the C-ID process; and the lack of established guarantees (similar to SB 1440 benefits) for acceptance of the model curriculum by colleges.

#### ***D. Sustainability (Funding)***

C-ID was initially funded by the CCC Chancellor's Office for a period of five years, starting in 2007. Community colleges and districts were given the opportunity to apply to the Chancellor's Office's Request for Application (RFA) for C-ID. Initially, the grant was awarded to the Los Rios Community College District (CCD), located in Sacramento, CA. The ASCCC was able to supplement the C-ID grant by applying and receiving the award for Complete College America, funded by the Bill and Melinda Gates Foundation, which awarded C-ID with a \$1 million dollar grant to continue the work on the creation of descriptors, and, since 2010, the Transfer Model Curriculum. The grant awarded to the Los Rios CCD was renewed yearly, starting in 2012, with the grant providing roughly \$200,000 per year to C-ID.

Since 2015, the C-ID system has not received stable and predictable funding. Each year, the ASCCC provides the initial funding for the C-ID system's operations and is reimbursed for expenses encumbered throughout the year. As a result, the ASCCC has previously had to operate under a deficit until such time that the funds are received from the fiscal agent. Historically, the average time for reimbursement has been over six months. During the 2016-17 academic year, the Chancellor's Office sent out a Request for Applications, which was awarded to Mt. San Antonio College for the duration of one year. This yearly allocation of funds is detrimental to the overall planning and success of C-ID due to the uncertainty of when funding would be available and awarded for the ASCCC to do the work. In order to continue the work of C-ID, funds need to be dedicated specifically to C-ID and made available during the beginning of each fiscal year.

#### ***E. Technology***

The ASCCC, in collaboration with the C-ID Advisory Committee, began work on the website and data management system by hiring a software developer to work on the specifications needed for the system, as identified during the pilot phase of the project. Many conversations took place regarding the creation of the website, including the submission and review process, and the external website accessible to the public. While the committee and the ASCCC worked diligently on the creation of a robust system, it was not anticipated that the system would grow to the level it is currently at today. Since its inception, over 20,000 courses are submitted into the system and faculty participating in the C-ID review process have conducted thousands of reviews.

Because of the substantial growth of C-ID, the ASCCC recognized the need to create a more powerful website that can handle the increase in course submissions and review. In 2014, a partnership began with the CCC Technology Center to develop the new website. This technological advancement is important to the work of C-ID as the system relies heavily on technology that is efficient and adaptable to the needs of the users (faculty, articulation officers, administrators, counselors, students, and the public at large). Therefore, it is necessary for C-ID

to have continued support on the development of the new website along with a guarantee of future support once the new website is built.

## **1.4. Opportunities**

The C-ID system is a unique and robust system that, over the last 10 years, worked to increase transfer and articulation in California's public higher education system. As the system continues to change, there are increased opportunities to advance the work of C-ID, which in turn, advances the goals of the California community colleges. As the public higher education system of California evolves, so too must the ways in which C-ID addresses any identified needs. Below are several key opportunities that C-ID can and should leverage in the future.

### ***A. University of California***

The University of California system recently expressed interest in participating in C-ID. Several key conversations have taken place, discussing the ways in which the UC can leverage the existing C-ID system, including utilizing the existing discipline descriptors as a way to identify comparable courses in the UC, and utilizing the existing TMCs as a basis for the UC Transfer Pathways. In one particular instance, the University of California, Irvine, began to augment their existing articulation process for their Engineering programs by using the Engineering C-ID descriptors and model curriculum, as a means to identify and admit students.

It is important to leverage the momentum of the UC's interest in participating in C-ID as a way to expand the current C-ID system to encompass all three public higher education segments. By having the UC segment involved, it allows greater flexibility for students to determine where they want to go upon transfer (CSU or UC). It would be particularly beneficial for students who are interested in using an existing ADT to gain acceptance into either the CSU (through the SB 1440 process) or to the UC (using the new UC Transfer Pathways programs).

### ***B. Programs of Study (High School Pathways)***

In addition to working with the University of California in C-ID, it is also important to leverage the existing Programs of Study, through the Statewide Career Pathways project, to pull in high school courses and articulation. The Statewide Career Pathways project, funded by SB 70 through 2014, provided a "framework to assist high school and college faculty to collaborate and develop programs of study that include articulation of high school coursework". The project developed a database of articulation agreements across the state; developed discipline-specific programs of study; and provided an online Counselor Toolkit that allowed high school counselors to create customizable templates specific to each student, to assist in the development of a tailored school plan.

C-ID's collaboration began with Statewide Career Pathways through the development of the Programs of Study. Similar to the faculty discipline review group model, the Discipline Workgroups (DWGs) included high school teachers and college faculty who worked together to create the Programs of Study templates, identifying high school course work and courses that would articulate and/or allow for dual-enrollment in the CCC. By creating the Programs of Study, in conjunction with the TMC for the discipline, a clear pathway was created for students to follow, from high school, to community college, to transfer or employment. Re-starting the

Statewide Career Pathways project would allow C-ID to connect college courses and high school programs more efficiently, allowing the clear pathways to exist for students.

### ***C. CTE and Emerging Disciplines***

As noted in section 1.3.C., C-ID is being used to implement part of the Board of Governor's 25 Workforce taskforce recommendations to help enhance the curriculum process for CTE disciplines in California, which will in turn address the workforce gap. Over 30 CTE disciplines have developed the descriptors and model curriculum or certificates through the C-ID system. In order to respond to the workforce needs of California, C-ID must identify and stay ahead of industry trends, by focusing on emerging disciplines and programs. The identification of emerging disciplines would allow C-ID to come up with statewide models that can be used by colleges to create new local programs addressing the need.

### ***D. Technology***

In collaboration with the CCC Technology Center, the C-ID website is currently undergoing major renovation and an overhaul of the existing system to a new platform. By migrating the website and information, the C-ID system can utilize several new and promising technological advances that have become available since C-ID's inception. Using the power of technology, C-ID could greatly enhance the user experience and the system's ability to gather, utilize, and keep data.

The CCC Technology Center is working on enhancing the course submission and review process for the system. Through the years, several key features were identified as either necessary or desirable to improve the C-ID system and work has now commenced to include the updates and enhancements. The development of the new C-ID website is also happening in parallel with the building and development of the new ASSIST Next Generation website. Since the inception of C-ID and the course submission process, articulation officers (college faculty or staff that submit courses for C-ID) have asked for the integration of the C-ID submission process into ASSIST, as ASSIST is also the means by which courses are submitted for CSUGE Breadth and IGETC. It is anticipated that the new C-ID 2.0 website and ASSIST Next Generation will be integrated in mid-2017.

#### ***i. Digital Badging***

As part of the efforts on the development of CTE descriptors for Office Technology, C-ID's partnership with the Doing What Matters Business Information Worker (BIW) pathways determined that the new platform of "digital badging" could be beneficial to students who complete the pathway. Digital badging is a validated indicator of accomplishment, skill, quality, or interest that can be earned in many learning environments and can typically be displayed on online websites, such as LinkedIn, Twitter, or Facebook. Digital badging would allow students to share their accomplishments in a more convenient and portable way. C-ID is exploring ways in which the system can utilize existing digital badging software to integrate into the C-ID process.

### ***E. A-G Courses and C-ID***

The intent of the University of California "A-G" subject requirement is to ensure that "students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study" (UCOP.edu). An opportunity was presented to C-ID to determine whether C-ID should submit a package of descriptors to the UC A-G courses list on the UCOP

website. The packaged set of descriptors would create a program that the community college system would then be able to submit to the UC system for approval and use for A-G requirements. It would identify and use C-ID descriptors for each category (A-G) to create a course list. Once the course list is approved by the UC, high schools could then build articulation agreements with their local college based on the C-ID descriptors.

The creation of the CCC Program Status for UC A-G is a great opportunity that C-ID should leverage as it will provide incentive for high schools to create or adopt based on the C-ID descriptor. Further, high schools would not have to be individually approved by the UC since the UC system would already have granted approval to the CCC Program Status for A-G use. This is also a benefit for students as using the CCC Program Status courses would provide them with an additional GPA bump when being reviewed by the UC. Additionally, it would expand the types of classes high school students can take that will satisfy the a-g requirements and promotes CTE classes as equal to AP classes for satisfying A-G.

### ***F. General Education Pattern***

Several conversations have taken place regarding the use of C-ID descriptors to articulate to general education categories. The proposal is to recognize that courses submitted by community colleges to C-ID descriptors would be matched to a general education requirement (either IGETC or CSUGE Breadth). By doing so, it would eliminate the need to have individual colleges prove that their course meets the GE requirements, and would instead allow dual usage of their approved C-ID course for major and general education requirements. The current process requires a college to submit a course to C-ID (a continuous process), CSU-GE Review Committee (a once per year review process), and the UC GE Review (a separate once per year review process). To improve efficiency, speed of review, and therefore better serve students, a single continuous process through the C-ID system permits community colleges to better serve students more quickly.

### ***G. Awarding College Credit for Prior Military Experience (AB 2462)***

In July 2012, the legislature passed and the governor signed AB 2462 (Block) on the awarding of college credit for prior military experience. The bill requires that the Chancellor's Office "using common course descriptors and pertinent recommendations of the American Council on Education, shall determine for which courses credit should be awarded for prior military experience." In response to this bill, the Chancellor's Office survey the field to gather information regarding trends and practices for awarding college credit for prior military service. The Chancellor's Office found that of the 96 colleges who participated, 102 unduplicated courses were reported as courses that students with prior military experience were granted college credit mostly in Administration of Justice, Business and Management, and Information Technology. C-ID could explore ways to identify courses to facilitate the awarding of prior military experience.

## **1.5. Recommendations**

Addressing the challenges that C-ID currently faces is of paramount importance in order to continue the work efficiently and successfully. Therefore, several suggestions are included below. The recommendations below are just that: recommendations. C-ID's interest is in ensuring the quality and efficacy of the program and the recommendations are simply ideas to begin the conversation.

### ***A. Adapt the review process of courses***

C-ID is proposing an adaptation to the review process for disciplines that have a backlog due to the lack of CSU reviewers such that instead of one community college and one CSU reviewer, C-ID would allow any two discipline reviewers to review the submission, with the final determination given by the Primary Reviewer. The proposal to adapt the review process would provide C-ID with a means to address the challenge of having a lack of CSU reviewers. As C-ID continues to work with the CSU Chancellor's Office and CSU Academic Senate on the appointments of CSU faculty reviewers, a recommendation is to have an open dialogue with C-ID Leadership and the ASCCC regarding changing the criteria by which CSU faculty are appointed to review. The criteria set forth by the CSU Academic Senate is a known barrier for getting CSU appointments to review. By considering changing the criteria, it may alleviate the backlog in some disciplines.

### ***B. Provide reassignment time or stipends to faculty involved in C-ID***

#### **I. Faculty Discipline Review Group (FDRG)**

The reason most often provided by faculty who wish to be involved in C-ID but who then decline to continue participation is that they have too many commitment on campus that would allow them the time to participate in C-ID. Often times, the faculty members are willing to contribute, but cannot due to time or resource constraints. For example, many of the faculty invited and who attend the DIGs who are then asked to participate on the FDRG indicate they are unable to as they are the only faculty member in their department, they are part-time faculty, or already participate in other committees and organizations on their campus. C-ID should offer stipends to faculty involved in the creation of discipline descriptors and model curriculum or Transfer Model Curriculum to provide compensation for the time they spend away from their on-campus duties on the development of the documents.

#### **II. Primary Reviewers**

Disciplines that are severely backlogged and have a large number of course submissions are typically those disciplines that are included in many TMCs (e.g. Mathematics). C-ID recognizes that the work involved with assigning courses, managing reviewers, and answering questions from the field is time consuming and takes faculty away from their responsibilities on campus. C-ID is proposing to allow disciplines that are identified as having a heavy load to provide the Primary Reviewer reassignment time in order to free some time for the faculty member to dedicate specifically to their C-ID work.

### ***C. Allocate adequate and predictable funding for C-ID***

The sustainability and prolonged existence of the C-ID system truly relies on the availability of long-term and predictable funding of the project. In order to eliminate the need to find a college or district to apply and be approved for the Request for Application, it is highly recommended that the funding be provided directly to the Academic Senate for California Community Colleges (ASCCC). The ASCCC currently manages operation of C-ID and the lack of predictable funding has forced the ASCCC to dip into funding reserves to support the continuous

and expanding work of C-ID. Additionally, the ASCCC is the best equipped at reaching a broad audience and encouraging participation by statewide faculty as the organization is the voice and representative of all faculty in the California Community College System and has an ongoing professional relationship with CSU and UC through the Intersegmental Committee of Academic Senates. The success of C-ID hinges on ASCCC involvement and oversight as well as on the relationships with faculty that ASCCC cultivated in all three segments of higher education. If funding cannot be directly provided to the ASCCC, then it is suggested that the CCC Chancellor's Office identify a college or district that has the capacity to support C-ID, will remain the fiscal agent for an extended period of time, and provides the ASCCC with the fiscal support and autonomy required to ensure the viability of C-ID.

#### ***D. Negotiate with CSU and UC to contribute to funding C-ID***

As C-ID is beginning to be used in both the California State University and University of California segments, it is recommended that both public higher education segments provide and identify a funding stream dedicated to the C-ID system. As noted in section 1.4.A, the use of C-ID is no longer limited to the articulation and portability within the community colleges, but is also now being identified within the UC system, via the UC Transfer Pathways. The recognition of C-ID in the UC system signals strength of the program and it is highly recommended that funding be made available by all public higher education segments in order to make certain the continued success of C-ID.

It would be beneficial for the partnership with the CSU and UC if each segment were able to allocate specific funding for appointed faculty to the C-ID system, such as travel reimbursement for CSU/UC faculty who participate on the advisory committees, stipends for course review, and stipends for attending the discipline input group (DIG) meetings. In that way, faculty are compensated for their time and reimbursed for travel encumbered conducting C-ID related work.

#### ***E. Marketing***

An opportunity and recommendation for the C-ID system is to create and implement a robust marketing plan in order to advertise the successes of the program and demonstrate the usefulness of the C-ID System in the California higher education system. Through numerous conversations by the oversight committee, it was identified that a main improvement that the C-ID system could make is to have a more visible public presence. Funding a marketing strategy would allow C-ID to create promotional materials that can be distributed to colleges, universities and the public as well as training resources for faculty, counselors, and articulation officers.

#### ***F. Continued funding for C-ID technology***

As mentioned in sections 1.3.E and 1.4.D, maintaining and providing continued development support to the C-ID system is of great importance, as C-ID relies heavily on a working website and data management system. While the work on the new C-ID website is well underway and is anticipated to be complete by summer of 2017, on-going maintenance and development is still necessary. It is recommended that the CCC Chancellor's Office, working with the CCC Technology Center, to guarantee funding allocated to the on-going support for C-ID technology.

#### ***G. Expansion of C-ID into CTE, Programs of Study, and UC***

C-ID is now a recognized and integral part of the California community college system and continues to expand into the California State University system, University of California system



and the K-12 public school system. While C-ID's main goal continues to be to ease the transfer and articulation burden in the higher education system, we must recognize that the same goal can be adapted to meet the needs of other areas. C-ID's inclusion in the report *Task Force on Workforce Job Creation and a Strong Economy* recognizes the contribution that C-ID can make to expand the current role and scope of CTE curriculum in the community college system by creating statewide model curriculum templates for CTE programs. The creation of the statewide templates allows CTE programs that were once regional to be accessible to all colleges, which would support the educational goals of a broader range of students across the state.

The connection between the Programs of Study (Statewide Career Pathways) and C-ID was also a proven and effective partnership with the K-12 system and the California community colleges. Numerous templates and articulation agreements are already in existence that can serve high school students transitioning into community college to identify courses within a career pathway. The partnership between Statewide Career Pathways and C-ID also establishes relationships with college faculty and high school teachers who work in tandem to identify and work on curriculum to benefit the students. In turn, this partnership between the two systems allowed for the creation of the Programs of Study toolkit, designed to assist high school counselors to direct their students into an area of study. This collaboration should continue and be encouraged and funded in order to better serve students.

It was previously stated that the University of California system is interested in participating in C-ID in a variety of ways, such as considering the existing Transfer Model Curriculum in relation to the UC Transfer Pathways, individual colleges using model curriculum and descriptors as a means to admit students into programs such as Engineering, and the potential to use a package of descriptors to meet the A-G requirements. A recognized partnership with C-ID and the UC system can provide additional transfer options for students transferring from community college into a 4-year institution.

## 1.6. Goals and Objectives

The following are the three year goals and objectives for the C-ID system to address the issues identified under section [1.3](#) and to continue with the enhancement of the existing system.

### **Objective 1: Identify long-term C-ID funding**

*Goal: Identify sustainable and predictable funding structure for the C-ID project.*

*Activity: Work in partnership with the CCC Chancellor's Office on identifying long-term funding for the C-ID program.*

*Activity: Work with the CCC Chancellor's Office to include reassignment time as part of the funding stream.*

*Activity: ASCCC will look for additional resources and grants that could fund the C-ID program.*

### **Objective 2: Sustain existing C-ID system created for transfer disciplines**

*Goal: Continue supporting the work of transfer disciplines within C-ID.*

*Activity: Continue with the implementation of the C-ID 5-year review process.*

*Activity: Continue funding to bring together faculty discipline review groups (FDRGs) to complete the 5-year reviews.*

Activity: Work with the ASCSU to identify additional faculty to be appointed to existing FDRGs for the review process.

**Objective 3: Ensure C-ID maintains an effective submission and review system**

*Goal: Increase the number of 4-year faculty involved in the review process.*

Activity: Work with the ASCSU to identify and increase the number of CSU faculty involved in C-ID

Activity: Work with the UCAS to identify and increase the number of UC faculty involved in C-ID.

*Goal: Refine the existing review process and identify opportunities for systematic improvement.*

Activity: Review the CTE C-ID submission process and refine the process to work better for CTE submissions

*Goal: Continue enhancing the C-ID system technology to keep up with the needs of the colleges to submit courses.*

Activity: Work with the CCC Technology Center and ASSIST NG on website and technological enhancements to create a more streamlined submission and review process

**Objective 4: Expand on the work of the CTE C-ID**

*Goal: Work with the CCC Chancellor's Office and the Doing What Matters Initiative to identify future disciplines for C-ID.*

Activity: Work closely with the Doing What Matters Technical Assistance Provider to identify disciplines (emerging and existing) to bring into C-ID.

Activity: Identify the main goal for CTE C-ID disciplines.

Activity: Review the existing C-ID process to ensure that it fits and works with the goals of CTE C-ID.

Activity: Work with the Chancellor's Office on the approval process for any model curriculum or certificate created for CTE C-ID.

**Objective 5: Build a marketing plan for C-ID**

*Goal: Create a public marketing plan C-ID.*

Activity: Work with the CCC Chancellor's Office to include a line item in the budget for marketing.

Activity: Work with a marketing vendor to develop a marketing plan.

Activity: Develop collateral materials that can be distributed to colleges to promote the work of C-ID.

*Goal: Increase trainings available for counselors and articulation officers on how to use the system.*

Activity: Create training modules and presentations for counselors and articulation officers on how to use the C-ID system.

## 1.7. Budget

Currently, the C-ID system runs on funding of approximately \$325,000 per academic year. The breakdown of the costs for the 2015-16 year is as follows:

Category	Budget Allocated	Actual Expense
1100 Instructional Salaries	\$34,965	\$58,254
2100 Non-instructional Salaries	\$89,608	\$74,360
3000 Employee Benefits	\$19,714	\$21,908
5000 Other Operating Expenses (OOE) and Services	\$140,650	\$66,958
Travel and Meeting Expenses	\$3,000	\$0
Faculty Stipends	\$36,840	\$77,670
Other Outgo	\$0	\$0
<b>Total</b>	<b>\$324,777</b>	<b>\$299,150</b>

In order for C-ID to accomplish its goals in the coming years, additional funding is requested in the amount of **\$410,000** per year to total funding of approximately \$735,200. See the breakdown associated with the costs below:

Item	Classification	Requested Funds
1000	Instructional	\$78,650
	C-ID Transfer Director	
	C-ID CTE Director	
	C-ID Data and Review Director	
2000	Non-Instructional	\$112,180
	ASCCC Executive Director (20%)	
	ASCCC Associate Director (80%)	
	C-ID Sr. Administrative Assistant (100%)	
	C-ID Administrative Assistant (100%)	
3000	Employee Benefits (22% of Non-Instructional Salary)	\$24,680
4000	Operating Expenses:	
	Discipline Input Group (DIG) Meetings	\$80,000
	Advisory Committee Meetings	\$13,400
	Faculty Discipline Review Group Meetings	\$40,200
	C-ID Related Travel Expenses:	
	Development Team	\$7,500
	Staff	\$1,000
	ASCCC President, Vice President, and Executive Director	\$2,100
	Stipend Payments	\$114,000
	One-time Stipend (6 FDRG members x 30 FDRGs)	\$180,000
	Primary Reviewer Reassignment Time (5) x 10% reassignment	\$16,498
5000	Marketing & Public Outreach	\$50,000
6000	Technology	\$15,000
	<b>Total Funding Request</b>	<b>\$735,200</b>

## **1.8. Organization and Management**

The C-ID system currently operates under the Academic Senate for California Community Colleges (ASCCC), and is lead by the ASCCC Executive Director, ASCCC Associate Director, and supported by two Administrative Assistants. Under the leadership of the ASCCC and in collaboration with the ASCCC Executive Committee, two advisory committees oversee the project plan of C-ID: the Intersegmental Curriculum Workgroup (ICW), and the C-ID Advisory Committee. Both committees are comprised of faculty from CCC/CSU, CCC/CSU representatives from each respective Academic Senate, CCC/CSU Chancellor's Office representatives, Articulation Officers/Counselors, and representatives from the California Intersegmental Articulation Council (CIAC), and the Association of Independent California Colleges and Universities (AICCU).



## Executive Committee Agenda Item

SUBJECT: 2018 SLO Annual Symposium		Month: April	Year: 2017
		Item No. II. C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval continuing their partnership with a faculty member on the 2018 SLO Symposium.	Urgent: YES	Time Requested: 10 min.
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

This year the ASCCC partnered with Jarek Janio and other organizations to host the SLO Annual Symposium. The SLO Annual Symposium takes place at the end of January or early February. The symposium began in 2014 with only 32 faculty and deans in attendance and has grown significantly since that time. This year's symposium was attended by 195 faculty and deans. Currently, there are two colleges that have volunteered to host the symposium – West LA and Irvine – on Friday, February 2, 2018. This year, the symposium will not compete with the Executive Committee meeting so the opportunity for members to be involved in the event will be better.

The Executive Committee will consider for approval partnering with Jarek Janio to hold the Fifth Annual SLO Symposium. The partnership would include name, advertisement, planning, presentations, and staff assistance with registration and other logistics.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

<b>SUBJECT:</b> <i>Legislation and Government Update</i>		Month: April	Year: 2017
		Item No. IV A	
		Attachment: Yes (1)	
<b>DESIRED OUTCOME:</b>	Discussion and Action	Urgent: Yes	
		Time Requested: 30 minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	John Stankas	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

*The deadline to submit new legislation was February 17, 2017. There are over 170 bills introduced that may have an effect on the California Community Colleges. Attached is an update of bills relevant to academic and professional matters.*

### DESIRED OUTCOME:

*The attached report may generate discussion and action by the Executive Committee.*

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





**ASCCC Legislative Report  
April 9, 2017**

***Legislation with implications for academic and professional matters  
Assembly Bills***

**AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise**

Existing law provides for the waiver of the \$46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. To qualify for provision (3) above, a student must demonstrate financial need of at least \$1,104. This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least \$1. Amended in Assembly, 3/30/17

**Status:** Referred to Appropriations, 4/3/17

**ASCCC Position/Resolutions:** The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

**\*AB21 (Kalra) Access to Higher Education for Every Student - *Urgent***

Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; ~~refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal agencies or authorities;~~ require all faculty and staff to immediately notify the campus chancellor or president if they suspect or become aware that specified federal authorities may enter, or have entered, the campus; immediately notify any and all students who may or could be subject to an immigration enforcement order or inquiry in a discrete and confidential manner, as specified; require all faculty and staff responding to or having contact with a representative of federal immigration authorities, or any other public or law enforcement entity working in coordination with these federal authorities, to verify the legality of any warrant or subpoena prior to

complying or cooperating with any enforcement of an immigration order or inquiry; assign staff to serve as a point of contact for those who may be subject to immigration actions; solicit and maintain a contact list of known attorneys or legal services providers who provide pro bono legal immigration representation, and provide it free of charge to any and all students who request it and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed. Amended in Assembly 3/15/17

**Status:** Re-Referred to Committee on Judicial Matters, 3/29/17

**ASCCC Position/Resolutions:** The ASCCC has long held that access to education should not be limited as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

**\*AB204 (Medina) Community colleges: waiver of enrollment fees**

~~This bill would require the board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to~~ Office of the Chancellor of the California Community Colleges to review, for general consistency, each community college district's due process procedures, including any subsequent modifications of the procedures, adopted to appeal the loss of a fee waiver under these provisions, and comment on the procedures, as appropriate. The bill would require that the district's procedures allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan. Amended in the Assembly 3/17/17

**Status:** Referred to Appropriations 3/20/17

**ASCCC Position/Resolutions:** The ASCCC Executive Committee voted at it's February meeting to support this legislation. The legislation is sponsored by FACCC.

**AB214 (Weber) Student Food Security**

AB 214 seeks to assist students facing food insecurity by making the CalFresh application processes easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. Non-substantive revisions 3/15/17

**Status:** Referred to Appropriations 3/22/17

**ASCCC Position/Resolutions:** The ASCCC has a history of supporting our neediest students with access to programs and services necessary to facilitate curricular success.

**\*AB217 (Low) Postsecondary education: Office of Higher Education Performance and Accountability**

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and replacement for the California Postsecondary Education Commission (CPEC).

The membership would be defined as:

the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:

(A) Three members of the advisory board appointed by the Senate Committee on Rules.

(B) Three members of the advisory board appointed by the Speaker of the Assembly. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

The bill would specify the functions and responsibilities of the office, which would include, among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

**Status:** Referred to Appropriations, 3/15/17

**ASCCC Position/Resolutions:** This bill is slightly different from past bills the ASCCC has opposed. In conversations with legislative staffers, they fully expect such a bill to be vetoed by the governor and understand our concern that there are not explicitly members of the higher education faculty and community involved in such a commission.

**AB 227 (Mayes) CalWORKs: Education Incentives**

AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:

☑ High school diploma or equivalent: \$100/month

☑ Associate's degree or career/technical education program: \$200/month

☑ Bachelor's degree: \$300/month

The bill appropriates \$20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients.

**Status:** In Human Services Committee 3/21/17

**ASCCC Position/Resolutions:** This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for CalWORKs students.

**AB276 (Medina) Cyber Security Education and Training Programs**

This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience. Non-substantive revisions 3/28/17

**Status:** Referred to Appropriations 3/28/17

**ASCCC Position/Resolutions:** Information is useful

**AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards**

AB 370 would require the California Student Aid Commission to calculate a target for Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is to ensure that all Competitive Awards are distributed to needy students in an academic year.

**Status:** Referred to Appropriations 3/29/17

**ASCCC Position/Resolutions:** This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for Cal Grant A and B recipients.

**\*AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program**

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

**Status:** Hearing scheduled for 3/28/17 and cancelled at author's request.

**ASCCC Position/Resolutions:** The CCC Chancellor's Office opposes this bill until AB276 (Medina) is completed.

**AB445 (Cunningham and O'Donnell) Apprenticeship Programs, Related Supplemental Instruction and Career Technical Education - *Urgent***

This bill would express the intent of the Legislature that related and supplemental instruction for apprentices, as defined, be fully funded for each fiscal year commencing with the 2015–16 fiscal year.

The bill would appropriate \$10,000,000 to the Chancellor of the California Community Colleges for allocation to local educational agencies and to community colleges for related and supplemental instruction, as defined, for the 2016–17 fiscal year. This bill would change the name of the program to the California Career Technical Education Grant Program.

The bill would increase to \$300,000,000 the General Fund appropriation to the State Department of Education for this program for the 2017–18 fiscal year, and would further provide for an appropriation to the department in this amount for each subsequent fiscal year. Non-substantive amendments 3/29/17

**Status:** Referred to Committee on Higher Education, 3/30/17

**ASCCC Position/Resolutions:** The ASCCC has long held that CTE funding is crucial to fulfilling our mission. The other two points regarding apprenticeship programs and RSI are still being explored.

**\*AB504 (Medina) Student Success and Support Program Funding**

This bill would require that Student Success and Support Program funding be used to support the implementation of student equity plan goals and the coordination of services for the targeted student population through evidence-based practices. This bill would require the Chancellor of the California Community Colleges to establish ~~a standard definitions and measures of the terms~~ *definition of "equity" and a standard definition of "significant underrepresentation," and measures of these terms*, for use in the student equity plans of community college districts. Amended 3/15/17

**Status:** Referred to the Committee on Higher Education 3/16/17

**ASCCC Position/Resolutions:** None at this time

**AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver**

AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019, to ensure that a fee waiver application is available online for students at each community college.

**Status:** Referred to the Committee on Higher Education 3/20/17

**ASCCC Position/Resolutions:** Access to financial aid is supported by numerous ASCCC resolutions in the past.

**\*AB637 (Medina) Student Equity Plans**

This bill would require the campus-based research to use a standard definition and measure of “equity” provided by the chancellor. The bill would also require the issue of “significant underrepresentation” to be addressed based on a standard definition of that term provided by the chancellor. It defines categories as: current or former foster youth, students with disabilities, low-income students, veterans and students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race and more than one race.

**Status:** Referred to the Committee on Higher Education 3/2/17

**ASCCC Position/Resolutions:** None at this time

**AB 669 (Berman) California Community Colleges Economic and Workforce Development Program.**

AB 669 extends the sunset date on the California Community Colleges Economic and Workforce Development Program to July 1, 2023.

**Status:** Referred to the Committee on Higher Education 3/2/17

**ASCCC Position/Resolutions:** EWD programs are a significant part of the core mission of the CCCs.

**\*AB705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment**

This bill would, notwithstanding that provision, require, by August 1, 2018, a community college district or college to use high school transcript data in the assessment and subsequent assignment of students to English and mathematics coursework in order to maximize the probability that the student will complete college-level coursework in English and mathematics within a one-year timeframe. The bill would prohibit a community college district or college from requiring students to enroll in remedial coursework that lengthens their time to complete a degree unless research shows that those students are highly unlikely to succeed in college-level coursework. The bill would authorize a community college district or college to require students to enroll in additional concurrent support during the same semester that they take the college-level English or mathematics course, but only if it is determined that the support will be essential to the student’s success in the college-level English or mathematics course and that the support constitutes no more than 1/2 of the units required for the college-level course. To the

extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program.

**Status:** Referred to the Committee on Higher Education 3/2/17

**ASCCC Position/Resolutions:** The ASCCC has long held that assessment for placement is a local decision of alignment with appropriate curriculum. We have significant concerns with this bill's current language. We would support a bill that improved the availability of high school transcript data to community colleges with the funding to support that data structure.

**\*AB847 (Bocanegra) Academic Senates: Membership Rosters**

~~This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.~~ The bill would also require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to make the demographic data of its members, including gender and race or ethnicity, as specified, available to the public upon request. Amended 4/3/17

**Status:** Referred to the Committee on Higher Education 4/4/17

**ASCCC Position/Resolutions:** Currently local academic senates are required to comply with the Brown Act that demands published agendas and membership. We have significant concerns regarding the limited demographic profile specified and the ability to target individual members – especially for smaller senates. IF the goal is to improve the diversity of our faculty, we would welcome the opportunity to work with the author toward that end.

**AB 1038 (Bonta) Postsecondary Education: Higher Education Policy**

AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.

**Status:** Referred to the Committee on Higher Education 3/2/17

**ASCCC Position/Resolutions:** Well, that sounds lovely.

**\*AB1382 (Grayson) Community College STEM Course Fees**

This bill would require the Board of Governors to waive the fee, for enrollment in science, technology, engineering, and mathematics (STEM) courses only, for a student who graduated from a California high school after attending a California high school for at least 2 academic years. The bill would specify that the fee shall be waived only for the student's enrollment in STEM courses within 4 academic years from the date of his or her high school graduation.

**Status:** Referred to the Committee on Higher Education 4/4/17

**ASCCC Position/Resolutions:** Well, we are opposed to fees but there are better ways to encourage students to fill deficits in the California economy...

**AB 1567 (Holden) Foster Youth.**

AB 1567 requires the State Department of Social Services and county welfare departments, in coordination with the California State University and the California Community Colleges to share relevant data on foster youth enrollment and ensure that foster youth are offered access to programs offered, like EOPS.

**Status:** Referred to the Committee on Higher Education 3/27/17

**ASCCC Position/Resolutions:** We should support any efforts to support former foster youth.

***Senate Bills***

**SB12 (Beall) Foster Youth and Financial Assistance**

This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for federal Pell Grants state and federal financial aid. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program. Amended 3/22/17

**Status:** Referred to Committee Human Services. Hearing set April 25, 3/24/17



**ASCCC Position/Resolutions:** The ASCCC does not have a specific resolution regarding the CAFYES program, but has numerous resolutions in support of access.

**SB15 (Leyva) Cal Grant C Awards – Urgent**

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be \$2,462 and the maximum amount for access costs would be \$3,000 \$547 with an additional possible access award of up to \$2453. Amended 4/3/17.

**Status:** Re-referred to Ed. Committee with amendments, 4/3/17

**ASCCC Position/Resolutions:** The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

**\*SB25 (Portantino) Integrated K-14 System Nonresident Tuition Exemption**

~~This bill would require the Legislative Analyst to conduct an assessment and make recommendations for the complete integration of the state’s elementary schools, secondary schools, and the California Community Colleges. The bill would require the Legislative Analyst, in preparing this assessment, to take specified actions, including recommending the expansion of concurrent enrollment programs and projects conducted pursuant to the California Academic Partnership Program and consulting with the University of California, the California State University, the Office of the Chancellor of the California Community Colleges, the Department of Education, and the Department of Finance to determine the cost of providing free access to the California Community Colleges and to create a plan for the complete integration of the state’s elementary schools, secondary schools, and the California Community Colleges. The bill would also require the Legislative Analyst to submit a report of its findings and recommendations to the Legislature. Effective for the academic terms beginning after July 1, 2017, this bill would change the meaning of “covered individual” under these provisions, as specified, to align with federal law, as it read on January 1, 2017, and would require a California Community College or California State University student, as an eligibility requirement for the nonresident tuition exemption, to be eligible for education benefits under either of the 2 federal “GI Bill” programs. Amended 3/30/17.~~

**Status:** Re-referred to the Rules Committee as amended, 3/30/17

**ASCCC Position/Resolutions:** It is important to comply with federal eligibility laws.

**SB68 (Lara) Exemption from Nonresident Tuition**

Current law exempts students from nonresident tuition if they have attended a California public high school for at least 3 years. This bill would instead exempt a student, other than a nonimmigrant alien, from nonresident tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance at California elementary schools, California secondary schools, campuses of the California Community Colleges, or a combination of those schools, as specified, and the student graduates from a California high school or attains the equivalent, attains an associate degree from a campus of the California Community Colleges, or fulfills minimum transfer requirements established for the University of California or the California State University for students transferring from campuses of the California Community Colleges. Non-substantive amendments 3/29/17.

**Status:** Referred to Appropriations, 3/29/17

**ASCCC Position/Resolutions:** The ASCCC has historically supported access to higher education to all students with zero fees.

**SB 164 (McGuire) Tribal TANF**

SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWorks recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.

**Status:** Appropriations Committee do-pass, 4/03/17

**ASCCC Position/Resolutions:** The ASCCC has historically supported access to higher education to all students with zero fees.

**SB 307 (Nguyen) Postsecondary Education: Student Housing Insecurity and Homelessness.**

SB 307 requires the ~~Legislative Analyst's Office, in consultation with the~~ University of California, the California State University, and the California Community Colleges governing boards to appoint a task force to conduct a study on housing insecurity and homelessness of current postsecondary students in this state and prospective applicants to postsecondary educational institutions in this state. The study is due to the Legislature on or before December 31, 2018.

**Status:** Referred to the Rules Committee, 3/28/17

**ASCCC Position/Resolutions:** The ASCCC has historically supported vulnerable

student access to education and the wrap-around services required for educational attainment.

**\*SB 319 (Nguyen) Public postsecondary education: remedial coursework**

SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirement.

**Status:** Re-referred to the Committee on Education 3/30/17

**ASCCC Position/Resolutions:** The ASCCC has supported counseling and matriculation services to students. The intent of this bill is unclear.

**\*SB478 (Portantino) Transfer of Community College Students to the California State University or University of California**

SB 478 requires the governing board of each community college district to (1) identify students who have completed an associate degree for transfer (2) notify those students of their completion of the degree requirements, (3) automatically award the student with the degree, and (4) add the student to an identification system maintained by the community college campus in a manner that can be accessed electronically by the California State University and the University of California enrollment systems. The bill would require that these steps be completed within 45 days of a student's completion of the associate degree of transfer and would authorize a student to affirmatively exercise an option to not receive an associate degree of transfer or to be included in the accessible identification system maintained by the community college campus. Amended 3/20/17

**Status:** Referred to Appropriations, 3/29/17

**ASCCC Position/Resolutions:** The intent of this bill is to facilitate transfer, a goal the ASCCC supports as a core mission. The practicality of the requirements listed may be of concern.

**\*SB539 (De Leon) Community College Student Achievement Program**

SB539 establishes a program commencing with the 2017-18 academic year that creates a coherent, integrated, and system wide approach regarding instruction, advising, support services, and financial aid provided to students. As a condition of funds, a community college district will demonstrate in its application that it will develop a guided pathway plan that includes specified components.

**Status:** Re-referred to Committee on Education, set for hearing on April 19. 4/03/17

**ASCCC Position/Resolutions:** No position

**\*SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.**

AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize a community college district to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing.

**Status:** Re-Referred to Committee on Education 4/03/17

**ASCCC Position/Resolutions:** The CCC Chancellor's Office opposes this bill as written. The ASCCC has no position.

**\*SB677 (Moorlach) Electronic Listening or Recording Devices**

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law prohibits the use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor, except as specified. Existing law provides that any person, other than a student, who willfully violates this provision is guilty of a misdemeanor, and requires that any student violating this provision be subject to appropriate disciplinary action.

**Status:** Re-Referred to Committees on Education and Judiciary 4/06/17

**ASCCC Position/Resolutions:** No position at this time.

**\*SB769 (Hill) Baccalaureate Degree Pilot Program**

This bill would limit the prohibition to a district's baccalaureate degree program that is offered within 100 miles of the California State University's or the University of California's baccalaureate degree program. The bill would extend the operation of the statewide baccalaureate degree pilot program indefinitely and would no longer require a student to complete his or her degree by the end of the 2022-23 academic year. The bill would increase the maximum number of district baccalaureate degree pilot programs to 30 programs.

**Status:** Re-referred to Committee on Education 3/27/17

**ASCCC Position/Resolutions:** The ASCCC has no position at this time. The CCC Chancellor's Office has opposed the bill except the lifting of the sunset for current programs.

## *Bills of Interest*

### **AB3 (Bonta) Public Immigration Defenders – Urgent**

This bill creates a fund to pay for legal council in matters of immigration.

**Status:** Re-Referred to Appropriations, 2/21/17

### **AB17 (Holden) Transit Passes**

Creates a transit pass program that provides free or reduced cost transit passes to Title 1 middle school and high school students and community college students eligible for Pell Grants, Cal Grants or BoG fee waivers.

**Status:** Referred to Transportation Committee, 1/19/17

### **AB34 (Nazarian) Student financial aid: Children’s savings account program**

This bill would express the intent of the Legislature to enact legislation that would establish a universal, at-birth, and statewide 529 children’s savings account program to ensure California’s children and families foster a college-bound identity and practice education-related financial planning.

**Status:** Re-Referred to Committee on Higher Education, 3/27/17

### **AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot**

Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for \$10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

**Status:** Referred to Committee on Higher Education, 1/19/17

### **AB310 (Medina) Part-Time Office Hours**

This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

**Status:** Hearing scheduled and cancelled by author 3/28/17

### **SB7 (Moorlach) School Bonds**

Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or

necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

**Status:** Hearing scheduled for April 5 and cancelled by author, 4/3/17

**SB6 (Hueso) Legal Services for Immigrants – Urgent**

Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes.

**Status:** Passed Senate third time and sent to Assembly, 4/3/17

**SB32 (Moorlach) Public Employee Retirement**

~~The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.~~

~~This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013.~~ This bill would create the Citizens' Pension Oversight Committee to serve in an advisory role to the Teachers' Retirement Board and the Board of Administration of PERS. The bill would require the committee, on or before January 1, 2019, and annually thereafter, to review the actual pension costs and obligations of PERS and STRS and report on these costs and obligations to the public and would require reports of audits of STRS and PERS conducted by the public accountants described above to be filed with the committee for this purpose.

**Status:** Referred to Public Employment and Retirement Committee, Set for hearing April 24. 3/17/17

\*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

ACR = Assembly Concurrent Resolution    ACA = Assembly Constitutional Amendment  
AB = Assembly Bill                            SB = Senate Bill



## Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute		Month: April	Year: 2017
		Item No. IV B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the Faculty Leadership Institute Program.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno and Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

**BACKGROUND:**

The Executive Committee annually plans the Faculty Leadership Institute. In 2013, the Executive Committee determined that the theme of *Leadership, Empowerment and Voice* would be standing theme for the institute. The Executive Committee will review last year’s program and discuss recommendations from the officers for breakouts and general sessions topics.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





**FACULTY LEADERSHIP INSTITUTE**  
***Sheraton Grand Hotel***  
***June 14 – 17, 2017***

**Survey results from last year's attendees – [here](#)**

Note: Thursday, Friday, and Saturday are what was included on last year's program.

**WEDNESDAY, JUNE 14, 2017**

- 10:00 a.m.     Check-In
- 11:00 a.m.     Brief Welcome
- Legislative Cycle and the Need for Advocacy: Political Landscape and Power
  - Dynamics of Sacramento
- Jonathan Lightman, Executive Director of FACCC
- 12:30 p.m.     Lunch – Table Activity: Scenarios of Legislator Interaction
- Each table will select two participants to represent their table
  - Exploring your Legislative Liaison Care Package (Handbook, Handouts, etc.)
- 1:30 p.m.     Advocacy at the System Level: Connecting Local Advocacy to Statewide Politics
- Mario Rodriguez, Vice Chancellor of Fiscal Affairs  
Laura Metune, Vice Chancellor of Governmental Affairs
- 3:00 p.m.     Break
- 3:15 p.m.     Present Scenarios
- Jonathan Lightman, Executive Director of FACCC
- 4:30 p.m.     Advocacy Talking Points Review and Dinner Arrangements
- 5:00 p.m.     Break/Check-in to the hotel
- 6:00 p.m.     Reception with Legislators, Board of Governors, and Chancellor's Office

**THURSDAY, JUNE 15, 2016**

- 8:15 a.m.     Walk to the Capitol
- 9:00 a.m.     Tour the Capitol
- 10:15 a.m.     Walk to the Chancellor's Office
- 10:45 a.m.     Meet Chancellor's Office Staff
- 11:30 a.m.     Walk back to the Sheraton Grand

**11:45 a.m. – 12:15 p.m. Lunch for PDC Pilot participants and Early Arrivers**

**12:15 p.m. – 1:45 p.m. Collegiality in Action**

**1:45 p.m. – 2:00 p.m. Break**

**2:00 p.m. – 3:15 p.m. Collegiality in Action - Continued**

**3:15 p.m. – 3:30 p.m. Break**

**3:30 p.m. – 4:15 p.m. Resolution Writing: From Idea to Acclamation! Resolution Writing Made Easy**

**4:15 p.m. – 4:30 p.m. Break**

**4:30 p.m. – 5:30 p.m. Breakout Session**

1. Building Relationships and Culture (add Senate/Union)
2. Finding Your Successor from Day One (managing workload)
3. Follow up to Collegiality in Action Presentation
4. MQs and Equivalency

**5:45 p.m. Resolution Due**

**6:00 p.m. Dinner with Executive Committee Members**

**FRIDAY, JUNE 16, 2016**

**7:30 a.m. – 8:30 a.m. Breakfast**

**8:30 a.m. – 9:00 a.m. Acronym Bingo**

**9:00 a.m. – 10:00 a.m. General Session: The Community College Budget**

**10:00 a.m. – 10:15 a.m. Coffee Break**

**10:15 a.m. – 11:45 a.m. Breakout Session**

1. CCC Budget Presentation
2. Policies, Processes, and Practices (Decision making, Robert's Rule, Consensus model, etc.)
3. Representation Matters: Building Diverse Faculty Leadership
4. Hot Topics

**11:45 a.m. – 12:30 p.m. Luncheon**

**12:30 p.m. – 1:45 p.m. Building Relations -- Leadership Conversation (Willie, Meridith, Sylvia and moderated by Pam)**

**1:30 p.m. – 2:45 p.m. Second Breakout Session**

1. Developing Leadership Style
2. Civil Discourse and Dialogue (Adrienne and Sylvia)
3. Streamlining Curriculum and the Role of the Senate
4. Emotional Intelligence

**2:45 p.m. – 3:00 p.m. Break**

**3:00 p.m.– 4:30 p.m. Area Meetings: Building A Community**

**4:30 p.m. – 5:00 p.m. Resolution Amendment Writing**

**5:30 p.m. Resolution Amendments Due**

**6:00 p.m. Leadership Academy Graduation Reception**

**SATURDAY, JUNE 17, 2016**

**7:30 a.m. – 8:30 a.m. Breakfast**

**8:30 a.m. – 9:45 a.m. Third Breakout Session**

1. Senate Resources at Your Finger Tips: Using the Local Senates Handbook and Navigating the ASCCC Website
2. Conversation with the President and Vice President
3. Senates' Role in Recruiting, Hiring, Evaluating, and Mentor Faculty (Full- and Part-time)
4. Brown Act

**9:45 a.m. – 10:00 a.m. Break**

**10:00 a.m. General Session: Mock Plenary Session**

**1:00 p.m. Adjournment**





## Executive Committee Agenda Item

SUBJECT: Part-Time Faculty Committee Summer Institute Program Draft		Month: April	Year: 2017
		Item No: IV C	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will review and provide feedback on the 2017 Part-Time Faculty Summer Institute draft program.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Item	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Grant Goold/Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The Chancellor’s Office has provided funding to host a free Faculty Leadership Institute for part-time faculty. The Part-time Faculty Leadership Institute will be held on August 3 – 5, 2017 in Anaheim. The Part-time Faculty Committee developed a draft program for consideration by the Executive Committee. The Executive Committee will provide feedback and eventual approval of the 2017 draft for the Part Time Faculty Summer Institute. Changes will be incorporated and brought back to June for consideration for approval.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**Part-time Institute**  
August 3 – 5, 2017  
Anaheim Double Tree

***Creating Leadership, Providing Voice, Empowering Part-time Faculty***

Pre-institute homework: Complete the PT PDC Course

**Thursday, August 3, 2017**

1:00 p.m. – 2:00 p.m. Registration

2:00 p.m. – 5:00 p.m. General Session

- Welcome and Overview
- Presentation
  - Julie Bruno to set tone for the event (PT faculty are professionals and are significant to student success
    - Resolution 1.04 S15
    - Why we are holding the institute
    - Why the ASCCC cares about PT faculty
  - Hayward Award PT winner (Julie Adams to review applications)
- Acronym Bingo
- Table Top Activity – list of questions to generate conversation (collect responses)
  - Introduction: Name, college, discipline
  - What was the process used for you to be hired as a PT faculty member?
  - What was your onboarding process in becoming a PT faculty member?
    - What worked? What didn't?
  - What type of professional development do you receive as a PT faculty member?
    - Is the PD on campus or outside of the college?
    - Are there travel funds available?

5:30 p.m. Reception

**Friday, August 4, 2017**

8:00 a.m. – 8:30 am Breakfast

**8:30 a.m. – 10:30 a.m. General Session: 10 + 1 Governance** (basic information)

8:30 – 9:30 Presentation

9:30 – 10:30 Table Topic Activity: how to participate (reimbursement)

**10:30 a.m. – 11:45 a.m. Breakout Session**

- Pedagogy: Classroom management and V= Communicating with students
  - Build a website
  - Blogs
  - Accessibility
- Online: OEI Tools -- course rubric, equity, etc.
- Personal Professional Development: Professional confidence and enhancing your teaching skills
- Leadership: Growth mindset

12:00 noon – 2:00 p.m. General Session: Interview Panel

2:00 p.m. – 2:15 p.m. Break

**2:15 p.m. – 3:30 p.m. Breakout Session**

- Pedagogy: Innovative Classroom Strategies
  - Syllabus redesign
  - Welcome package
  - Flipped classrooms
  - Universal design
  - Tutoring (SI and learning centers – campus and online)
- Online: Online Learning and Teaching
- Personal Professional Development: HR -- Application and interviews
- Leadership: Student Success initiatives (SSSP and Equity) and services (OEI, EPI, CAI, BSSOT, AEBG), SWP, integrated planning

**3:45 p.m. – 5:00 p.m. Breakout Session**

- Pedagogy: Self-Assessment Strategies
  - Appreciative Inquiry
  - Ensuring your practice lines up with your evaluation
- Online: Canvas One (basics) – accessibility
- Personal Professional Development: Navigating the college culture
  - Engaging others
  - Benefits of a mentor and sponsor
- Leadership: Relationship with faculty, staff, administrator

Dinner on your own.



## Saturday, August 5, 2017

8:00 a.m. – 8:30 am Breakfast

8:30 a.m. – 10:30 a.m. General Session: Curriculum Development and Guided Pathways, College Promise

10:30 a.m. – 11:45 a.m. Breakout Session

- Pedagogy: Equity issues – Culturally Responsive Teaching and Learning
- Online: Canvas Two – accessibility
- Personal Professional Development: Other opportunities available for PT faculty -- panel discussion
- Leadership: Courageous Conversations

**12:00 noon – 2:00 p.m. General Session: Conclusion and Evaluation**

- What worked – what are the take aways?
- What topics they they appreciated and is missing event?
- What resources can the ASCCC provide?
- Envelope activity – personal profession planning:
  - What will I do in six months, by the end of the year? Handout with goals...

\*Each breakout will blend equity issues

### Resources

- Acronyms
- Local Senate Handbook
- Membership Card





## Executive Committee Agenda Item

<b>SUBJECT:</b> Response to the Academic Senate of California State University Quantitative Reasoning Task Force Report and Recommendations		Month: April	Year: 2017
		Item No. IV. D.	
		Attachment: Yes	
<b>DESIRED OUTCOME:</b>	The Executive Committee will consider for approval, a response from ASCCC Executive Committee to the ASCSU in regard to the ASCSU QRTF Report and Recommendations.	Urgent: Yes	
		Time Requested: 10 minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	May	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Academic Senate of the California State University (ASCSU) requested a response from the Academic Senate for California Community Colleges (ASCCC) in regard to the Quantitative Reasoning Task Force (QRTF) Report and Recommendations that were finalized September 1, 2016.

During the Fall 2016 ASCCC Plenary Session, Resolution 15.01 was passed directing the ASCCC to do the following, in order for the response to represent the faculty of the California Community Colleges:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to disseminate the Academic Senate of California State University Quantitative Reasoning Task Force Report and to respond in ways they deem appropriate; and

Resolved, That the Academic Senate for California Community Colleges consult with local senates, discipline faculty, and other appropriate constituencies to determine an appropriate response to the Academic Senate of California State University Quantitative Reasoning Task Force Report and bring that response back to the Spring 2017 Plenary Session.

A survey was sent to the Academic Senate Presidents at all 113 California community colleges requesting that they disseminate the survey to the faculty at their colleges. There were 147 responses from 41 different colleges. The majority of the responses, approximately 80% came from discipline faculty in fields requiring quantitative reasoning. The other approximately 20% of the responses were from academic senate presidents or other constituencies.

For each of the four recommendations, survey respondents were asked to respond to the following statement and invited to comment:

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- I/we support the Recommendation.

With the final two requests of respondents as follows:

- Overall, I/we support the content and direction of the ASCSU QRTF Report.
- In regard to Quantitative Reasoning, what information do you feel is missing that the California State University should have in order to increase the success of California Community College students intending to transfer to CSU?

The responses were distributed as follows: (approximate percentage)

Recommendation	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
I	76%	8%	15%
II	66%	14%	18%
III	67%	15%	16%
IV	66%	23%	10%
Overall	72%	12%	16%

Some of the main concerns and comments were in regard to having flexibility to include other types of quantitative reasoning besides intermediate algebra, such as logic, geometry, and more contextualized topics. There is still concern that rigor not be sacrificed, and that intermediate algebra topics should be a minimum baseline for those entering college.

Overall, there was strong support for the QRTF Report and Recommendations. If more details regarding the survey responses are needed, please contact Ginni May.

**Instructional Design and Innovation Institute – Presentation:** <http://asccc.org/content/quantitative-reasoning-instruction—serving-students-innovation-and-inter-segmental>

## Highlights of the Report

**Guiding Principle:** Educational Policy should balance access and opportunity to achieve equity.

### Executive summary

In its 2015–16 term the Academic Senate of the California State University (CSU) convened a Quantitative Reasoning Task Force to review the CSU’s expectations for student proficiency in quantitative reasoning upon high school and college graduation, and to recommend changes to existing policies and practices. (See Appendix A, Academic Senate CSU Resolution 3230-15.) The CSU’s existing standards for statewide curricula in quantitative reasoning have been in place for many years, and this suggests they may lag behind current thinking and best practices in the field. But there is also evidence indicating that these dated policies may be acting as barriers to some students, particularly those from traditionally underserved populations and in the California Community Colleges.

The work of the Task Force was guided by the principle that any educational policy enacted by the CSU must balance access and opportunity to achieve equity. That is, genuine equity lies in providing students from all backgrounds with equitable prospects not only for admission and graduation (access), but also for meaningful degrees that prepare them for high-value careers after graduation (opportunity).

The Task Force included faculty and administration representing the CSU, the University of California, the California Community Colleges, the California Department of Education, employers, and the Office of the Lieutenant Governor. Its final recommendations were prepared by a subset of the Task Force holding offices in the Academic Senate CSU, and designated “drafting members.” (See the Task Force membership given in Appendix B.) Members of the Task Force conducted an extensive literature review, met with invited advisors, and participated in a national forum programmed by the U.S. Department of Education and hosted at the CSU Office of the Chancellor.

This report details the final recommendations of the Quantitative Reasoning Task Force, and they are summarized [here](#).

### **Recommendations**

**Recommendation I:** Formulate an updated quantitative reasoning definition based on CSU best practices and reflecting national standards.

Current policy relies on the phrase “intermediate algebra” as shorthand for full college preparation through high school, and defines baccalaureate-level quantitative reasoning as the math that builds on this level. The Task Force recommends updating this definition to include other kinds of quantitative reasoning.

**Recommendation II:** Revise CSU quantitative reasoning requirements and adopt equitable, feasible requirements that articulate with the other segments.

The Task Force found that CSU policies with respect to admission, transfer, and graduation are unduly constrained by treating foundational quantitative reasoning as necessary for success in all kinds of baccalaureate-level quantitative reasoning. Better policies would recognize that quantitative reasoning is valuable at both levels in ways that aren’t always sequential. The Task Force proposes flexible and appropriately rigorous definitions of quantitative reasoning at the foundational and baccalaureate levels to inform separate requirements at entry and at graduation. The general expectation is that California’s current State Standards in Mathematics, which follow closely the national Common Core Standards, will improve quantitative reasoning proficiency in students entering CSU, the University of California (UC) and the California Community Colleges (CCC) system. It is the hope of the Task Force that in future most students will easily surpass the Foundational Quantitative Reasoning threshold.

**Recommendation III:** Ensure equitable access and opportunity to all CSU students.

The Task Force recommends policy revisions to provide equitable treatment of community college transfer and native CSU students; improve access to quantitative reasoning classes relevant to a student's major, interests and career; and raise the CSU system-wide expectation for quantitative reasoning in high school from three to four years of coursework.

In each of its recommendations, the Task Force has sought equity through a balance of access and opportunity. For example, the recommendation to raise the CSU's system-wide expectation of quantitative reasoning in high school to four years of coursework stipulates that the fourth year of instruction could reinforce practice and application of prior learning in quantitative reasoning rather than broach new topics in math. (In operational terms this means the fourth year of high school quantitative reasoning might not be in Area c of the UC a–g curriculum of college preparatory courses.)

#### Recommendation IV: Create a CSU “Center for Advancement of Instruction in Quantitative Reasoning”

The Task Force appreciates the rapidly changing contexts of high school instruction, best practices in postsecondary education, and the skills in quantitative reasoning that CSU students will rely on after graduation. This report supports a recent resolution of the Academic Senate of the CSU calling for creation of a dedicated Center, whose task it would be to implement these and subsequent findings and to support much-needed development of high-quality instruction and curricula in quantitative reasoning throughout the state's high school, community college and public university systems.

Although presented separately here, the four recommendations are interdependent. The policy proposals in Recommendation III depend on the definitions and distinctions of Recommendations I and II. The Center for Advancement of Instruction in Quantitative Reasoning (Recommendation IV) would provide a venue for the consultation and collaboration necessary for success in Recommendations I–III. Members of the Task Force expressed reservations about reducing the emphasis on algebra unless rigor could be assured in other ways. The Center, to be modeled on the CSU's successful Center for the Advancement of Reading, would provide the sustained system-level attention to pedagogy, evidence of learning at entry for both freshmen and transfer students, and support for high schools offering 12th grade courses in quantitative reasoning.



## Executive Committee Agenda Item

SUBJECT: Credit Apprenticeship Minimum Qualifications		Month: April	Year: 2017
		Item No. IV. E	
		Attachment: YES	
DESIRED OUTCOME:	Discussion and action as needed about outcomes of April 6 Apprenticeship MQ Work Group meeting.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Freitas	Consent/Routine	
STAFF REVIEW <sup>1</sup>	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Strong Workforce Task Force recommendation 14(f) calls for convening “representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.” The California Apprenticeship Council (CAC) has asserted that it is the representative of both labor organizations and apprenticeship faculty, and that it has primacy in recommending to the BOG minimum qualifications for apprenticeship instructors under Ed Code section 87357:

*(1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.*

At its January 25, 2017 meeting the California Apprenticeship Council approved a proposal to significantly change the credit apprenticeship minimum qualifications in Title 5 section 53413. The proposed revised MQs are attached and compared to the current apprenticeship MQs.

Subsequent discussions with the Chancellor’s in February yielded an agreement on a process that granted the ASCCC the responsibility of identifying and convening a group of apprenticeship faculty to review the CAC proposal and to propose revisions as needed. The process with timeline is also attached. The meeting with the apprenticeship faculty occurred on April 6. The Executive Committee will discuss outcomes of the meeting, next steps, and provide further direction as needed.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





Current Credit Apprenticeship MQs in Title 5 Section 53413(a)	CAC Proposal to change 53413(a)	Notes
<p>(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:</p>	<p>(a) In addition to the minimum qualifications for service as an apprenticeship instructor teaching a credit apprenticeship course adopted by the board of governors pursuant to Section 87356, a person may also satisfy the minimum qualifications for service as an apprenticeship instructor teaching a credit course by satisfying one or more of the following:</p>	
<p>(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or</p>	<p>(1) The person has served as an apprenticeship instructor for an approved apprenticeship training organization for a minimum of ten years.</p>	
<p>(2) Six years of occupational experience, a journeyman's certificate in the subject matter area to be taught, and completion of at least eighteen (18) semester units of degree applicable college level course work, in addition to apprenticeship credits.</p>	<p>(2) The person has six years of occupational experience in the subject matter area to be taught, and is a graduate of an apprenticeship program as defined in California Labor Code Section 3070-3098 in the subject matter area to be taught, and shall have already completed 6 semester units of degree-applicable college level course work.</p>	

(3) The person has six years of occupational experience in the subject matter area to be taught, a journeyman's certificate in the subject matter area to be taught, and has completed 60 hours of professional education in classroom techniques and instructional development from an accredited postsecondary institution.

If the person has not completed 60 hours of professional education in classroom techniques and instructional development, the person may be an apprenticeship instructor on the condition that the person complete 60 hours of professional education in classroom techniques and instructional development within two years of being hired

OR

Had an education plan with an affiliated post-secondary institution to earn an Associate's degree

OR

Has completed an instructor training program which covers classroom techniques and instructional development with a focus on apprentice and journeyman education at a nationally recognized and approved apprenticeship training organization

OR

Is currently engaged in an instructor training program which covers classroom techniques

and instructional development with a focus on apprentice and journeyman education at a nationally recognized and approved apprenticeship training organization.  
OR  
Has received an appropriate credential from an approved educational program as recognized by the California Commission on Teacher Credentialing.

(b) The governing board of a community college (Local Education Agency) in consultation with an affiliated State or Nationally Approved Apprenticeship Training Program may provide policies that can authorize a person to serve as an apprenticeship instructor to teach a credit course in unusual circumstances. Unusual circumstances include:

- (1) A shortage of qualified instructors that would impede providing classes to students (apprentices) in accordance with the education plan adopted by a Division of Apprenticeship Standards approved programs.

In these unusual circumstances an instructor would be required to have six years of occupational experience in the subject matter area to be taught, a journeyman's certificate in the subject matter area to be taught. Each instructor teaching under this unusual circumstances provision would be required to have an education plan that satisfies any of the requirements subsection (a) above.

Noncredit apprenticeship (for reference)

(b) The minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or

(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

Note: (2) is basically the pre-1990 provisional credential requirement, except for allowing the materials, methods, and evaluation component to be completed in the first year.



## **Apprenticeship MQ Revision Process and Timeline** **Updated March 30, 2017**

### March 2017

- Identify apprenticeship faculty to participate in work group.
- Get the group together to meet to review the California Apprenticeship Council (CAC) language from January 25 and develop a proposal to send forward to first hearing. Group might need to meet several times.

### April 2017

- Standards and Practices, Executive Committee review draft proposal at April meetings.
- Circulate draft proposal at Spring Plenary and announce special first hearings starting the week after plenary and concluding at the CTE Leadership Institute. There will be a hearing in the south scheduled for the week of April 23 (following plenary), and a hearing in the north to coincide with the CTE Leadership Institute in San Jose (May 4 or 5).

### May 2017

- Reconcile language if necessary through a “conference committee” of with representatives from the CAC, ASCCC (including apprenticeship faculty), and from the Chancellor’s Office to create a final draft proposal.
- Legal to take compromise language and turn it into draft Title 5 language.

### August or September 2017

- Executive Committee reviews draft Title 5 language.

### October 2017

- Proposal reviewed at Area meetings.
- California Apprenticeship Council takes action (not sure when their first fall meeting is).
- Late October - Agenda item prepared for November Consultation Council.

### November 2017

- Fall Plenary – Breakout session, second hearing, and action.

This would put us on track for Consultation Council in November, first reading at January BOG, and final reading/action at March BOG.





Chancellor Office proposed revisions to title 5 section 53413 JF edits

5 CCR § 53413

§ 53413. Minimum Qualifications for Apprenticeship Instructors.

(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.

(A) The 12 units may be completed within two years of the date of hire; or

(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for a national or state approved apprenticeship training organization for a minimum of ten years;

(A) An approved apprenticeship training organization is one that is approved by the U.S. Department of Labor Employment and Training Administration, Office of Apprenticeship or the appropriate state agency overseeing apprenticeship programs in a U.S. state;

(4) Or the equivalent.

(b) The Board of Trustees of a community college district in consultation with the local academic senate, consistent with the requirements of Section 87360 of the Education Code, [Office1] -and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach a credit course in an emergency condition.

(1) Emergency condition is defined as:

(A) A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.

(B) Each instructor hired under this emergency provision must meet the requirements of either subdivision (a) (1) or (2) above within two years provided that the instructor possesses:

1. Six (6) years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, or

2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree

~~(B) Each instructor approved under this emergency provision must meet the requirements of either subdivision (a) (1) or (2) above within two years.~~

[Office2](b) (c) The minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or

(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or

**Chancellor Office proposed revisions to title 5 section 53413 JF edits**

four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

(d) Each instructor approved under the provisions of this section shall be employed as a temporary faculty member under Section 87482.5 of the Education Code [Office3]

**Draft revisions to Title 5 Section 53413(a)**  
**Apprenticeship MQ Work Group**  
**April 6, 2017**

(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following ~~two~~ requirements:

(1) Possession of an associate degree [Office1], plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available [Office2] in the subject matter area to be taught, and completion of at least eighteen (18) ~~twelve (12)~~ [Office3] semester units of degree applicable college level course work, in addition to apprenticeship credits.

(A) The 12 units may be completed within two years [Office4] of the date of hire; or

(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training organization for a minimum of ten years; or [Office5]

(4) The equivalent. [Office6]





### Executive Committee Agenda Item

SUBJECT: IDII Conference		Month: April	Year: 2017
		Item No. IV. F	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval reframing the IDII conference next spring	Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	
		Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

This year the Instructional Design and Innovation Institute attendance was lower than anticipated. We anticipated the attendance would be smaller (300 people) because of the northern California location (last year it was 500 with about 385 attended); however, only 89 people attended this year so the ASCCC incurred slippage from the hotel of about \$26,000, which was reduced from the original amount by \$5,000 because of the CTE LC meeting in May is held at the same location. There are many reasons why the attendance was low including too many conflicting professional development activities, not enough recognition for the event, location, topics, etc. In conversations with the attendees, many felt that the conference lacked what its name suggested – Instructional Design and Innovation. In addition, there are no other conferences that target instructional designers.

The Executive Committee will discuss holding IDII again with a clear focus on Instructional Design and Innovation and assigning this event to both Online Education and Curriculum Committees.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: OEI Peer Review Process		Month: April	Year: 2017
		Item No. IV. G.	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will discuss and provide a recommendation for feedback regarding proposed changes to OEI peer review process	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Currently, the Online Education Initiative (OEI) has the following process for peer review of courses proposed for the Online Course Exchange (Exchange):

- Complete OEI Peer Online Course Reviewer (POCR) Training
- Clearance through state and local Academic Senate to ensure minimum qualifications for being a course reviewer are met
  - o California Community College faculty (adjunct and full-time faculty welcome!)
  - o Have taught online for 4 semesters or 6 quarters
  - o Received formal training in how to teach online
  - o Have successfully designed your own online course
- Additional Desired Qualifications
  - o Experience using the Canvas course management system
  - o Experience training, mentoring, or coaching other online teachers
  - o Experience evaluating online courses
- With Academic Senate confirmation, POCRs will be eligible to be hired on a contract basis by OEI/Foothill-DeAnza Community College District to perform reviews for the Online Education Initiative. Peer Reviewers are currently paid \$300 per completed review.

OEI Management is proposing a change to the process. The proposed process is very similar to what was used last year with just a couple of modifications:

- Approval will be through the local Academic Senate (not State and Local)
- Faculty must successfully complete the entire POCR training before they can apply and get vetted by AS.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- The instructor submits an application where he/she must address all of the required and desired qualifications, instead of submitting a CV and cover letter.

Additionally, there is some discussion whether courses might be included on the Exchange conditionally while completing the peer review process, as long as the course was at least reviewed locally (not necessarily by an approved OEI Peer Reviewer).





## Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: April	Year: 2017
		Item No. V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 min.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Discussion/Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: April	Year: 2017
		Item No. v. B.	
		Attachment: YES (5)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

President Bruno and Vice President Stankas will highlight the Board of Governors and Consultation meetings for March. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx>

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



## **STANDING ORDERS OF BUSINESS**

**Roll Call**

**Pledge of Allegiance**

**President's Report**

**Chancellor's Report**

## **CONSENT CALENDAR**

**January 17-18, 2017, Board Meeting Minutes (Erik Skinner)**

**Item 1.1**

This item presents the minutes from the January 17-18, 2017 board meeting.

## **ACTION**

**Approval of Contracts and Grants (Erik Skinner)**

**Item 2.1**

This item recommends that the Board of Governors approve entering into the contracts and grants described in the March 2017 agenda.

**Memorandum of Understanding with the Student Senate for California Community Colleges (Pamela D. Walker)**

**Item 2.2**

This item requests the approval and execution of the proposed Memorandum of Understanding by and between the Board of Governors of the California Community Colleges, the California Community Colleges Chancellor's Office and the Student Senate for California Community Colleges.

**2017-18 Expenditure Plan – Workforce & Economic Development (Van Ton-Quinlivan)**

**Item 2.3**

This item presents the annual expenditure plan of the Workforce and Economic Development Division to the Board of Governors for approval.

**California College Promise Innovation Grant Program (Pamela D. Walker)**

**Item 2.4**

This item seeks the Board of Governors' approval to award California College Promise Innovation grants to the recommended districts.

## **INFORMATION AND REPORTS**

**2017 Hayward Awards for Excellence in Education (Pamela D. Walker)**

**Item 3.1**

This item announces the 2017 Hayward Award for Excellence in Education recipients, representing the best of California's community college educators.

**Strategic Vision Process (Sandra Fried)**

**Item 3.2**

This item provides an update on the strategic vision process initiated by Chancellor Eloy Ortiz Oakley.

**State and Federal Legislative Update (Laura Metune)**

**Item 3.3**

This item will provide an update on recent state and federal activities.

**Immigration Policy Update (Paul Feist)**

**Item 3.4**

This item will provide an update on recent federal immigration policy changes and identified impacts on community college students and local districts.

**Basic Skills and Student Outcomes Transformation Program (Pamela D. Walker)**

**Item 3.5**

This item provides an update on the implementation of the Basic Skills and Student Outcomes Transformation Program.

**Program Integration -- Student Success and Support Program, Student Equity Program and Basic Skills Initiative (Pamela D. Walker)**

**Item 3.6**

This item will provide an update on recent policy changes undertaken by the Chancellor's Office to better align and integrate the Student Success and Support Program, Student Equity Program, and Basic Skills Initiative.

**Board Member Reports**

**Item 3.7**

Board members will report on their activities since the last board meeting.

**PUBLIC FORUM**

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A. A written request to address the board shall be made on the form provided at the meeting.
- B. Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C. An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

**NEW BUSINESS**

**ADJOURNMENT**

**Monday, March 20, 2017**

**4:00 PM\***

**Chancellor's Office**

1102 Q Street, 6<sup>th</sup> Floor

Sacramento, CA 95811

**CLOSED SESSION AGENDA**

**4:00 PM**

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session (two cases):

- *AFT Local 2121 et al. v. Accrediting Commission for Community & Junior Colleges, et al.*, United States District Court for the Northern District of California, Case No. 3:16-cv-03411-HSG





**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLORS OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811  
(916) 445-8752

<http://www.cccco.edu>



**AGENDA  
Consultation Council  
Thursday, March 16, 2017  
Chancellor's Office, Room: 6ABC  
9:30 a.m. to 2:00 p.m.  
1102 Q St, 6<sup>th</sup> Floor  
Sacramento, CA 95811**

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

1. Student Senate Update
2. Accreditation Update
3. Guided Pathways
4. Centralized Procurement
5. Baccalaureate Degree Pilot Program Update
6. Strong Workforce Program
7. State and Federal Legislative Update
8. Other

**Future 2017 Meeting Dates:**

April 20, 2017  
May 18, 2017  
June 15, 2017  
July 20, 2017  
August – No Meeting  
September 21, 2017  
October 19, 2017  
November 16, 2017 (CCLC Annual Convention, San Jose)



February 27, 2017

## OVERVIEW

The deadline to introduce legislation was February 17, 2017. Our initial review produced about 170 bills to track that affect community colleges. Historically, we have had between 130 and 250 measures to monitor. We have identified about 40 measures for our top priority level, Tier 1, but this list may experience significant changes as members of the Legislature advance their proposals and receive feedback on their proposed changes to law. A number of measures were introduced as placeholders that are currently written with minor changes to current law or simply expressing intent to change current law. These non-substantive measures are commonly referred to as “spot” bills and may be amended into a completely different subject before being sent to a policy committee. In the attached matrix, we have separated about 40 spot bills focused on higher education from our list of priority measures and identified those as “spot” bills.

The summaries that follow are for our top priority, or “Tier 1” bills, and reflect the information that was available when this update was drafted. For details and copies of any bill, please contact the Governmental Relations Division of the Chancellor’s Office or visit the Legislative Counsel’s website at: <http://leginfo.legislature.ca.gov/>.

## BILLS OF INTEREST

### ACADEMIC PROGRAMS

- **AB 95 (Jones-Sawyer) Public Postsecondary Education: California State University: Baccalaureate Degree Pilot Program.** AB 95 requires the Trustees of the California State University (CSU) to establish a voluntary Baccalaureate Degree Pilot Program in up to seven areas of the state. The bill proposes to create a pathway that allows students to earn a baccalaureate degree for a total cost not exceeding \$10,000, including the cost of textbooks.
  - Status: Assigned to the Assembly Committee on Higher Education
- **AB 276 (Medina) Cybersecurity.** This bill requests UC, CSU, community college districts, and independent institutions of higher education to complete a report before January 1st 2019 on cyber security education and training programs. The report should include the total number of students enrolled in cybersecurity programs, the demand for these programs and a description of the programs.
  - Status: Assigned to the Assembly Committee on Higher Education
- **AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program.** AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.
  - Status: Assigned to the Assembly Committee on Higher Education

- **AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: matriculation: assessment.** AB 705 requires the use of high school transcript data for the assessment and placement of students in English and mathematics courses in order to maximize student success in those courses within a one-year timeframe. The bill prohibits a student from being required to enroll in remedial coursework that lengthens their time to complete a degree unless research shows they are highly unlikely to succeed in college-level coursework.
  - Status: Introduced
- **SB 25 (Portantino) Education: Integrated K 14 System.** SB 25 requires the Legislative Analyst to conduct an assessment and make recommendations for the complete integration of the state's elementary schools, secondary schools, and the California Community Colleges, and to take specified actions, including recommending the expansion of concurrent enrollment programs.
  - Status: Introduced
- **SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.** AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize a community college district to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing.
  - Status: Introduced
- **SB 769 (Hill) Baccalaureate Degree Pilot Program.** SB 769 increases the statutory limit on the total number of community college baccalaureate degree programs from 15 to 30, and removes the 2022-23 sunset date. It also prohibits the development of a pilot program if the curricula is within 100 miles of the California State University or University of California that offers the same curricula or program of study.
  - Status: Introduced

## **CAMPUS CLIMATE/CAMPUS SAFETY**

- **AB 21 (Kalra) Public Postsecondary Education: Student Access.** AB 21 prohibits the California Community Colleges, the California State University, and requests the University of California, to the extent legally possible, not to cooperate with immigration enforcement agencies or officials. The bill prohibits the colleges from releasing the immigration status of a college's students or allowing officials of the United States Immigration and Customs Enforcement Agency to enter their campuses without a written description of their planned activities provided at least 10 days before the visit. The colleges are also required to provide housing or a stipend during breaks to students who cannot return to their families who live outside the country, access to legal services for students who face significant risk of deportation, and resources to help undocumented students if the President eliminates DACA (Deferred Action for Childhood Arrivals).
  - Status: Assigned to the Assembly Committee on Higher Education and Assembly Judiciary Committee

- **SB 54 (de León) Law Enforcement: Sharing Data.** SB 54 prohibits state and local law enforcement agencies, school police and community college police from using resources to investigate, detain, detect, report, or arrest persons for immigration enforcement purposes
  - Status: SB 54 passed in the Senate Committee on Public Safety and was sent to the Senate Appropriations Committee

## **CAREER TECHNICAL EDUCATION/APPRENTICESHIP/WORKFORCE**

- **AB 669 (Berman) California Community Colleges Economic and Workforce Development Program.** AB 669 extends the sunset date on the California Community Colleges Economic and Workforce Development Program to July 1, 2023.
  - Status: Introduced
- **AB 1053 (Calderon) Career Technical Education: Licensee Information.** Current law, established by legislation sponsored by the Board of Governors in 2016, requires the Department of Consumer Affairs to furnish the Chancellor's Office specified information from licensees. This information would enable the Chancellor's Office to measure employment outcomes of students who participate in career technical education programs offered by the California Community Colleges and recommend how these programs may be improved. Oversight of licensure and regulation of various professions and vocations by boards falls within the Department of Consumer Affairs. AB 1053 limits the Department to providing only the last four digits of the licensee's federal employer identification number, individual taxpayer identification number, or social security number. AB 1053 also requires the Chancellor's Office to reimburse the department for its costs to comply with these provisions.
  - Status: Introduced

## **FACILITIES**

- **SB 7 (Moorlach) School District and Community College District Bonds.** When submitting a bond before the voters, SB 7 requires the governing board of a school or community college district to provide a facilities master plan with cost estimates and to specify each planned project identified at a school or college campus.
  - Status: Introduced

## **FACULTY**

- **AB 310 (Medina) Part-Time Faculty Office Hours.** This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.
  - Status: Introduced
- **AB 847 (Bocanegra) Academic Senates.** AB 847 requires the local academic senate of a campus of the California State University or of a campus of the California Community Colleges to post its membership roster on its Internet Web site or Internet Web page.
  - Status: Introduced

## **GOVERNANCE**

- **AB 217 (Low) Office of Higher Education Performance and Accountability.** AB 217 establishes the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity.
  - Status: Assigned to the Assembly Committee on Higher Education
  
- **AB 1038 (Bonta) Postsecondary Education: Higher Education Policy.** AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.
  - Status: Introduced

## **MISCELLANEOUS**

- **AB 856 (Levine) Hiring Policy: Geographic and Socioeconomic Diversity.** AB 856 requires CSU and the governing board of each community college district to ensure that serious consideration is given to candidates from geographic areas and socioeconomic sectors of the state that are underrepresented among their administrative personnel. One example of “serious consideration” is interviewing at least one candidate from an underrepresented geographic or socioeconomic sector.
  - Status: Introduced
  
- **SB 727 (Galgiani) Public Postsecondary Education: Instructional Materials.** SB 727 authorizes public postsecondary educational institutions to adopt policies that allow for the use of innovative pricing techniques and payment options for textbooks and other instructional materials. SB 727 includes an opt out provision for students. SB 727 requires that these policies be adopted only if there is documented evidence that the proposed options would reduce the cost of the textbooks or other instructional materials for students.
  - Status: Introduced

## **STUDENT SERVICES**

- **AB 214 (Weber) Student Food Security.** AB 214 seeks to assist students facing food insecurity by making the CalFresh application process easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. The Department of Social Services (CDSS) would be required to maintain a list of programs that qualify for the employment training exemption in federal regulation. This exemption allows full time students to receive CalFresh benefits if they are in one of these programs. The list of programs was developed under prior legislation with consultation of the Chancellor’s Office. The list includes EOPS, DSPS, CARE, CAYFES and other programs.
  - Status: Introduced

- **AB 227 (Mayes) CalWORKs: Education Incentives.** AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:
  - High school diploma or equivalent: \$100/month
  - Associate's degree or career/technical education program: \$200/month
  - Bachelor's degree: \$300/month

The bill appropriates \$20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients.

  - Status: Introduced
  
- **AB 1567 (Holden) Foster Youth.** AB 1567 requires the State Department of Social Services and county welfare departments, in coordination with the California State University and the California Community Colleges to share relevant data on foster youth enrollment and ensure that foster youth are offered access to programs offered, like EOPS.
  - Status: Introduced
  
- **SB 12 (Beall) Foster Youth in Higher Education.** SB 12 is intended to improve post-secondary achievement among foster youth. The bill requires every county child welfare agency to assist foster youth in the financial aid application process. SB 12 requires the Student Aid Commission to work with the State Department of Social Services to develop an automated system to verify a student's foster youth status for applying for federal Pell Grants; and expands Cooperating Agencies Foster Youth Educational Support (CAFYES) program from the current level of 10 community college districts to 20 districts.
  - Status: Introduced
  
- **SB 164 (McGuire) Tribal TANF.** SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWorks recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.
  - Status: Introduced
  
- **SB 307 (Nguyen) Postsecondary Education: Student Housing Insecurity and Homelessness.** SB 307 requires the Legislative Analyst's Office, in consultation with the University of California, the California State University, and the California Community Colleges, to conduct a study on housing insecurity and homelessness of current postsecondary students in this state and prospective applicants to postsecondary educational institutions in this state. The study is due to the Legislature on or before December 31, 2018.
  - Status: Introduced
  
- **SB 319 (Nguyen) Public postsecondary education: remedial coursework.** SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirement.
  - Status: Introduced

- **SB 478 (Portantino) Transfer of Community College Students to the California State University or University of California.** SB 478 requires the governing board of each community college district to identify students who have completed an associate degree for transfer in an electronic database to facilitate information sharing with the California State University and the University of California. The bill requires adding these students to the identification list within 45 days of their completion of the degree unless the student affirmatively opts out of being included.
  - Status: Introduced
- **SB 539 (De Leon) Community College Student Achievement Program.** SB 539 establishes the Community College Student Achievement Program commencing with the 2017–18 academic year. The program creates a coherent, integrated, and system wide approach regarding instruction, advising, support services, and financial aid provided to students. The program requires a community college district governing board, as a condition of receiving funds, to demonstrate in its application that the district will develop a guided pathway plan that includes specified components.
  - Status: Introduced

## **TUITION, FEES, FINANCIAL AID**

- **AB 19 (Santiago) Community Colleges: Enrollment Fee Waiver.** AB 19 lowers the amount of unmet financial need a student needs to demonstrate to qualify for a Board of Governor’s fee waiver to \$1.
  - Status: Assigned to the Assembly Committee on Higher Education
- **AB 204 (Medina) Community Colleges: Enrollment Fee Waiver.** AB 204 requires the California Community Colleges Board of Governors to review and approve due process standards adopted to appeal the loss of a fee at three-year intervals. The bill requires a community college district to allow students to make hardship appeals if the BOG changes any standards. Part of the three-year review by the BOG would include an examination of the impact of minimum academic and progress standards on fee waiver eligibility, and a determination of whether those standards disproportionately impacted certain student groups. A community college district is required to develop strategies to address identified problem areas in the student equity plan.
  - Status: Assigned to the Assembly Committee on Higher Education
- **AB 343 (McCarty) Public postsecondary education: holders of certain special immigrant visas.** AB 343 exempts Iraqi and Afghan students, who reside in the United States under a special immigrant visa, from paying nonresident tuition. These students worked as translators with the U.S. Armed Forces or under Chief of Mission authority in Iraq and Afghanistan. It also makes those students eligible to apply for all student financial aid programs and scholarships administered by public colleges and universities to the same extent as individuals who are admitted to the United States as refugees. The bill would also require community college districts to waive the fees of these students to the same extent as the above-described refugees.
  - Status: Assigned to the Assembly Committee on Higher Education



- **AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards.** AB 370 would require the California Student Aid Commission to calculate a target for Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is to ensure that all Competitive Awards are distributed to needy students in an academic year.
  - Status: Assigned to the Assembly Committee on Higher Education
- **AB 393 (Quirk-Silva) Public Postsecondary Education: Mandatory System wide Fees and Tuition.** AB 393 places a moratorium on tuition and enrollment fee increases for the California State University and California Community Colleges through the 2019-2020 academic year, and urges the UC Regents to take similar action.
  - Status: Assigned to the Assembly Committee on Higher Education
- **AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver.** AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019, to ensure that a fee waiver application is available online for students at each community college.
  - Status: Introduced
- **AB 637 (Medina) Community Colleges: Student Equity Plans.** AB 637 would require campus-based research at community colleges regarding student equity plans to use standard definitions and measures of “equity” and “underrepresented” as established by the Chancellor.
  - Status: Introduced
- **AB 1020 (Holden) Student Loans: Financial Education for Students Regarding Loans.** AB 1020 requires a lender to disclose the student’s options for financing his or her postsecondary education, the student’s repayment options, and any other information requested by the student that is relevant to the proposed loan agreement. The bill specifies that the lender must comply with these requirements before entering into a student loan contract.
  - Status: Introduced
- **AB 1178 (Calderon) Postsecondary Education: Student Loans.** AB 1187 requires each higher education institution participating with state financial aid programs to, to the extent student loan information is received; send a letter to students regarding their student education loans. The letter would include information about the student’s total loan amount, total pay-off amount, possible monthly repayment amounts with principal and interest, and contact information for the institution’s financial aid office or a financial aid or academic adviser of the institution.
  - Status: Assigned to the Assembly Committee on Higher Education
- **SB 15 (Leyva) Student Financial Aid: Cal Grant C awards.** SB 15 sets the maximum amount of an annual Cal Grant C award for tuition, fees, and access costs up to \$3,000. Currently, the Cal Grant C award provides up to \$547 each year for access costs to eligible community college students in Career Technical Education programs.
  - Status: Assigned to the Senate Education Committee
- **SB 68 (Lara) Public Postsecondary Education: Exemption from Nonresident Tuition.** SB 68 allows two years of full-time enrollment at a community college to count towards the three-year requirement to qualify for AB 540 eligibility. Additionally, the bill would allow a

student to complete an Associate Degree or satisfy minimum requirements for transfer in lieu of a high school diploma or GED in order to qualify for in-state financial aid.

- Status: Assigned to the Senate Education Committee.
- **SB 803 (Glazer) Public Postsecondary Education: The California Promise.** AB 803 caps community college enrollment fees and CSU tuition for a California Promise participant if the student earns an associate degree within two years or a baccalaureate degree within four years. Community college enrolment fees for Promise participants would remain at the same levels charged to students during their first year at a community college. SB 803 also grants fee waivers to participants if they were unable to complete an associate degree or transfer within the required two-year timeframe due to unavailability of courses. SB 803 also imposes these same requirements on CSU.
  - Status: Introduced

### **VETERANS, MILITARY AND DEPENDENTS**

- **AB 172 (Chávez) Residency: Dependents of Armed Forces Members.** AB 172 amends current statute that provides in-state tuition for dependents of military members so that they will maintain resident tuition after admission to a postsecondary institution.
  - Status: Introduced

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## Executive Committee Agenda Item

SUBJECT: Final Review - Spring Session Planning		Month: April	Year: 2017
		Item No. V C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the final details and consider for approval the final program 2017 Spring Session	Urgent: YES	
		Time Requested: 30 min	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

Members will discuss the final program for Spring Plenary 2017 and any breakout session they will be participating in. Lastly, members will briefly go over any important notifications or pertinent concerns regarding the event and dynamics of the other groups we are collaborating with.

---

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





### Executive Committee Agenda Item

SUBJECT: ASCCC 2016-17 Budget Performance		Month: April	Year: 2017
		Item No: V. D	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will review the ASCCC budget performance.	Urgent: YES	
CATEGORY:	Discussion	Time Requested: 10 min	
REQUESTED BY:	Adams	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW:	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

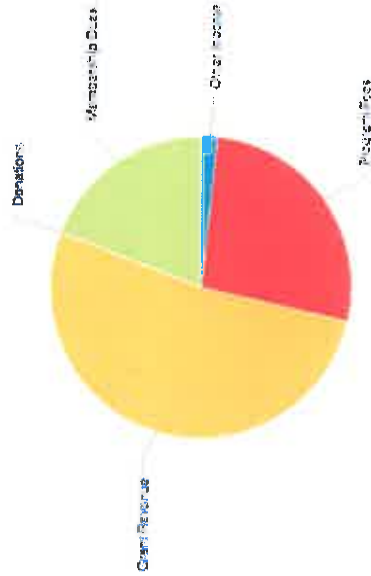
Each spring, the delegates are provided a report on the budget performance. The Executive Committee will review the ASCCC Budget Performance so that they can respond to questions from the delegates and other attendees. Additionally, the review of the budget performance will help to inform the discussion in June on the budget for 2017 – 18.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



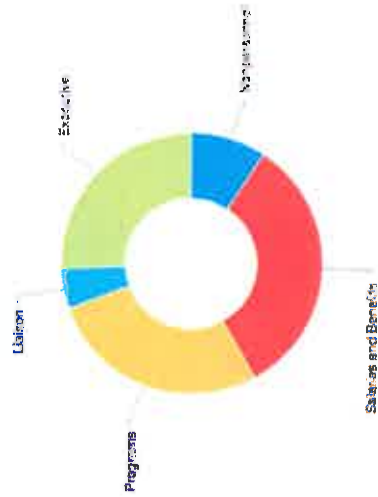
Fiscal Year Revenue  
04/01/2017 to 03/31/2018



Statement of Activities - Actual vs Budget  
07/01/2015 Through 11/30/2015

	07/01/2015 Through 11/30/2015 Actual	Year Ending 06/30/2017 Budget	Month Ending 12/31/2016 Budget Diff	Month Ending 12/31/2016 Budget Diff
<b>Change in Net Assets</b>				
<b>Operating Revenue</b>				
Grant Revenue	312,556.74	312,556.74	1,157,200.00	55,000.00
Program Revenue	372,065.00	372,065.00	307,890.00	64,175.00
Member Fees	344,733.00	344,733.00	344,733.00	0.00
Revenue - Other	12,137.25	12,137.25	5,000.00	7,137.25
<b>Total Operating Revenue</b>	1,041,491.99	1,041,491.99	2,804,828.00	37,032.25
<b>Expenditures</b>				
Salary and Wages	234,660.00	234,660.00	466,890.90	142,079.79
PR Benefits	60,916.16	60,916.16	59,978.00	938.16
PR Taxes	4,213.49	4,213.49	16,000.00	(11,786.51)
Occupancy	27,259.85	27,259.85	57,800.00	(30,540.15)
Professional Fees	187,167.52	187,167.52	571,960.10	(384,792.58)
General and Administrative Expenses	593,000.55	593,000.55	1,157,658.00	(564,657.45)
<b>Total Expenditures</b>	1,591,167.57	1,591,167.57	2,374,277.00	(823,109.43)
<b>Change in Net Assets</b>	550,324.42	550,324.42	(109,893.00)	647,217.42
<b>+ Net Assets - Beginning</b>	230,581.03	230,581.03	0.00	230,581.03
<b>Net Assets - Ending</b>	780,905.45	780,905.45	(109,893.00)	881,798.06

Operating Expense by Category  
04/01/2017 to 03/31/2018



Statement of Financial Position  
04/01/2017 to 03/31/2018

	Year To Date 11/30/2015 Current Year Balance	Year Ending 06/30/2015 Prior Year	Year Ending 06/30/2017 Difference
<b>Assets</b>			
<b>Current Assets</b>	552,573.73	1,167,191.49	37,657.45
Cash and Cash Equivalents			
Accounts Receivable, Net	346,573.73	564,045.92	(923,659.90)
Accounts Receivable	346,573.73	564,045.92	(923,659.90)
Other Current Assets			
Other Current Assets	44,700.93	57,735.72	(42,439.25)
<b>Total Current Assets</b>	1,023,844.73	789,561.13	(268,459.69)
<b>Long term Assets</b>			
Property & Equipment	200.43	200.43	0.00
Total Long term Assets	200.43	200.43	0.00
<b>Total Assets</b>	1,044,244.16	789,761.56	(268,459.69)
<b>Liabilities and net assets</b>			
<b>Liabilities</b>			
Short-term Liabilities			
Accounts Payable	148,978.75	240,113.23	(265,398.59)
Accrued Liabilities	69,979.98	92,989.69	(176,667.88)
Deferred Revenue	28,417.61	214,792.01	(149,615.00)
<b>Total Short term Liabilities</b>	247,376.34	537,894.93	(392,079.70)
<b>Total Liabilities</b>	247,376.34	537,894.93	(392,079.70)
<b>Net Assets</b>	796,867.82	251,866.63	123,650.01







# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Basic Skills Committee

### Minutes

October 24, 2016

2:30-3:45pm

### CCC Confer Zoom

1. Agenda approved  
Present: Cheryl Aschenbach, Geoff Hagopian, Michael Heumann, Conan McKay, Lisa Romain
2. Minutes from October 3, 2016 will be approved at a later meeting.
3. Important Dates and Information (Fall semester)
  - a. MQ and Equivalency Regionals – Oct 28-29, 2016 @ Woodland/Riverside
  - b. Fall Plenary – Nov 3-5, 2016 at Westin South Coast Plaza
  - c. Formerly Incarcerated Student Regionals – Nov 18-19, 2016 @ Delta/TBD
  - d. \*Contextualized Teaching and Learning Regionals – Dec 2-3, 2016 @ Skyline/TBD
4. Basic Skills Reference Bibliography & [www.cccbsi.org](http://www.cccbsi.org)  
*The committee was asked to provide feedback on [cccbsi.org](http://cccbsi.org) and whether or not it could be used as a current resource and a place to house a proposed basic skills reference library. Generally, the website is out-of-date although some content, particularly strategies and articles, are still relevant and useful, but it is hard to get past some of the old, dated content. It was also noted that there is a curriculum website the senate links and previously developed that is also dated.*
5. Contextualized Basic Skills Regionals (Dec 2 @ Skyline College; Dec 3 Palomar?)  
*Cheryl gave an update on plans for the CBL regionals being planned for December 2 and 3. Lisa is working with the chair of Palomar's Basic Skills Committee to get approval to host; it looks pretty certain, but she's awaiting final approval.*
  - a. Identify colleges using contextualized basic skills for afternoon breakouts  
*Ideas for afternoon breakouts included explanations and examples of best practices in contextualized teaching and learning as well as identifying and overcoming challenges/barriers. Members are encouraged to consider programs they may know of that can be invited to present – couple more breakout examples would be great.*
  - b. Role of committee at regional  
*Committee members will probably not be presenting but are definitely encouraged to be present and visible. Someone will also be needed at the registration table.*
6. Call for proposals for ASCCC Instructional Design and Innovation Institute  
*The call for proposals is out for the IDI. It doesn't sound like any members will be able to attend, but everyone is encouraged to share the call with colleagues who might be interested. It was suggested that we see if there is some way to have a learning community breakout or to consider how our committee can inform the field more about the benefits of learning communities.*
7. Other  
*Lisa reported on the Incarcerated Student Regional at LA Trade Tech College. It was a day-long conversation about aligning education to create and support opportunities for students who were formerly incarcerated. UC, CSU, and CCC representatives were there along with a community-based organization. Chaffey has been very progressive working with formerly incarcerated students in its area, and Santa Barbara City College has a first-year experience-type of program for them. It was acknowledged that these students have been in our communities and on our campuses all along, but there is more of an effort being made now to meet their needs as they transition out. For a college to successfully serve this population, everyone needs to be more aware of their needs, misconceptions about them as people and as students need to be addressed, and college administration and faculty need to buy into the benefits of serving them.*

*With the emphasis on college and incarcerated institution collaboration, there is a unique opportunity for CA Dept. of Corrections to focus on rehabilitation rather than custody and control. A few things to note from formerly incarcerated students who spoke are that peer-to-peer mentoring can be very effective, and it is helpful to have a centralized place for them to connect with information, resources, and each other.*

8. Future Agendas
9. Adjourn

Future meetings:

- Monday, November 14, 2016 at 2:30pm via CCC Confer Zoom
- Monday, November 28, 2016 at 2:30pm via CCC Confer Zoom
- Monday, January 23, 2017 at 2:30pm via CCC Confer Zoom
- Monday, February 13, 2017 at 2:30pm via CCC Confer Zoom
- Monday, March 6, 2017 at 2:30pm via CCC Confer Zoom
- Monday, April 3, 2017 at 2:30pm via CCC Confer Zoom
- Monday, May 1, 2017 at 2:30pm via CCC Confer Zoom



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Basic Skills Committee

### Minutes

November 28, 2016

2:30-3:45pm

### CCC Confer Zoom

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#### 1. Agenda approved

Present: Cheryl Aschenbach, Michael Heumann, Conan McKay, Alicia Munoz, April Pavlik, Lisa Romain

#### 2. Minutes from October 3 and 24 will be approved at a later meeting

#### 3. Contextualized Basic Skills Regionals (Dec 2 @ Skyline College; Dec 3 @ Palomar)

*Cheryl gave an update on plans for the CBL regional meeting at Palomar College. Thirty people are expected. The regional meeting at Skyline College has been cancelled due to low registration. Cheryl thanked Lisa for working with her college to host the south regional.*

#### 4. Call for proposals for ASCCC Instructional Design and Innovation Institute

*Cheryl encouraged committee members to consider submitting a presentation proposal. She also solicited ideas for a committee-based presentation, but it seems that most committee members are not able to make it to the institute being held in San Jose.*

#### 5. Basic Skills Advisory Committee – updates

Cheryl updated the committee on discussions held at BSAC when it met in Sacramento on November 8. Items to note:

- a. Transformation and partnership grants: *64 colleges were awarded BSOT grants, and 5 were awarded partnership grants (CSU-CCC). There has been some feedback that it is difficult to submit a quarterly report on the last day of a quarter (rather than later); Kirsten Corbin advised that colleges can set their own cut-off date for each quarter, but that the reporting date is inflexible because it was included in the legislation. A list of allowables is being developed since there have been many questions asked about what is allowable within the two grants. Two more popular questions regarding allowables have centered around food for students and membership or entry into professional development events. Information should be coming soon.*
- b. SP Grade: *The Satisfactory Progress (SP) grade for use in noncredit was approved by Board of Governors in summer after a number of years of advocating by ACCE and ASCCC. It provides a means of indicating successful progress in a class even if all objectives/outcomes have not been met. It is not mandatory. If colleges are considering using it, professional development is necessary to help faculty develop a consistent means of applying it. Board policies and administrative procedures at individual colleges will need to be updated to include SP if the indicator is going to be put into use.*
- c. Integration of BSI, SSSP, SEP plans: *A group at the Chancellor's Office is working on developing an integrated plan template with the target of using it for next year's grants. The goal is to get a draft out in December for review and to trigger further refinement. The group is finding that some of the language of the legislation behind each grant is very specific, so certain items or questions must be included. In other cases, language/questions have been added over the years in anticipation of what questions might be asked of the Chancellor's Office – they wanted to have data prepared to answer possible questions, but it has created an additional reporting burden on the colleges. There is an effort with the integration to put more trust in colleges and have the Chancellor's Office play less of a regulatory role.*
- d. Noncredit Summit: *A group is meeting weekly to plan a 2-day noncredit event to be held in Sacramento in early May. The group includes representatives from ASCCC, ACCE, IEPI, Chancellor's Office Academic Affairs, 3CSN, and Career Ladders.*
- e. SSBS (BSI 2.0) Funding Formula: *As has been shared previously, the basic skills funding formula included in legislation passed in June is problematic in that it does not take into account noncredit students or those taking basic skills courses without the intention of transferring. BSAC spent time brainstorming alternative formulas in order to allow Mario Rodriguez, Vice-Chancellor of Finance*

*and Facilities, to work with legislators to develop or allow a formula that is more inclusive of all students served through basic skills.*

- f. *Basic Skills Definition and Future of Basic Skills: BSAC members were encouraged to consider both what definitions should exist for basic skills (transfer vs competency vs college-level?). It can be complicated, and sometimes the terms are used interchangeably even though transfer level may not be competency level, especially in math. Regarding the role and future of basic skills, members were asked to consider their thoughts for a future discussion.*

6. Other

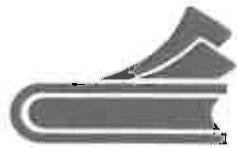
*Plans were put into place to have a live meeting at LA City College on January 12, 2017 10:30am-3:00pm. Thanks to April Pavlik for agreeing to host our meeting even though she's teaching winter session.*

7. Future Agendas

8. Adjourn

Future meetings:

Thursday, January 12, 2017 at 10:30am at LA City College  
Monday, January 23, 2017 at 2:30pm via CCC Confer Zoom  
Monday, February 13, 2017 at 2:30pm via CCC Confer Zoom  
Monday, March 6, 2017 at 2:30pm via CCC Confer Zoom  
Monday, April 3, 2017 at 2:30pm via CCC Confer Zoom  
Monday, May 1, 2017 at 2:30pm via CCC Confer Zoom



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**Educational Policies Committee**

March 20, 2017

3:00 pm – 4:00 pm

**CCC Confer**

**1-913-312-3202 OR 1-888-886-3951**

**Presenter Passcode: 6755634**

**Participant Passcode: 928127**

MINUTES

**Members Present:** Ginni May, ~~Randy Beach~~, Donna Greene, ~~Michael Flores~~, Andrea Devitt, ~~Saleem Moineuddin~~

1. Select note taker – Ginni
2. Approval of Agenda – Done
3. Approval/Review of minutes – Done
4. Paper – Effective Practices for Educational Program Development  
The committee recommended that the work done this year be compiled and provided to next year's committee to complete the work. Currently, there are four committee members working on the paper, and more contributors are needed. Committee members could not guarantee that they could work over the summer off contract, but will be available in the fall to follow up with the next committee. Once member is interested in serving on this committee again next year. Ginni is checking with ASCCC Leadership for direction.
5. AB 1985 Survey and Policy for AP Examination Course Credit in the California Community Colleges  
Update: Final policy language should be sent out from the CCCCCO by the end of this week or next week.
6. Dual Enrollment – Donna Greene  
There is nothing new to report since the bulk of this work has been done. At this point, the loose ends are being tied and sharing of the work will be done at the spring 2017 plenary session
7. Update on Rostrum Article: Revisit plan from January 11, February 8  
*Jan Plan: By February 4, Randy, Michael and Donna will send in paragraphs for a rostrum article that highlights current effective practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest*

*lecturing, and supplemental teaching partnerships with non-faculty. Anticipate submitting for March/April 2017 edition of the Rostrum.*

*Feb Plan: We will push this article to the May rostrum.*

*March Plan: Donna and Dre will work with the draft of Michael to send Ginni a draft by April 27/28. From there Ginni will polish it a bit and send it off for the next Rostrum.*

*This article will have just the author's names, not the entire committee.*

## 8. Plenary Session: April 20-22 at the San Mateo Marriott

- Breakouts:

Second Breakout Session 2:00 pm-3:15 pm

### 1. Educational Program Development, AB 1985, and the QRTF—What are they, what has been done, and what's next?

Participants will be updated about the latest work of the ASCCC Educational Policies Committee and have an opportunity to join their colleagues in an informed discussion on what lies ahead. Topics will include: the state of the Paper on Effective Practices for Educational Program Development (Resolution 9.02 Spring 2016); Advanced Placement Examination General Education Credit Policy (AB 1985); and the Academic Senate of the California State University Quantitative Reasoning Task Force Report and Recommendations (Resolution 15.01 Fall 2016).

Randy Beach, ASCCC South Representative

Ginni May, ASCCC North Representative

Fourth Breakout Session 2:15 pm – 3:30 pm

### 6. The Institutional Effectiveness Partnership Initiative (IEPI) and You!

The Institutional Effectiveness Partnership Initiative (IEPI) is now in its third year of existence, and much work has been done. Participants will receive a brief overview of the IEPI, details on the Professional Learning Network (PLN) and the Applied Solution Kits (ASKs), and information on how faculty can and should be involved.

Ginni May, ASCCC North Representative

Wheeler North, Mira Costa College

Michelle Pilati, Rio Hondo College

Breakout Session ?

### 0. Dual Enrollment (Davison/Greene)

With the passage of AB288 (Holden, 2015) and subsequent legislation, many colleges became interested in expanding upon their dual enrollment offerings. While this was occurring, several groups, including the ASCCC and the Chancellor's Office, participated in workgroups designed to create effective practices and work with colleges to assist in developing dual enrollment opportunities. This breakout will update participants on the status of dual enrollment programs around the state (both CCAP and non-CCAP programs) and offer advice for colleges considering jumping into dual enrollment.

- Resolutions

- Spring Fling – Dre will contact Lara Baxley to donate a bottle of wine from San Luis Obispo.

#### 9. Future Meetings/Events

- April 12, 3:00 pm
- May 1, 10:30-3:30, Mira Costa High School, 1401 Artesia Blvd, Manhattan Beach, 90266 – This meeting may be cancelled depending on the direction received from Julie Bruno and Julie Adams. Ginni will contact Julie and Julie.
- Area Meetings – March 24/25

#### 10. Future Agenda Items

- Rostrum Article
- Confirm meetings
- Confirm next steps







# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Equity and Diversity Action Committee Meeting

Date: Monday, January 23, 2017

3:00 PM–4:00 PM

CCCConfer

1-719-785-4469

888-450-4821

Participant Passcode: 467134

### MINUTES

- I. Call to Order
- II. Welcome and Introductions + Notetaker, Cleavon and Randy kept notes
- III. Hiring and Nurturing Faculty to Encourage Diversity and Equity Regional Meetings  
The committee reviewed the current drafts of the regional meeting agenda and made suggestions for presenters. Randy will continue to work with the office staff to make final preparations.
- IV. A<sup>2</sup>MEND Conference (5 minutes)  
Randy, Cleavon and Adrienne Foster will work with ASCCC Exec Director Julie Adams to vet proposals submitted for A<sup>2</sup>MEND. The ASCCC has agreed to partner with the organization on the event. Since Randy and Cleavon are not available for the second day of the conference, there may be a need for EDAC members to facilitate breakouts. We will know more at our February 27 EDAC meeting.
- V. Committee Priorities (5 minutes)  
Randy briefly showed the committee the list of committee priorities and resolutions that need to be addressed. These are actions in addition to the EDAC Strategic Plan and some of the actions the committee is engaged in will address parts of the Strategic Plan. EDAC will take a longer look at these at the February 27 meeting.
- VI. Strategic Plan Action Grid and Project Updates (20 minutes)
  - a. Plenary and IDI Breakouts  
Randy will submit several of the breakouts being given at the regional meeting to for consideration for the spring plenary program. Committee members were encouraged to develop any ideas for breakouts appropriate for the IDI.
  - b. Faculty Hiring Focus Groups  
This project is awaiting action and guidance from the ASCCC Foundation
  - c. Rostrum articles  
Randy asked for Rostrum article ideas. Article ideas can be submitted at any time.
  - d. Websites for posting jobs to reach diverse audiences  
Randy is looking for someone on EDAC to take lead. Please let him know if you're interested.

e. Spring 17 resolutions

EDAC discussed several ideas for resolutions. Ideas focused on inmate education issues and to encourage the CCCCCO to build Kognito models for returning students. Also, there may need to be a resolution on DACA students.

f. Toolkit/Handbook on cultural competency

Robin and Bryan have agreed to work on this project. Randy will coordinate a meeting with them to plan the project.

g. Annual yearbook

Standards and Practices has agreed to work with EDAC on this project by providing the applications it feels are exemplary to EDAC after they complete their vetting and determination of the winner of the Regina-Stanback Stroud award.

h. Recruitment at plenary

Postponed to future meeting

VII. Status of Asian/Pacific Islander Faculty in CCC (10 minutes)

Postponed to future meeting

VIII. New or Future Agenda Items (5 minutes)

None

**HISTORY OF THE ASCCC PROJECT  
TASK FORCE MEETING MINUTES**

ASCCC Office  
Sacramento, CA  
February 1, 2017

Attendance: Julie Adams, Dan Crump, Chris Gold (phone), Rich Hanson (phone), Lesley Kawaguchi, David Morse, Eric Narveson, Jane Patton (phone), Cynthia Reiss (phone), Paul Steziol (phone).

I. Welcome and Introductions

The meeting began at 11:30 with brief introductions

II. Review of the intent of the project

David reviewed the history and intent of the project. A first meeting was held in 2013 with David as chair, but internal ASCC issues then sidetracked the project. Lesley took over as chair and a second meeting was held in 2015. The task force has not been reconstituted, with David, Lesley, Dan, Cynthia, and Julie as the only remaining members from the original task force.

The purpose of the project is to develop a written document on the Senate's history, to create an electronic recourse, and to consider ways to publicize the history.

Lesley noted that a dissertation and master's thesis on the ASCCC exist but we do not yet have access to them.

Eric asked if we might record some interviews on video for the electronic archive. This was generally seen as a good idea.

David and Dan noted that a previous version of the task force has agreed that the title of the project should not be "The History of the ASCCC." No one could remember why.

III. Discuss and review possible timeline for written project

The task force agreed that spring 2017 for compiling research and begin creating the document in fall 2017. The goal is to have a final project for publication in spring 2019 but to be prepared to do an in-depth presentation at the Spring 2018 plenary.

IV. Discuss and review structure and content of working outline for project

After considerable discussion, the task force agreed that the written document should be organized in a roughly chronological manner but not by year or decade. Instead, the focus will be on periods of the senate and on major themes, changes, accomplishments, successes, and struggles of the Senate. Other specific points were as follows:

- Jane will make notes and add to the proposed outline regarding her experience on the Senate. Eric asked that she put her notes in narrative form as much as possible so that they could serve as a source document.
- Eric suggested organizing around seminal moments for the Senate, such as the passage of AB 1725 and the rising influence of accreditation and SLOS.
- Jane also noted that we might organize around get categories as an organizing principle within periods, such as changes in statute and regulation, the role of faculty, and state climate and economics.
- Chris suggested that we look at major accomplishments of the senate as an organizing principle. The task force added that we need to include struggles and challenges as well.
- Paul raised the question of who our audience should be. The task force agreed that the overall audience for the written product should be general but that we might create different executive summaries for different groups like legislators, the BoG, and others.

#### V. Brainstorm sources of information for project

The task force brainstormed a list of individuals that might be interviewed. That list is attached to these minutes.

Eric raised the question of whether a release form is needed for interviewees. David and Julie responded with the opinion that such a form was unnecessary in most cases, though one might be created for specific cases.

After discussion, the task force agreed that interviewing everyone on the list would be difficult and that a better approach would be to create an questionnaire for first contact and then to consider more in-depth interviews based on the responses, including the possibility of video interviews.

Cynthia noted that when she was preparing for a plenary presentation on AB 725 in Spring 2014, she found a few documents on senate and

community college history with good bibliographies. She will look for them.

Julie also noted that her dissertation has information that could be useful.

David noted that old ASCCC papers might also be useful sources

Lesley also noted the utility of documents such as the several versions of "A Brief History of the Senate" and Edith Conn's "Sixty Milestones."

Dan noted that a place to begin would be to review old ASCCC annual reports, president's updates, and plenary programs. David and Julie have copies of annual reports from 1976-77 to 1992-93, and president's updates began in 2009. Plenary programs could fill in the years in between.

- VI. Determine committee member responsibilities for research aspects of project
- Eric, Lesley, and David will create the questionnaire for people on the interview list.
  - The task force divided up the work of reviewing the annual reports, plenary programs, and president's updates. Task force members will review these documents and identify major themes and events for each year.
  - Dan and Julie will review paper copies of plenary session programs from Fall 1993 to Fall 2009 in the ASCCC office.
  - Review of annual reports was divided up as follows. David will email copies of the reports to task force members:
    - Lesley 1976-77 to 1979-80
    - Chris 1980-81 to 1982-83
    - Eric 1983-84 to 1985-86
    - David 1986-87 to 1990-91
    - Cynthia 1991-92 to 1992-93
  - President's updates, which are posted on the ASCCC websites were divided up as follows:
    - Jane 2009-2011
    - Rich 2012-2014
    - Paul 2015-2016. The task force also agreed to invite Paul's recollection of major developments from any point in the ASCCC's history.

## VII. Other

Next meeting was set for March 1 by CCC Confer, roughly in mid-day.  
David will determine the exact time after checking with task force members who were no longer on the call at the end.

### **List of possible interviewees:**

#### All former ASCCC Presidents

- Jean Vincenzi ?
- Tyra Duncan Hall ?
- Barbara Hinkley ?
- Robert Silverman
- Carmen Decker ?
- Mark Edelstein ?
- Karen Sue Grosz
- Philip Harley
- Michael Anker ?
- Regina Stanback Stroud
- Janis Perry
- Bill Scroggins
- Linda Collins
- Hoke Simpson
- Kate Clark
- Ian Walton
- Mark Wade Lieu
- Jane Patton
- Michelle Pilati
- Beth Smith
- David Morse

#### Other former ASCCC Executive Committee members or long-time plenary attendees

- Julie Adams
- Mike McHargue
- Erik Shearer
- Mark Snowwhite
- Greg Gilbert
- Larry Toy
- Ardon Alger
- Ric Mathews
- Carl Fredlander
- Marty Hittelman
- Ann Holiday

- Marilyn Fry
- Karolyn Hanna

#### Chancellor's and Chancellor's Office

- Tom Nussbaum
- Brice Harris
- Chris Calbaldon
- Mark Drummond
- Jack Scott
- Donna Boatwright
- Linda Michalowski
- Stephanie Low
- Steve Bruckman
- Fred Harris
- Patrick Lenz
- Patrick Perry

#### Other organizations

- Patrick McCallum
- Jonathan Lightman
- David Viar
- Scott Lay
- Arnold Bray

#### Local administrators

- John Nixon
- Brian Murphy
- Dianne Van Hook
- Constance Carroll

#### BoG:

- Manuel Baca
- Irene Menegas
- Pat Siever

#### Others

*This section contains some individuals who have presented challenges for and to the ASCCC but whose perspectives might be useful. Some of them might also belong in other categories but David was not certain of where to place them.*

- Lee Kirschner
- Nancy Shulock

- Bob Gabriner
- Bob Shiremen
- Vicky Morrow
- Elmer Bugg
- Sam Weiss
- Sally Floto
- Gerry Hayward



**HISTORY OF THE ASCCC PROJECT  
TASK FORCE MEETING MINUTES**

CCC Confer

March 1, 2017

11:30 AM-12:40 PM

Attendance: Dan Crump, Chris Gold , Rich Hanson , Lesley Kawaguchi, David Morse, Jane Patton, Cynthia Reiss, Paul Steziol.

The meeting open with a brief welcome and roll call.

Group members commented on their experiences with their research assignments. Several commented on how much the issues faced by the Senate have remained consistent over time and how the Senate's direction was established early and has also remained relatively consistent.

Paul noted an issue that had not yet been noted: the concept of free flow, also called white flight, in the 80s. Free flow refers to students taking classes at colleges outside of their local service areas. Prop 17 money was going away, and the LACCD cut a lot of classes, especially second year classes. Other colleges in the area, especially Santa Monica, experienced a surge in enrollment of students from the LA area. The initial assumption was that this enrollment surge was caused by white students fleeing the inner-city LA colleges, but the issue turned out to be more a matter of the LACCD's cuts.

David noted that this topic involves enrollment issues, which have come up in various ways over time. He also noted that this is an example of some of the issues we know about but that do not seem to be featured prominently in the reports we have. The MALDEF case is another example. The body may need to look for additional research sources on such topics.

Through a good deal of discussion, the group identified the following recurring themes that have arisen prominently through the research done so far:

- Funding in multiple forms
- Accreditation issues
  - The specific issues have morphed over time
  - One consistent issue has been faculty on visiting teams
- Enrollment
  - Free flow
  - Enrollment management
  - Program discontinuance
  - Swirling

- Development of senate role.
  - Evolution of Senate being activist, not just providing info.
- Intersegmental issues
  - Creation of ICAS
  - Articulation
  - IGETC development
  - C-ID
  - SB 1440/ADTs
- Increasing ASCCC leadership role in statewide initiatives.
  - Perception of partners (Universities, CO, others)
  - Showing that we were up to the task
    - Examples: IMPAC, ICAS, C-ID, ADTs
- Legislation and other attempts to fix us
  - Various important bills to discuss
  - SSTF
  - Shulock
  - Shireman
- Academic standards
  - promoting, and defending quality
  - Do we come from a defensive POV?
  - Student success.
- Technology
- Senate organization and operation
  - Communication with field--from mailings to now
  - Structure, development of areas
  - Changes in Exec structure
  - Senate budget
  - Senate office,
  - Publications
- Curriculum
- Master Plan
  - Creation – how tied to creation of ASCCC
  - Mid 80s review
  - Other attempts at revision
- Relationship with FACCC.
  - FACC involvement in senate's creation
  - Defining roles
  - Norbert: When it comes to advocacy, "Ask FACCC" (ASCCC FACCC)
- Relationships with various people and groups

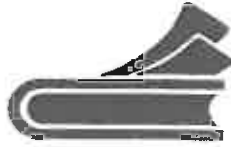
The group acknowledged that this list may still be supplemented.

Next steps:

- David, Eric, and Lesley have not yet developed the questionnaire but should have it for the next meeting.
- We may be able to begin a very rough draft and then use the interviews to fill in detail.
- The interviewees may be able to provide more information and sources
- Chris will do a literature review to provide context—what others nationwide have said about us.
- Find out who can give us more information on Lee Kirshner
- Dan will check with FACCC to see if they have sources we can use

David will send out a doodle poll to try to schedule to next meeting.





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Noncredit Committee

### Minutes

October 31, 2016

3:15pm-4:30pm via CCC Confer

1. Agenda approved and note-taker assigned  
*Present: Cheryl Aschenbach, Vicki Maheu, Silvester Henderson, Donna Necke, Grant Goold*
2. Minutes from September 19, 2016 and October 17, 2016 approved
3. Important Dates and Information
  - a. Fall Plenary – Nov 3-5, 2016 at Westin South Coast Plaza
  - b. ACCE South Conference – Nov 10, 2016 @ North Orange School of Continuing Ed (9:00-3:00)
  - c. Formerly Incarcerated Student Regionals – Nov 18-19, 2016 Delta College / San Diego Continuing Education
  - d. \*Contextualized Teaching and Learning Regionals – Dec 2-3, 2016 @ Skyline / Palomar
  - e. \*Noncredit Committee meeting - December 8, 2016 @ Glendale College
  - f. ACCE Statewide Conference – Feb 1-3, 2017 @ The Dana, Mission Bay
4. ACCE update + Upcoming south regional event (Jan, Madelyn)  
*Jan shared plans for the upcoming south regional and encouraged committee members in the south to attend.*
5. Live meeting date – December 8 @ Glendale College 10:00am-3:30pm  
*Cheryl confirmed that the committee will meet in person on December 8. Jan has agreed to host at Glendale College Garfield Campus, the noncredit facility where she works.*
6. Breakout ideas for Instructional Design & Innovation Institute (March 2017) - Proposals due 12/5  
*Cheryl encouraged committee members to consider submitting a presentation proposal as well as to encourage colleagues to submit proposals. The IDI is in San Jose in March. Because it doesn't sound like any committee members will be able to attend, Cheryl will not be submitting a proposal for the committee unless asked to by Executive Committee.*
7. Spring Noncredit Curriculum Regionals
  - a. Noncredit Professional Development Workgroup meetings – update (Cheryl, Jan, Madelyn)  
*Cheryl, Jan, and Madelyn had a meeting last week with other folks from ACCE, the Chancellor's Office, Career Ladders Project, and 3CSN about coordinating efforts to have a noncredit event and to start a noncredit community of practice/network. They will keep the committee informed about progress.*
  - b. Still hold separate 3/31 & 4/1 events?  
*Since the collaborative group is looking more at dates in late April and early May for the noncredit event, the question to this committee is whether we should still plan for regional events or encourage faculty to attend the 2-day event. It was agreed that we should encourage folks to attend the larger noncredit event. It was noted that funding is a challenge, so fewer events helps.*
8. Recommendations for guidelines for using noncredit as prerequisite or co-requisite (for 5C)  
*One of the items the California Community Colleges' Curriculum Committee (5C) has been tasked with doing this year is recommending guidelines for using noncredit courses as prerequisites and co-requisites, both for other noncredit courses and for credit courses. Cheryl asked the committee to consider what guidelines should be included. Committee feedback included using the same guidelines as are used for credit, including validation and content review, as well as the same processes. One point to keep in mind is that for a noncredit course to be used as a prerequisite to another course, it must be graded. Additionally, the system needs to decide whether SP is sufficient for movement to another course or whether a P indicator is the only*

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*acceptable indicator used to satisfy prerequisite requirements when students are moving from noncredit. Another comment of note was the use of articulation agreements in lieu of prerequisites, such as they're using at San Diego Continuing Ed.*

9. *Noncredit 101 – outline for noncredit basics to be turned into learning modules through ASCCC Professional Development College and eventually shared through the Professional Learning Network (prolearning.net). We've been asked to generate ideas for a Noncredit 101 professional development module. A few ideas suggested for inclusion are how noncredit works, advantages of noncredit, benefits of noncredit to the student and the college, funding structure, FTES/apportionment, noncredit categories, and CDCP. The committee will revisit this when it meets in person in December.*
10. *Noncredit Paper – Cheryl shared the timeline for development of the noncredit paper and encouraged anyone with an interest in writing to submit information to her.*
  - a. *Submission to Exec by Jan 18 (for 2/3/17 meeting - first reading)*
  - b. *Revisions & Resubmission to Exec by Feb 15 (for 3/3/17 meeting - final approval)*
  - c. *Tentative adoption at Spring Plenary*
11. *Other*
  - a. *Vicki mentioned frustration with local curriculum approval process. It is hard to get items on the agenda. She is working on three noncredit business information worker courses.*
  - b. *Grant asked about noncredit and dual enrollment. Cheryl will need to check into this, in particular what regulations are in place regarding it.*
12. *Future Tasks / Agendas*
13. *Adjourn*

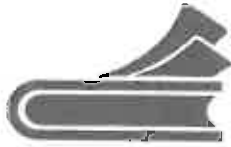
**Future Meeting Dates:**

~~Monday, December 5, 2016 at 3:15pm via CCC Confer~~ – shifted to live meeting 12/8  
Monday, January 30, 2017 at 3:15pm via CCC Confer  
Monday, February 27, 2017 at 3:15pm via CCC Confer  
Monday, March 20, 2017 at 3:15pm via CCC Confer  
Monday, April 24, 2017 at 3:15pm via CCC Confer  
Monday, May 15, 2017 at 3:15pm via CCC Confer

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# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Noncredit Committee

### Minutes

December 8, 2016

3:15pm-4:30pm at Glendale College Garfield Campus

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1. Agenda approved  
*Present: Cheryl Aschenbach, Jan Young, Laura Manyweather, Donna Necke, Vicki Maheu*
2. Noncredit 101 Outline  
*The committee brainstormed elements to be included in a professional development module. Cheryl will work on generating the outline given the committee's input.*
3. Noncredit Paper  
*The committee discussed elements of the planned paper based on the basic outline developed by the 2015-2016 Noncredit Committee. They brainstormed and drafted sections of the paper. Cheryl will work further to turn the committee's work into a more complete paper.*
4. Other  
*Cheryl and committee members thanked Jan for hosting the meeting at her site, and thanked her staff for assisting with the arrangements.*
5. Adjourn

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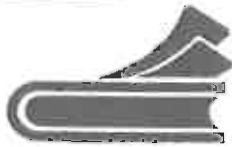
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# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Noncredit Committee

### Minutes

January 30, 2017

3:15pm-4:30pm

### Meeting Type: Call Confer

Meeting Name: ASCCC Noncredit Committee Meeting

Telephone Conference Line: (888) 450-4821

Participant Passcode: 8496280 OR Presenter Passcode: 357982

1. Agenda approved and note-taker assigned; Roll call  
*Cheryl Aschenbach, Jan Young, Vicki Maheu present. Cheryl will take notes.*
2. ACCE Annual Conference Reminder (Feb 1-3 in San Diego)  
*Cheryl reminded committee members about the ACCE Conference later this week. Cheryl and Jan are attending; Vicki will see about attending the day that her president speaks.*
3. Noncredit Summit Update (May 4-5 in Sacramento) \*presenters needed  
*Cheryl and Jan both reported on the collaborative effort to organize a noncredit event. It now has a date, May 4-5, and a place, Sacramento Marriott Rancho Cordova. If anyone is interested in presenting, let Cheryl and Jan know.*
4. Noncredit Paper Update  
*Cheryl is working to get the paper draft further along, but did not have it complete enough to submit for review by ASCCC Executive Committee. This means it cannot go to Spring Plenary. Cheryl will continue working on it to have it complete this spring and ready for committee feedback, Executive Committee review, and adoption at Fall Plenary.*
5. Ideas for Plenary Breakout  
*It was agreed that a noncredit update will work to help keep the field abreast of efforts in noncredit. The paper will need to be mentioned (per resolution 13.02 Fall 2015), and feedback can be solicited since the paper won't yet be final.*
6. Noncredit information webinars  
*Cheryl inquired whether the committee thinks information webinars could be helpful. Yes. Topics, dates, and presenters will need to be determined if the committee wants to deliver any webinars this spring.*
7. Other
8. Future Tasks / Agendas
9. Important Dates and Information
  - a. Rostrum articles due – March 6, 2017
  - b. Instructional Design and Innovation Institute – San Jose - March 17-18, 2017
  - c. Spring Plenary – San Mateo – April 20-22, 2017
  - d. Noncredit Summit – Sacramento – May 4-5, 2017
  - e. CTE Institute – San Jose - May 5-6, 2017
  - f. Faculty Leadership Institute – Sacramento – June 15-17, 2017
  - g. Curriculum Institute – Riverside – July 12-15, 2017
10. Adjourn

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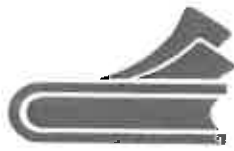
Monday, April 24, 2017 at 3:15pm via CCC Confer

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# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Date: February 10, 2017

Time: 3:00pm to 4:00pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Eve Adler, Sam Foster, Julie Adams, Eric Narveson, Christina Johannsen, Stacey Searl-Chapin

Recorder: Eve Adler

TOPIC	DISCUSSION	DISPOSITION
I. Call to Order and Adoption of the Agenda		Agenda adopted.
II. Approval of January 27 minutes		Minutes adopted with corrections.
III. Spring meeting calendar – Next meeting is March 15, 1:00.		Next meeting will be Wednesday 3/15 at 1pm.
IV. Status of Previous Action Items – See last page for current status a. Assigned Resolutions (strikethroughs indicate completed resolutions) Resolutions – <del>10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11, 10.01 F13, 10.02 S16, 10.02 F16, 13.01 S16, 17.01 F16, 21.06 F16</del> (referred), 10.03R F16 (referred, along with amendments). b. Strong Workforce recommendations – 13(a), 14(a), 14(e), 14(f) c. Assigned Tasks	Items that went to the Executive Committee were approved, along with the draft agenda for the Spring Plenary session.  F16 21.06 a revision was proposed, but may be mute at this point.  13(a): Will be addressed by MQ work group.	
V. Winter/Spring MQ and equivalency workshops	Spring MQ equivalency workshop will be presented and planned in	

<p>(partner with IEPI)</p> <ul style="list-style-type: none"> <li>a. March 9 and March 10 – Santa Rosa Junior College and Chaffey College</li> <li>b. Planning update</li> <li>c. Committee participation</li> </ul>	<p>partnership with the Chancellor's office.</p> <p>A draft agenda was sent to S&amp;P committee members. The agenda was approved by the Executive Committee. A planning call will take place on February 14<sup>th</sup>. There's a need for people to be facilitators in different rooms.</p> <p>Sam developed questions about the equivalency process to be used at the MQ/Equivalency regional meetings.</p>	<p><b>ACTION:</b> If you have any additional ideas about the agenda send to John.</p> <p>Sam will attend the North and South regional meetings.</p> <p><b>ACTION:</b> If you have further suggestions about the questions, please send to John.</p> <p><b>ACTION:</b> Eric will develop additional scenarios with a CTE focus and send to John by the end of next week.</p>
<p>VI. Spring Plenary</p> <ul style="list-style-type: none"> <li>a. Resolutions – due February 15</li> <li>b. Ideas from January 9 meeting - Identify contacts/leads for drafting resolutions</li> <li>c. Breakout sessions and S&amp;P member participation – Disciplines List Conversation, Awards and Recognizing Excellence</li> </ul>	<p>There will be 3 breakout sessions related to MQs and Equivalencies at Spring Plenary.</p> <p>Disciplines List conversations will be led by John, Sam, Eric and Stacey and will include: philosophy, improvement, what works and doesn't.</p> <p>Julie, John, and Stacey will lead the Awards and Recognizing Excellence breakout.</p> <p>14(e) Regulation on Internship MQ: There's a misalignment in language. May need to review MQs for internship and align with MQs for non masters disciplines.</p>	<p><b>ACTION:</b> John will develop descriptions for the breakouts and share with the committee.</p>

<p>VII. Apprenticeship MQ update</p> <ul style="list-style-type: none"> <li>a. Action by the California Apprenticeship Council</li> <li>b. Next steps</li> </ul>	<p>There will be a meeting with Senate and Chancellor's office representatives to develop changes to Apprenticeship MQs. Will work with the CA Apprenticeship Council to determine the appropriate language.</p>	<p><b>ACTION:</b> Read the MQ language and come up with a list of concerns from a senate perspective.</p>
<p>VIII. Disciplines List</p> <ul style="list-style-type: none"> <li>a. Executive Committee actions on proposals</li> <li>b. Revisions to Disciplines List Revision Handbook</li> </ul>	<p>Executive committee approved recommendation to add Public Safety to the Disciplines list</p> <p>The S&amp;P Committee should wait until after Spring Plenary to begin work on revisions to the Disciplines List Revision Handbook. More information may be obtained at Plenary.</p>	
<p>IX. Equivalency Processes Research – Next Steps</p>	<p>62 equivalency processes were reviewed and sent to S&amp;P committee members. These should be kept internal. "Equivalency research and analysis" document.</p>	<p><b>ACTION:</b> S&amp;P committee should review the equivalency processes document and send John feedback.</p>
<p>X. Convening of Discipline Groups</p>	<p>Discipline groups may get together to review the current MQs and other matters.</p>	
<p>XI. Awards</p> <ul style="list-style-type: none"> <li>a. Hayward Award Process Changes</li> <li>b. Stanback-Stroud Diversity Award– applications due February 3, 2017, selection due March 6, 2017</li> </ul>	<p>The Awards Handbook will have to be updated, re: statewide and local applications.</p>	
<p>XII. Announcements</p> <ul style="list-style-type: none"> <li>a. Next meeting – March 15, 1:00-2:00 (Zoom).</li> <li>b. Faculty Hiring Regional Meetings – February 10 at Sacramento City College, and February 11 at Southwestern College.</li> <li>c. Accreditation Institute – February 17-18, Napa Valley Marriott.</li> </ul>		

<ul style="list-style-type: none"> <li>d. Spring MQ/Equivalency Regional Meetings – March 9 and 10, Santa Rosa Junior College and Chaffey College.</li> <li>e. Instructional Design and Innovation Institute – March 17-18, San Jose Marriott.</li> <li>f. Spring Area Meetings – March 24 (North) and 25 (South), Check with your Area representative.</li> <li>g. Spring Plenary Session – April 20-22, San Mateo Marriott.</li> <li>h. CTE Leadership Institute – May 5-6, San Jose Marriott.</li> <li>i. Curriculum Institute – July 12-15, Riverside Convention Center.</li> </ul>		
<p>XIII. Adjournment</p>		<p>4:03pm</p>

DRAFT

## **BSAC**

8 November 2016

10:00-3:00 at CCC Chancellor's Office

### Present:

Madelyn Arballo (ACCE), Co-Chair  
Cheryl Aschenbach (ASCCC), Co-Chair  
Ed Bush (CEO)  
Kirsten Corbin (CCCCO)  
Alex Kolesnik (ASCCC)  
Lisa Marchand (ASCCC)  
Kathy Molloy (ASCCC)  
Mark Manasse (3CSN)  
Donna Cooper (3CSN)  
Mario Rodriguez (CCCCO)  
Wendy Stewart (CSSO)

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Welcome/Introductions

Approved meeting notes from 15 Sept 2016

### **Update: Basic Skills Transformation & Partnership Grants**

64 colleges were awarded BSOT grants; 5 were awarded Partnership grants.

First quarterly reports were due September 30. A few are still being worked on. The restructuring of Academic Affairs changed some of the contacts, so there wasn't a reminder or as quick a reach out to colleges who hadn't turned theirs in yet. Kirsten will be analyzing what has been spent and what funds were spent on. Some first payments are still going out after a couple of glitches related to the grant face sheets. Jo Glenn is now CCCCCO grant monitor for both grants, so she'll be making contact with colleges. Next quarterly report is due December 31. The Chancellor's Office will have a database up and running for BSOT recipients to fill out and submit info rather than completing and submitting forms. The database also will have a running total of funds expended and available based on original grant award; colleges will need to resubmit the first quarterly report info for everything to be current in the database.

Partnership grants are getting started even though money was a little late getting out. Colleges are reaching out to CSU students who stopped out in an effort to get them reconnected to CSU by next fall.

Kirsten will have a more complete update at or before the next meeting.

Concern was expressed about the fact that the quarterly report is due on the last day of a quarter. Kirsten explained that it is mandated by the RFA, but that colleges can work with it by reporting through the date that they can last record for a quarter, even if it's the 15<sup>th</sup> of the

month rather than the 30<sup>th</sup>. The intent is to collect information quarterly, but it is confusing because it's not a true quarterly financial report and is inconsistent with other Chancellor's Office reporting dates. There was also some question about whether there would be a list of allowables for BSOT and Partnership grants to help clarify for colleges like is done for other grants; specifically, food for students and membership or entry into professional development events are two areas being asked about. Kirsten shared that it is being worked on and she'll find out about the two areas in question.

#### **Update: SP Grade**

After a number of years of effort on the part of ACCE and ASCCC, the progress indicator Satisfactory Progress (SP) has finally been accepted by the Board of Governors as a grade option with Pass (P) and No Pass (NP). This now indicates a success measure as a record of student progress and achievement.

It is not mandatory that colleges use it. Professional development needs to happen to help colleges and faculty understand what it means and to determine what it means at each college.

IT also needs to be involved since it requires a change to information systems. Some colleges don't even have a process for inputting P, NP, or SP, and for a long time MIS at the Chancellor's Office didn't even collect grade info for noncredit courses.

Madelyn noted that the timing is good because it can help faculty assist consortia with recording student progress.

Board policies and administrative procedures at individual colleges will also need to be updated to include SP if the indicator is going to be used at a college.

#### **Update: Integration of BSI, SSSP, SEP Plans**

The Chancellor's Office has a group working on this: Rhonda Moore, Pam Walker, Erik Skinner, and Kirsten Corbin. Progress is being made at the Chancellor's Office in regards to integration of planning for basic skills, SSSP, and equity plans. It will probably be a simple, bare product to start with. The goal is to get a draft out by early December for review and input, and then send it out to colleges in early February with instructions/guidance to have colleges submit their plans before summer. The idea of planning prior to a new budget is exciting. Formulas may need to be examined and updated in order to help colleges know how much money they have when planning.

Legislation for each plan is being looked at and details are being combined. Crosswalks are being developed. If future code changes are needed, then that will be considered. Within one template, some aspects may be utilized by all three initiatives while other parts of the plan address individual initiatives.

Some plans previously required a different approval process than others, so that is part of the discussion. Kirsten said that the approvals may still not be uniform depending on the specific



pieces of legislation. One goal of the effort is to not require the colleges to do any more than is necessary – they definitely don't want to create more work. There is also an effort to put more trust in the colleges and play less of a regulatory role by the Chancellor's Office except where legally required. If the effort to have an integrated plan can't be done well by spring, then the effort will continue and plans will be suspended for another year.

The formulas really need to be figured out or else it will be difficult to develop plans with missing or unknown calculations or unavailable data. It may mean that we have to rely on data from a previous year rather than current year in order to better predict the starting point for budgeting.

Madelyn suggested that we make sure that noncredit and basic skills students are included in the discussions about plans and funds. Noncredit student data is included in disproportionate impact data, but some colleges do not include noncredit in the planning or funding.

Within the process, there is consideration for how other grants or initiatives may be included in the future – Workforce and AEBG are examples of large efforts that may also be integrated into the planning and funding process. Perhaps it would even be possible to have college access their strategic plans for info for these funding streams rather than having separate planning processes.

### **Noncredit Summit**

Madelyn shared that there have been ongoing discussions about the need for a noncredit community of practice. Professional development and technical assistance is needed. Finally, the time is right for multiple organizations to converge and coordinate efforts to bring folks together to discuss noncredit and exchange information. A group is meeting weekly to plan a 2-day event in Sacramento for late April or early May 2017. It is hoped that interest and participation in the event will demonstrate the need for an ongoing noncredit professional development network. Groups included in the planning are ACCE, ASCCC, IEPI, 3CSN, Career Ladders Project, and Chancellor's Office. BSAC members were asked to consider what they'd like to see in a noncredit summit.

- Communication between credit and noncredit faculty, including navigating structures, creating common vocabulary, and bridging discipline areas like basic skills and CTE
- Noncredit 101
- Differences in expectations for habit of mind across segments/programs (Adult Ed, Noncredit, Credit)

### **SSBS Funding Formula**

BSI is shifting to Student Success for Basic Skills (SSBS); Kirsten refers to it as BSI 2.0. There are more allowables with the new effort than with BSI, but the proposed funding formula is different than the previous focus on basic skills FTES.

Suggestion that there should be more flexibility for colleges as accountability increases in order to allow colleges to do what they need to do to meet accountability expectations.

There was conversation at the first meeting (conference call on 15 September 2016) about the funding formula and possible modifications we can recommend for it. The conversation is being continued today in order to solicit more input and generate more ideas. After this, we'd like to run data to see what results look like given different formula scenarios.

The current minimum is \$90,000 (BSI), which is bumped up to \$100,000 (SSBS). Legislation also notes that colleges will not receive less than was received previously under BSI. BSI funding was \$18 million system-wide; SSBS has an additional \$30 million of ongoing funding for a total of \$48 million of ongoing funding.

The instructional, assessment, and student services practices promoted within SSBS are consistent with the practices included in efforts to improve student performance in basic skills already, so it's motivating to see that legislators are recognizing the need for additional ongoing funding to help implement practices.

Legislators are open to revision of the formula as long as we retain a performance piece.

Formula:

Part 3: 25% on the percentage of basic skills FTES in courses as described in the Transformation program.

- One problem is that this is difficult to track because not all sections are utilizing same practices, and even within one section the application of practices is on a per student basis (as in changing cut scores...some students in a section would have been placed in the same course with previous cut scores while others were placed differently based on the adjusted cut score).
- Could 25% come from the plan and a college's projection of use of or implementation of practices rather than needing to count individual students and individual course sections. But is that really simple enough to easily input into a budget plan and calculate funding? Probably not.
- Program legislation only refers to the six defined evidence-based practices; it doesn't include or allow colleges to use and count other practices even if they're currently successful within a given college and community.
- Suggestion: include some measure of number of students placed into basic skills compared to a past number – would capture students who benefitted from changes in placement or acceleration.
- We should avoid adding a performance measure to this part of the formula, but need to continue to explore where performance does fit in elsewhere in the calculation.

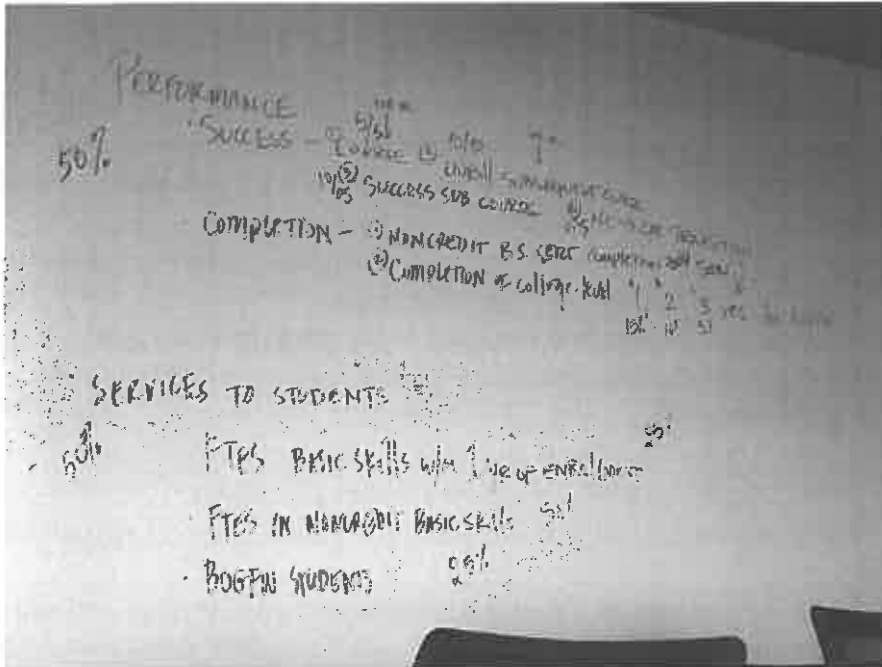
Part 1: 50% on the percentage of BOGFW students who enrolled in a below college-level course and subsequently completed a college-level course in the same subject within one year and within two years.

- Clarification and consistency is needed in defining basic skills – college-level versus transfer-level
- Is it worth trying to break apart the 50% into the three disciplines: math, English, ESL?
  - Math – intermediate algebra coding issues / basic skills versus college-level
  - ESL – two populations: those that are learning to be learners (basic skills) versus those that are acquiring language / linguistics (not basic skills)
  - Or consider other subsets like noncredit, credit CTE not seeking transfer level, or ESL not seeking employment rather than transfer level
  - When does the cohort for the one and two-year measurement start? It's inconsistent with our current data collection; cohorts now are established in three years for scorecard.
  - Course success data matters because it doesn't take into account a student's full or part-time status. Success could be measured across all subsets
  - Enrollment in a subsequent course and success in the subsequent course should be considered.
  - BOGFW is not the best measure of which students have the most need. It's not clear what the best measure is.
  - An alternative calculation that is inclusive of noncredit students is to split the 50% to count both BOGFW and noncredit basic skills students.

Goal is to have a formula that very simply reflects efforts that are very complex but that captures the intent: get most students through basic skills as quickly as possible rather than keeping students basic skills courses.

What does it mean for a student to be successful in basic skills. If we can figure that out, then we may be able to work backward into a formula.

Mario Rodriguez, Vice-Chancellor of Finance and Facilities, reported that TRIS has been busy with conference season and unable to get and analyze data, but that December will be a time to get analysis done. He suggests the committee meet in January to review the analyses. Some of the data will include IEPI indicator data related to course throughput and success. The formula doesn't need to be formalized until March 15, 2017. Mario shared that he had worked with the legislator in bill drafts to remove the performance piece and have something we could work with, but prior to approval the language and criteria changed. That's why we can work to propose adjustments. It may be possible that we could have a list of check boxes to identify practices being utilized, but the question asked by the committee is why do the practices matter if it's the outcomes that are most important?



### TOP Codes

Kirsten is working with 5C to introduce new TOP Codes. In noncredit, courses coded for students with substantial disabilities can only be for basic skills and cannot include courses that aren't basic skills. New TOP Codes should be developed for students with substantial disabilities that are not basic skills. Another to explore is an integrated reading/writing TOP Codes – none exists now (at least not in ESL). Also, math has a TOP Code for support services like a math lab or math center, but nothing exists for English; a comparable TOP Code for English support services would be helpful. ESL might also benefit from a support services TOP Code.

### Basic Skills Definition

5C is working on defining basic skills since there are inconsistencies about what is considered basic skills. The term “non degree-applicable basic skills courses” is the term in code. The understanding of what basic skills is differs for each discipline. For English anything below transfer is generally considered as basic skills since transfer level meets the competency. Some of the conversation should include what students can do relative to the outcomes expected of a given level. One problem is the difference between college level and transfer level, so it may be more clear to use competency level as the standard with anything below it considered basic skills (although this wouldn't address ESL or reading). ESL is complicated because of basic skills and language acquisitions tracks; perhaps even a white paper with clear examples is necessary.

### Role and Future of Basic Skills

There is recognition by those in basic skills that there isn't a one-size-fits-all approach, but there are some outside of basic skills who suggest that basic skills is unnecessary and even harmful to students. It would be helpful for this group to work to create a statement about the role of basic skills for our community college students as well as a vision for the future of basic skills.

We could look at Florida as an example of what happens when there aren't any basic skills. One size fits all is important because so many of our students come from very different points in education and experience. Their goals are also very different. Options should be offered, but we should have a robust, efficient menu of options that gets students what they need as expediently as possible. We work to develop learners – other states use the term developmental education rather than basic skills.

Committee members were encouraged to give the role and future of basic skills some thought, and we'll have discussion at a future meeting.



## **BSAC**

25 January 2017

10:00-3:00 at CCC Chancellor's Office

Present:

Madelyn Arballo (ACCE), Co-Chair

Cheryl Aschenbach (ASCCC), Co-Chair

Ed Bush (CEO)

Kirsten Corbin (CCCCO)

Jessica Cristo (3CSN)

Kelly Fowler (CIO)

Chantee Guiney (CCCCO)

Barbara Illowsky (OEI – ex officio)

Alex Kolesnik (ASCCC)

Lisa Marchand (ASCCC)

Frances Parmelee (CCCCO)

Eden Quinzon (ASCCC)

Wendy Stewart (CSSO) (phone)

Gregory Stoup (RP)

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### **Welcome/Introductions**

**Approved meeting notes from 08 November 2016**

#### **Academic Affairs Updates:**

- Kirsten shared that Chantee is now Project Monitor for Basic Skills Initiative following a reorganization within the division.
- Kirsten shared the Noncredit CDCP Funding Reports. The data helps to show the impact of the enhanced then equalized funding for CDCP noncredit. In the 15-16 report, there are a couple of revisions that have been made in the online report. The reports are online in the Communications Division reports.
- On Saturday, Kirsten and Chantee are presenting about CDCP at the CCLC Effective Trustee Workshop
- Kirsten introduced Jo Glenn. She is the grant monitor for Basic Skills Transformation and Basic Skills Partnership grants.

#### **Update: SSBS Funding Formula**

Mario couldn't be here today, so Kirsten gave an update on the basic skills funding formula. Mario is busy with the first institutional bond in many years, which has five projects involved with it. He is also busy staying connected with legislators and their staff because it is budget season. He's still working to convince people at the Capitol that the SSBS funding formula in legislation is next to impossible to report on, since there are mechanisms involved that we don't currently track and may not be able to be tracked at the local level. Once he gets that

concept across, then he can propose the alternate formula developed by BSAC at its last meeting. He still thinks we can get some agreement by March 15, and then we can run data. It was pointed out that some funding will need to be made available for training the field on the new metrics. It also needs to be determined how we calculate completion in noncredit – SP & P or just P? SP should be included, but many colleges aren't using it yet so may have a hard time tracking it (especially since it's use is considered optional). IEPI has the same indicators, so we can have both IEPI and ASCCC follow through with helping colleges understand and implement the use of SP grades.

For funding allocations (example, for BSI and other plans included in integrated planning), we will now be using prior-prior year in order to better calculate allocations earlier in the planning process (using prior year data makes it difficult to plan based on an actual allocation). It will also need to be noted by the Chancellor's Office to the field that noncredit should be included in local use of funds.

When data is run using the new formula to see how it impacts colleges, it should be run using the \$18 million that has been allocated in the past to get a more accurate picture of the impact rather than using the new, larger allocation.

#### **Update: Integration of BSI, SSSP, and SEP Plans**

Initially, the goal was to have a template to the field by February 1. The goal is now February 15 because a little more time is needed to make the integrated revisions. Plans will need to be returned by December 1, later than originally planned, and will be a two-year plan (2017-2019). This gives plenty of time to colleges to have deep discussions about integration of efforts, particularly to those colleges that haven't already been having integrated conversations. Plans will need to be approved by college Academic Senates and governing boards. After this initial plan, expectations are that it goes to a three-year plan. Minor changes in future plan iterations are expected, partly because there are Title 5 changes necessary.

There are eleven questions on the new plan template, including a one-year budget. A budget update will be required for year 2. For all programs, you will have two years to spend your funds, starting with current year (2016-2017) funds. This already happens with BSI, but it is new to SSSP and SEP funds.

There were intentions of having colleges use only one methodology for computing disproportionate impact, but in the integrated planning discussions some researchers were concerned that methodologies shouldn't be changed mid-intervention. So, colleges will be told to use their existing data, and it will be for local use rather than submission. The two types of data that are required because of legislation are disproportionate impact and Basic Skills Cohort Tracker data.

It was pointed out that the Basic Skills Cohort Tracker doesn't have a means for tracking accelerated courses in English or math. There may be additional TOP codes needed for the accelerated courses. Kirsten will bring that concern with MIS/TRIS folks to see what they think



about how we're doing this. She'll also mention it to CCC Curriculum Committee (5C) because they'll be involved with any Title 5 changes.

Overall, the emphasis with the integrated plans is to keep the required plans simple and only collect information that is required by legislation. It should also lead to increased conversations on campus about integrating plans. There is a lot of room for narrative, so there is a place to collect some best practice information from colleges to share with others.

Expenditure guidelines will be opened up and much less restrictive, so there will be more flexibility in spending funds as long as objectives for each of the initiatives are being addressed. Decisions will be left to the discretion of the colleges to determine what is reasonable and justifiable within the scope of each funding stream; responsibility is shifting from Chancellor's Office giving permission to local colleges deciding what is appropriate within the guidelines.

#### **Update: Noncredit Summit**

In an effort to provide professional development for noncredit practitioners in addition to providing noncredit information to individuals and colleges exploring an expansion into noncredit, a Noncredit Summit will be held May 4-5 at Sacramento Marriott Rancho Cordova. The collaborative planning team involves individuals from ACCE, ASCCC, Academic Affairs, IEPI, 3CSN, and Career Ladders Project. Student Services will also get involved moving forward.

Strands include Noncredit Basics, Program Development, Noncredit Challenges, and Instructional and Support Services in addition to having a "team time" room during each breakout.

It was suggested that a breakout about challenges or pros and cons of online noncredit courses. It will be considered. Barbara Illowsky volunteered to participate in such a breakout if it is held. Chantee also suggested Elias Regalado for the panel.

Another goal of the effort is to develop a noncredit community of practice similar to some of the professional networks/communities of practice that 3CSN has. Because noncredit includes non-basic skills programs and courses, 3CSN cannot solely run the network. A means of setting up a sustainable noncredit network is being explored in order to launch a network following the Noncredit Summit.

#### **Update: 3CSN**

The Coordinators Retreat was this past weekend. They are working with Leading from the Middle and LINKS to explore the ways we can support each other in leadership roles and the things involved with doing so, including professional development, integrated and strategic planning, types of programs that are will need leadership like guided pathways and promise programs. Spring events have been determined and will be provided to everyone once finalized. Also working with ASCCC on Adjunct Faculty Summit scheduled for August. Arnita Porter and Kyle Hull are both adjunct coordinators that will work with Julie Adams to plan the event. 3CSN has had Integrated Planning workshops and provides assistance to colleges as

needed; they'll do more of these as the integrated plan is finalized in order to make sure campuses are ready for the integrated plan and report. 3CSN is working with IEPI to develop toolkits for Associated Solutions Kits (ASK) and already have integrated planning tools on professional learning network site. Exploring different ways existing communities of practice can help with promise programs, in part collaborating with districts and colleges to see what others are doing and what can be applied to other colleges.

Kirsten highlighted the collaboration between 3CSN and ASCCC. It has been difficult in the past, but the current leaders are finding ways to work together to provide leadership and professional development to faculty throughout the state. The Chancellor's Office had some extra basic skills funding this year and decided to use it for professional development with both 3CSN and ASCCC. The requirement was that the two organizations had to work together, and that is occurring.

**Update: ACCE**

The ACCE Spring Conference will be held at The Dana at Mission Bay in San Diego next week. A focus is legislation, including examining impact and potential impact of legislation on noncredit programs. For many attendees, it is the one time a year they get an update about what is going on relative to noncredit and related issues in the state. Some big issues at the state level are CCC Apply and its potential for adverse impact on noncredit access given a couple of the questions asked as students apply, as well as collaborations between adult education consortia and noncredit programs at colleges.

**Noncredit Tutoring and Apportionment**

Title 5 58168 covers supervised tutoring. Colleges can collect apportionment for supervised tutoring done within a noncredit class. The regulation has been interpreted in such a way that colleges will only receive apportionment for students receiving tutoring for basic skills classes. Some inside and outside of the system have raised the concern that the regulation should be expanded to allow generation of apportionment for any student receiving supervised tutoring. Dean LeBaron Woodyard has put in a research request to determine the impact of tutoring on basic skills students. Assuming the data is positive in regards to success, retention and persistence, then more of a case could be made that tutoring would be beneficial to students outside basic skills. The tutoring center group may also have data that would help make a case for tutoring for an expanded population. One concern is that expansion of tutoring apportionment would mean more FTES generated by colleges and more apportionment paid, but there is a counter argument that students will be more successful and therefore take fewer classes; in essence, the FTES may shift rather than increase.

The question asked of BSAC is whether this is a good idea?

Tutoring can be a way to support students in guided pathways, and with an emphasis on guided pathways, there could be an argument for an expansion of tutoring. There may not be changes needed, but maybe just a reinterpretation of existing Title 5 and Ed Code language. Barbara reported that some research was done five years ago and findings showed that regular embedded tutoring and assistance showed positive results; other forms of tutoring didn't show

positive results. At the same time, the Chancellor's Office sent out a clarification explaining that colleges could not collect apportionment for online tutoring provided by online services. Some concern about funding tutoring via expanded apportionment now is that in budget recessions, tutoring could be adversely impact or pushed solely to BSI, further impacting BSI-related services or efforts. Some of the clarification to be made could be to help people understand that there is a difference between learning assistance and supervised tutoring even though they are often intertwined. It's possible that new research could show little impact of tutoring with basic skills students but instead reinforce embedded tutoring.

Chantee suggested an update to the learning assistance and supervised tutoring guidelines document published by the Chancellor's Office in 2006.

Referral is part of the language as well. Students can only be counted if referred; self-referral is most often interpreted as not counting as referral.

This discussion will be started at 5C as well, but for the moment it sounds like the old document needs to be revisited along with the data produced by the research request LeBaron submitted. The information produced may shift the conversation, or it could reinforce that the focus on basic skills should be taken out; decisions will need to wait until the information is available and reviewed.

### **Basic Skills Definitions**

Barbara shared that before BSI in 2006-2007, definitions of basic skills was very inconsistent. Some of the confusion was at the first two levels below transfer level because some colleges didn't count the first two levels below because they could be degree applicable. More standardization occurred with BSI and CB coding. Intermediate algebra is usually not basic skills because it can be degree applicable although in the past BSI money could be used for supporting these students. Beginning algebra is basic skills. In English, the first level below college composition is often counted as basic skills. The coding of courses matters now because the progress of students from basic skills to college level will be a part of basic skills funding in addition to being tracked on the Student Success Scorecard. The conversation can be more clear if the language focuses on transfer and pre-transfer levels rather than college level. The confusion seems to be greatest between the language "transfer" and "college" level. Inconsistencies have grown with transformation grant legislation language, because transfer and college level are used interchangeably; this is common despite the fact that college level and transfer level aren't the same. ESL is also inconsistent because the instruction in ESL is so varied – some courses in ESL are language acquisition courses while some ESL courses are basic skills (in a progression leading to freshman composition) consistent with basic skills in English and reading.

With basic skills funding formulas changing, there is less incentive in having more basic skills courses, so it could be a good time for the conversation and potential changes. Still, with proposed funding formula counting students completing college level, so there is a need to define what level students are expected to attain: college level or transfer level.

Public Policy Institute of California wants to run a report on ESL; there are concerns within our system that statewide problems with ESL coding will result in findings that are not complementary to our system. There is definitely external pressure driving the need to better define levels and clean up our data.

This group is encouraged to think about how to define basic skills (in credit) given that the expectation for success is to get out of basic skills. Is success reaching competency/college level in that the course meets the requirement for a degree, or is it reaching transfer level in that it's the level of course needed to transfer to a four-year institution? Competency is clear for English or math, but it's not clear for reading (because it's determined locally) or for ESL. Input for the difference between linguistics and basic skills is the difference between learning to read and reading to learn.

Moving forward, it would be helpful to define ESL in two tracks; then it becomes easier to define basic skills in ESL. That conversation will be critical with ESL professionals and with districts.

Today's conversation will go to 5C, and then action may be necessary with Academic Senate helping to generate conversation and support throughout the state.

### **Role and Future of Basic Skills**

As we discussed briefly at the last meeting, we need to continue thinking about the role basic skills plays with our students, and what the future of basic skills looks like. We will discuss this further in the future with the potential for advising a white paper that could express a system perspective. What should we be doing with basic skills? Where should we be going with it?

### **Future meetings**

We will likely have another meeting this semester, but it's not clear yet whether we'll need a face-to-face or a Confer meeting. As we get the information from Mario regarding proposed changes to the basic skills funding formula, we'll work to schedule a meeting.

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**California Community Colleges Chancellor's Office  
Cooperating Agencies Foster Youth Educational Support (CAFYES) Advisory  
Committee**

**Minutes - February 9, 2017**

**Members Present:** Inez Barragan, Will Bruce, Jordyan Carroll, Mario Chacon, Sarah Davis, Ruby Duran, Cerise Grise (for Michelle Love), Danielle James, Mercedes Lezama, Chief Sam Leach, Susie Le O'Brien, Thomas Gaxiola-Rowles, Dawn Reid, Danita Scott-Taylor, Ricky Shabazz, Sandra Hamilton Slane, Debra Sutphen, Steve Tamanaha, Quincy Taylor (for Joseph Maroney), Daniela Thompson, Daraja Wagner,

**Members Absent:** Niki Dixon, Lisa Guillen, Anafe Robinson

**CCCCO Staff Present:** Vice Chancellor Pamela Walker, Dean Sara Tyson, Janet Fulton, Kelly Gornik, Koney Austinn, Paige Marlatt Dorr, Carrie Tan, Justin Salenik

- I. **Welcome and Introductions**  
Vice Chancellor Pamela Walker welcomed and thanked members of the CAFYES Advisory Committee. Members introduced themselves.
- II. **What Is CAFYES?**  
Janet Fulton presented an overview of CAFYES, including its fundamentals, how community college districts were selected to receive the CAFYES program, who is eligible for CAFYES, what services and support CAFYES may offer and some current examples of CAFYES "over and above" support.
- III. **CAFYES College Progress Reports**  
Daraja Wagner, CAFYES Coordinator, Merritt College and Peralta Community College District Representative to the CCCC CAFYES Advisory Committee presented on the developments and programmatic features of Merritt College's CAFYES program, which started in September 2016. Steve Tamanaha, EOPS Director, Orange Coast College and Coast Community College District Representative to the CCCC CAFYES Advisory Committee, presented on the history and programmatic features of Orange Coast College's CAFYES program, pre-existing CAFYES by approximately five years.

#### IV. CCCCCO CAFYES Advisory Committee Charter

Dean Sarah Tyson reviewed specific elements of the CCCCCO CAFYES Advisory Committee charter

(<http://extranet.cccco.edu/Portals/1/SSSP/EOPS/CAFYES/CAFYESAdvisoryCommitteeCharter.docx>). She highlighted the Committee purpose, goals, responsibilities, structure, composition, member roles and work groups, particularly emphasizing the necessity of members to attend meetings or send an alternate, to engage in discussions, and to communicate with and for their constituencies. Janet Fulton clarified that the CCCCCO Advisory Committee -- voluntarily assembled by the Chancellor's Office -- provides advice to the Chancellor's Office on topics for which the Chancellor's Office is seeking feedback and input. It is not a deliberative, governance body.

#### V. Next Steps

- Paige Marlatt Dorr, Director, CCCCCO Communications Division and Carrie Tan, CCCCCO Public Information Officer, presented on the CAFYES outreach campaign. They revealed the program name change -- NextUp -- logo and CCCCCO micro-site images, explaining the testing process these items underwent with student who are current and former foster youth. College committee members informed CCCCCO staff that college programs are -- 13 months into program implementation -- now invested in the CAFYES name and would like to retain it in some fashion. Student committee members corroborated the test results, preferring NextUp to CAFYES. Additionally, Paige Marlatt Dorr and Carrie Tan requested that draft outreach campaign videos and a sample video work product developed by the new public relations firm, Misfits, which will work with CCCCCO on the outreach campaign, be shared with CCCCCO CAFYES Advisory Committee members for feedback.
- Justin Salenik, CCCCCO Legislative Analyst, presented on SB 12 (Beall). Committee members provided feedback on its elements, predominantly on the portion that proposes to expand CAFYES from its current 10 districts to up to 20 districts, with no additional funding. They articulated that they approve of the provisions of the bill unrelated to the expansion of CAFYES. However, they are not in favor of the elements of the bill that prescriptively expands the number students CAFYES serves by expanding the number of districts that can legally operate CAFYES programs. Rather, they proposed that -- given the bill offers no additional funding -- CAFYES expand the number of students served within existing CAFYES programs by modifying the age-related student eligibility criterion, perhaps lowering it to 13. Justin Salenik communicated that the Chancellor's Office has not yet taken a position on SB 12, SB 12 may yet be modified, and thanked the Committee for its input.
- Janet Fulton, CCCCCO Specialist, informed the Committee on the process for making CAFYES Guidelines available to colleges before the 2017-18 school year. A first draft will be provided to CAFYES Coordinators and EOPS directors in advance of CCCCCO's March 2017 CAFYES training. A professional facilitator will collect insights from attendees on necessary topics unaddressed within the document. A voluntary CCCCCO CAFYES Advisory Committee work group will

review the resultant second draft, providing feedback on policy questions posed by CCCCCO. A third draft, considering the further responses of the work group, will be provided to the full CCCCCO CAFYES Advisory committee, in order to solicit its advice on specific elements.

- Janet Fulton, CCCCCO Specialist, informed the Committee of plans to form a voluntary workgroup from the CCCCCO CAFYES Advisory Committee in 2017-18, to develop a CAFYES allocations formula for BOG approval in time to be implemented and functional in 2018-19.

Minutes taken by Janet Fulton.

DRAFT





Credit for Prior Learning Meeting  
Dolores Davison and Cleavon Smith, ASCCC liaisons  
7 February 2017

1. New CPL Workgroup members – Barbara Illowsky has replaced Jory Hadsell on the committee; Terrance Nelson has replaced Kolin Williams
2. Review meeting summary from August 24, 2016 meeting - see pg. 2
3. Update on next CPL advisory memo to field -- original memo was regarding focus on credit for prior military experience; interest in looking at other options, particularly for Baccalaureate degrees, will continue to move forward
4. CPL Presentation at Curriculum Institute – recapped presentation from 2016 CI; will plan for another presentation at the CI in 2017
5. Update from CAEL (Amy Sherman)
6. Next steps/Future agenda items – need to look at options for making things more streamlined and across platforms; possibly use OEI or other groups to do so.



## **Education Planning Initiative Steering Committee Summary Notes January and February 2017**

### **Review of Action Items:**

1. Follow-up on LAO report: Chancellor's Office is aware that the numbers in the report don't clearly reflect what they should. Data lags behind by a year. Action item will be modified to RP Group rep will work with CCCCCO to drill down on the data.
2. Guidelines for acclimating new EPISC members: in progress
3. Committee members need to know more about the status of projects. EPI Project Manager will send out status reports out prior to the meeting next month.
4. Common definitions of metrics for project status: in progress
5. Financial summary posted on Basecamp to give committee a broad idea of outcomes achieved with the funding spent so far: in progress

### **Chancellor's Office Update**

- Overview of Governor's proposed budget. Final budget decisions in the May Revise.

### **Action Item:**

#### **Review results from Chancellor Oakley's survey.**

- The Vice Chancellor for Student Services position continues to be vacant, and no retirements have been announced.
- Guided Pathways: there is support for the "four pillars" of the Guided Pathways - the Path, Entering the Path, Staying on the Path, and Ensuring Learning. These elements are being discussed statewide at conferences. The student pathway analysis is SSSP with a different label. Clarifying the path includes career assessment and Career Coach. Entering the path includes applying to school, financial aid information, and orientation. Staying on the path includes degree audit and education planning. Ensuring learning deals with assessment, completion, and getting a job. Norco and SRJC shared what they are doing in the way of guided pathways. There are a number of institutions currently involved in an effort to set up an Institute Model: Bakersfield, Irvine Valley and Mt SAC. They have established an advisory committee and solicited funds from private sources to award resources. Colleges will apply and CCCCCO is expecting up to twenty institutions to participate; applications are due on February 28<sup>th</sup>. Recommendations from the Legislative Analyst's Office (LAO) One LAO strategy is for a number of colleges to work together, like what is already beginning with the Institute Model. Language for the Guided Pathways project is just proposed language: language won't be certain until the end of June when the process is Completed. LAO is calling for more structure with parameters and guidelines in

terms of how the program will operate. CCCO is hopeful and optimistic about realizing this funding and getting a program that really works for California and meets the needs of colleges where they are in order to result in success. In March, TTAC will be going over Guided Pathways with the goal of bringing MIS, IEPI, Cal-PASS, and Launchboard all together with aligned messaging from CCCO.

EPI had done some work in this area in mapping careers to programs at the colleges using Career Coach. This helps with early “on boarding” of the student, getting them onto the path and the education plan leading to the pathway for success. CCCO sees potential for EPI that has been discussed in TTAC, example: a student identifying time periods available for classes and study and essentially having that go into a construct, where through scans and culling available course offerings, the student would be able to see the needed classes with pathways to CSU identified along with availability. Similarly, classes could be identified in pathways to workforce. Potential in looking at current bottlenecks for students and removing them. Potential in better space utilization on campuses in real time. Pathways could be a connection point for the CTE and the academic side of the college. CCCO hoping to have some common definitions, strategies, and technical resources available and ready when trailer bill language is finalized.

- SSSP, Equity and Basic Skills Integrated Planning: history and update. There will be a webinar held on February 27th from 3-4:30pm and on March 2nd from 10-11:30am to talk through the new expenditure guidelines Committee discussion about information and data needed for integrated planning reports will also be valuable for EPI products. EPI can assist in moving students toward those goals and is an integral part. EPI could help when colleges are doing their planning by asking about information and data they would want access to in a perfect world, to help them make better decisions. Perhaps information on the two and three years plans for every student so they could map out campus schedules. EPI could help colleges get access to the information they need, maybe even generating something like a “data wish list. Watch for Integrated Planning workshops through IEPI, in partnership with the RP Group. They will be regionally and college targeted and will provide perspective through information sharing and real world examples of what data is used and needed. EPI could do to help colleges is to figure out how to feed back to SIS information whenever a student has a qualified education plan built in Starfish. That will allow colleges to capture information seamlessly and easily for MIS reporting. The current process involves a report in a flat file format from Hobson’s that can be picked up and fed into a system. EPI Project Manager acknowledged the importance of that data being available. This could be done in phases since there is time to evolve and mature.

#### **Action Items:**

- 1) Project Manager will report back on the status of feeding information on qualified education plans built in Starfish to the SIS for MIS reporting.**
- 2) Define phase one and phase two timelines and requirements so the project knows where it can be merged in.**
- 3) Encourage EPISC members to attend Integrated Planning webinars.**

#### **4) Encourage development of an Integrated Planning data wish list encourage CISOA to work on it.**

### **EPISC's Evaluation Work Group**

Highlights of the Governance and Implementation Survey results with goal to celebrate successes where respondents felt EPI was on the right track and areas where there is an opportunity to learn and potentially overcome challenges.

1. Areas of success:
  - Most EPI members feel engaged in the process of advancing the goals of EPI and that their contributions are valued.
  - Respondents feel positive about the collaborative nature of EPI and that the project structure is effective in moving the work forward.
  - Initiative uses technology (Basecamp and Zoom) effectively to allow people to participate.
  - EPI has developed a culture where “spirited” discussions can be had in a respectful manner.
2. Opportunities for improvement:
  - Improve information sharing processes between EPI's various steering committees, workgroups, and EPI staff.
  - Provide opportunities for colleges to hear from the initiative and pilot colleges about the outcomes and/or highlights of implementation activities.
  - Develop clearer and more realistic implementation timelines for the EPI technologies
  - Evidence-Based Decision-Making: improve how EPI uses information from pilot colleges' implementation experiences and the data gathered and disseminated by the RP Group evaluator to make evidence-based decisions. Work pilot colleges are doing is not being leveraged. Colleges are learning a lot in the implementation phase and still haven't rolled it out yet to all end users, but new colleges are beginning the implementation phase. Really important that one of the colleges be a mentor to each of the new colleges so they can learn from their experiences. Lack of trust in when the products will roll out. It is important to have clear and honest communications about *why* things took longer than originally thought to inform the field and build trust. It is important to create realistic timelines.

### **Charter Update Discussion**

- Articulate reasons EPTDAS two-day convening was successful and use it as a model- purposeful, problem solving, necessary people were in the room, action oriented.
- Use analysis from above and apply it to having monthly or quarterly meetings with co-chairs and project managers across OEI, CAI, and EPI to develop an initiative matrix showing overlap, gaps, and needs, to inform steering committees work groups, etc.
- Minimum attendance requirement (two missed meetings)

and perhaps add a proxy piece. (Look at OEI's revised charter for language regarding missing meetings)

- Add a new section before defining EPI and what it is intending to do.
- Reporting section, make it very clear that reporting up to the CCCCCO is to occur and also how to report out to stakeholder groups.
- What is EPI in charge of? What is the purpose and responsibility? Include a very clear definition of process.
- How does EPI work with and to inform, the Technology Center?
- Conversely, how does the Technology Center communicate with EPI? Be more proactive and participatory in providing information. EPISC should be participating in decision-making.
- Develop a short and simple org chart in the Charter including the projects/initiatives EPISC is responsible for. Org chart and governance structure need to change into a more practical structure. A clear organizational chart and flow of communication is needed. EPI Project Manager provided overview of an org chart showing the position of the EPI Steering Committee within the realm of grants. 5 projects fall under EPI's purview: MyPath, EPTDAS, Curriculum, Articulation, and Transfer (CAT) including CCCCCO Curriculum Inventory, Articulation (including rebuilding C-ID and some coordination with ASSIST NextGen) and Transfer (eTranscripts).

EPI reports and talks to: Director's Collaborative, Data Governance, and TTAC Technical work group and the Evaluation work group are subset under EPISC. There are also various subcommittees under EPTDAS and SSPSC. EPTDAS, is starting to look at what should happen when the project moves beyond piloting to having a larger group of users. CCCApply is doing RFP for development work to bring it into the MyPath portal structure. Suggestion that EPISC might want to consider restructuring given the enormity of all the things under its purview. It was emphasized a Steering Committee role is to make sure user groups aren't making decisions in a bubble; they act as an intermediary and focus on the good for all colleges. The Steering Committee for example should look at how things need to work in an SIS agnostic way or explain that something can't be provided unless that is the case. The committee discussed whether EPISC should be more a collaboration of all the project teams than a separate entity.

- Increased communication between EPISC and Tech Center.
- Orientation/onboarding for new colleges- To include Technology Center, EPISC, and EPTDAS members. Develop a team which includes colleges that have already implemented that will go and help out new colleges.
- Focus on EPIs real role, identify, and implement.
- 5 bullets on existing charter are extremely broad and not actionable; they should be improved and added to.
- Communication: there are different needs and strategies for internal versus external communication to the field.
- More details about what is happening in marketing to the field are

needed. Internal communication is difficult because the overall structure of the initiative is unclear. EPISC is the overarching group and really the only steering committee. EPTDAS and SSP are not really steering committees; they are really technical work groups that should report up to EPISC. All of the other projects (CO-CI, ASSIST, C-ID, E-Transcripts) are projects in themselves that assist the work of EPTDAS.

- Rethink the overall governance structure of all three groups (EPISC, EPTDAS, and SSP) by having the co-chairs meet to clarify roles of the technical work groups and the seven “steering committees” and how they inform EPI.

### **EPISC’s Technical Workgroup**

Technical work group formed in September and they have been mainly focused on technical challenges schools have been facing. For example, as the student is following their interest from tool to tool, how does EPI enable an effective flow of data? How does the data move? How quickly does it need to move? What are some possibilities in terms of technical options?

### **Project Status Update**

Committee members expressed need to know more about the status of the projects.

#### **Action Item:**

**EPI Project Manager will provide written reports prior to meetings and have questions and discussion during the meeting.**

5 elements included in EPI’s project scope: MyPath, Starfish, Curriculum, Articulation, and Transcripts. In order to get to those elements other structures need to be in place including the circuits, student ID, etc. The CCCCO and Tech Center are working to upgrade the fiber optic backbone in order to future proof them from becoming saturated. OpenCCC is the student account that assigns new incoming students a CCCID which is the statewide student account being used as an identifier in projects across the initiatives including MyPath, CCCAssess, Canvas, etc. For continuing students who don’t have a CCCID a CCC SSO Proxy has been developed to take care of their needs the first time they want to sign on to one of the statewide projects. CCCApply uses the CCCID to enable students to apply to colleges across the state and in September sixty-nine colleges opted into including multiple measures questions on their applications. The CCC Information Security Center provides security services to all of the CCCs including free SSL Security Certificates and security assessments. They will soon be finished contracting for two other services that colleges will be able to use. Accessibility Center can help colleges get up to speed with meeting the new WCAG 2.0 AA guidelines. System-wide Architecture Committee (SAC) worked with the Foundation on contract pricing for PortalGuard which can help colleges with their Shibboleth integrations. All of these elements provide a strong overall foundation and tools that help the statewide

initiatives and projects that are being developed in EPI, CAI, and OEI.

### MyPath/Starfish

CCCMyPath is going live now at the CCCCO. There was going to be a big deployment in the Bay Area but it needed to be held back because of an accessibility issue with Career Coach after some coding changes. MyPath is live at Santa Rosa Junior College and is going to be live at State Center. They are wrestling with authentication and identity management. Unicon is the vendor which did all of the development for CCCApply and MyPath, but they are at the end of their contract, so an RFP for ongoing development will be published in February.

For Starfish 23 colleges are onboarding: 13 pilots with Sierra and one other in the base. Project is aiming for 43. All pilots will be complete by May 2017. Clarification that the 13 colleges will be in production with real students producing real education plans by May.

Colleges are being aggressively marketed by EAB, and one of the pilot colleges is talking about dropping out. Members suggested that college talk to other EAB pilots first. State Center rep cautioned that the project needs to carefully and clearly define what is meant by pilot and production. State Center doesn't believe they will be live in May and question arose what "live" means. EPI Project Manager defined "Live," as, "Making real education plans for real students that you are reporting to the CCCCO for MIS for SSSP."

Pilot colleges characterized their stage as data production: being in a real environment using real software, and there might not be real students, perhaps some for testing, but not producing MIS education plans. It is important to clarify definitions being used. EPTDAS Steering Committee Chair shared colleges have made a lot of progress and may anticipate having a group of counselors using real student data, but not yet producing plans with students. Then there will be another step of having counselors really using it but not in a production sense. If a college was really live and had the expectation that MIS would be produced from Hobsons, the college wouldn't have to wait until the MIS was actually produced, but would have to be doing real education plans with real students. RP Group rep emphasized the need for definitions for: being in production, being "live", piloting with small cohorts (or mini-pilots), and going campus wide. It is really important and goes back to clear and realistic timelines. State Center developed a phased implementation plan. They clearly described what each phase looked like and what would be needed from Hobson's or the Technology Center to go to the next phase. Elements like MIS reporting and integration with ASSIST are included in those phases. They sat down with counselors, administrators, and A&R folks, to figure out what was needed to maintain momentum and where there were stopping points to celebrate. It might be useful to talk about what a phased implementation is for the project as a whole.

State Center's philosophy is that piloting is for finding out what doesn't work and



improving on it. The best thing that came out of her pilot was going back to EPTDAS and saying, "We need a better one page SEP," otherwise those education plans were awful. But now the one page SEP that has been developed is something to be celebrated. Hobson's delivering more enhancements and there is a lot to be excited about, but State Center reiterated that the team needs to be real, honest, and clear about what is happening. They are not live and not close to being live. It is also useful to have three to four phases of a pilot, because it is better to reduce the amount of exposure in the early stages when the product isn't as good. RP Group Evaluator will be sending out a survey on key areas of adoption readiness to give colleges an idea of what is needed to ensure adoption.

#### **Action Item**

**Have a small group set some common definitions for metrics regarding project status.**

#### Curriculum/Articulation/Transcripts

CO-CI is on schedule with stakeholder communities. They are code complete, with focus on streamlining, QA, testing, and training. There is a three phase roll-out completing June 2017. Articulation- C-ID is also on schedule, with requirements complete, focus on QA and bug fixes. They expect cutover April 2017 in coordination with key ASCCC staff. They are collecting requirements for backlog post MVP. A lot in flux with the ASSIST NextGen. The project is providing project management support and API integration between the C-ID workbench and ASSIST, and is having meetings with UCOP and CSU. ASSIST is nearing a launch of the back end and then the front end this summer. However, they are also preparing an RFP for new technology provider; the contract with their current vendor runs out in June.

#### EPI Timeline

Operations (until September 2018), SSP (backlogs until the end of May 2017), EPTDAS (continuing on into 2018), ETranscripts (continuing into next year), Curriculum Inventory and Articulation with C-ID (both by summer), and ASSIST program support (into summer).

#### **Action Item:**

**Report back on sandbox environment for MyPath and Starfish.**

#### **Grant Administration Update**

Grant renewal is coming up probably sometime toward the end of this year or early next year.

#### **EPI Conference Schedule:**

Reviewed conference schedule through June 2017. Goal is to make sure important

conferences and stakeholder groups are covered. The project team wants to get committee representation along with EPI Project Manager at conference presentations.

**Action item:**

- 1. Finalize the CACCRAO proposal before the deadline**
- 2. Post updated schedule of presentations on the website.**

**Next Meeting**

The next in person EPISC meeting will be on April 19, 2017 in Irvine.

**FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES (FACCC)**

**Board Meeting**

March 4, 2017

Sacramento, Holiday Inn

Report from Dan Crump (subbing for John Freitas, ASCCC liaison to FACCC)

ASCCC Liaison Report (also submitted an e-copy for FACCC records)

Liaison Report from EOPSA, reported by Jonathan Lightman

SB 12 (Beall)--- will double the number (from 10 to 20)---Cooperating Agencies Foster Youth Educational Support (CAFYES)---will allow the Chancellor's Office to double (from 10 to 20) the number of with which can enter into agreements to provide additional funds for services in support of postsecondary education for foster youth.

Liaison Report from CCCAOE (CCC Association of Occupational Educators), reported by Jonathan Lightman

Career Pathways---discussions including Lightman and the ASCCC

SB 15 (Cal Grant C Program)

Lightman will be the keynote speaker at their Spring conference

Liaison Report from Student Senate, reported by Jonathan Lightman

AB 204 (Medina)---BOG Fee Waiver

Liaison Report from AAUP, reported by Jonathan Lightman

They are working on a conference with FACCC on the topic of academic freedom.

Accreditation/NCIQI

Lightman noted that NACIQI does not make decisions, but rather, recommends to the Secretary of Education.

Lightman noted that the subject/title of one of the breakouts at the ACCJC conference is "Are Faculty Prima Donnas?"

State Budget

Dean Murakami noted that the Governor always underestimates revenue. He also noted the \$150 proposed for guided pathways; we did not get the full Prop 98 spilt---one reason is that we didn't capture all our growth.

Legislation

SB 6 (Immigrants: removal proceedings: legal services)

SB 68 (Exemption from nonresident tuition)

AB 21 (Access to Higher Education for Every Student)

Critical:

SB 577 (Teacher Credential)---will defer to ASCCC

SB 769 (Baccalaureate Degree Pilot Program)



Chancellor's General Education Advisory Committee  
January 24, 2017  
11:00 a.m. to 4:00 p.m.  
Anacapa Room, CSU Office of the Chancellor

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## GEAC MINUTES

### PRESENT:

**Mary Ann Creadon (chair / by phone)**  
**Mark Van Selst (vice chair),**  
**Bill Eadie,**  
**Steven Filling,**  
**Ceci Hermann,**  
**Chris Mallon,**  
**Virginia May,**  
**Susan Gubernat,**  
**Barry Pasternack,**  
**Paula Selvester,**  
**Tiffany Tran,**  
**Jodie Ullman,**  
**Alison Wrynn**  
**Margaret Garcia (for Michelle Hawley)**

### ABSENT:

Jackie Escajeda,  
Michelle Hawley → Margaret Garcia (Cal State LA)  
Denise Fleming,  
Sarah Bentley (Zoom),  
Stachia Boykin

### GUESTS:

**Claudia Pinter-Locke (CSU CO),**  
**Christine Miller (ASCSU),**  
**Karen Simpson-Alicia (CSU CO),**  
**Kate Stevenson (CSUN, by phone)**

1. Approval of Agenda (approved as amended)
  - i. Added chair's report
  - ii. Added c/c- discussion
2. Chair's Report  
Mary Ann Creadon – important to get through the Oral Comm, Math 110, QRTF, C/C- business for the Golden 4. The agenda is full.
3. Approval of November Minutes (held to after lunch) (approved as posted)
4. C/C- update: C/C- discussion (at this time the C- memo is still in effect, so C- does count for golden four GE even if it was not supposed to on the campus when and where the course was taken (i.e., for *pass along*). This is in conflict with

the ASCSU resolution (*AS-3269-16/AA/APEP (Rev)*) and the prior agreement discussed with the CSU CO that a course should count if it counted where you took it. Campuses should have been able to restrict locally against the C- when taught on their campus and the ASCSU has encouraged CSU campuses to do so when no longer in conflict with the Chancellor's Office memo. The reality is that if a campus does not award credit for C- then the instructor knows that and would have graded accordingly. It was noted that the grade of C- is restricted from being offered in the CCC system and two CSU campuses do not use +/- grading. [*note: A later (post-geac) communication from the CSU CO revealed that the CSU CO will require that a grade of c- to count as a golden four course regardless of where taken even if the grade of C- was not supposed to count for Golden Four GE credit when the course was taken. At this time there is no action to revisit the CO memo that permits C- grades to count - MVSJ*]

## 5. Online Oral Communication Pilot – Update and Report Bill Eadie

This is an update following up on recommendations from the Oral Communication group (see “*guiding notes for fully online oral communication*” – Bill, Kevin, Anthony (GEAC monitors for the pilots) – discussion of draft notes from MAY 2016 as posted.

Next steps:

- (1) GEAC guidance to allow fully online oral communication if use new guiding notes; or,
- (2) More info (pilot good to Fall 2017); or
- (3) Should not pursue.

The primary question/challenge for online oral communication is how to address the question of audience.

QUESTION: Do we know that learning is occurring (what assessment data is present)?

QUESTION: Are the A1 requirements sufficient or should the “new” version be required for the pilots?

QUESTION: should we require in-person vs. online comparison of learning outcomes?

QUESTION: What does it take to move from pilot?

COMMENT: the existing pilots terminate MAY 2017 so action is needed.

Currently, a fully online communication course will not transfer from CCC to CSU but:

- i. Hybrid courses are ok.
- ii. Humboldt has a fully online GE Oral Communication course
- iii. there was a pilot with three schools participating for the past three years (online oral communication pilot)

For the pilot, one professor had taught online and was and remains an advocate. At another institution, a faculty member who did not teach online and was skeptical, now thinks that online oral communication can work in a technology mediated fashion. The core issue appeared to be one of “Audience.” The audience problem was solved in three different ways across the pilots. The results of the pilot (of the three choices: 1. Pilot was not successful; 2. Pilot was inclusive and continue and open it up to other schools; 3.

Pilot was successful, and write up Guiding Notes) the pilot group recommends modifying CSU GE Guiding notes to better define oral communication expectations to explicitly include the possibility that online oral communication be permissible.

Q: Did the students in the pilot learn equally vis-à-vis in person?

A: Same or better.

Q: Are there WASC requirements re: online oral communication?

A: WASC is unlikely to provide much guidance given that the UC does not require oral communication in its GE package.

Q: Given that grades alone do not indicate learning, can we get assessment data that shows relative efficacy of online oral communication vs. comparable non-online comparison

A: A related concern is that we do not have this data now nor it likely to appear.

Q: How might we best address the question of “speaking in front of a live audience” as the hallmark of oral communication ability if there is no live audience to speak to?

A: We could pilot test a revision to the Guiding Notes to be used with an expansion / continuation of the Online Oral Communication pilot groups (i.e., use the new-to-be-developed guiding notes to evaluate the online offerings).

Q: if we allow CSUs to do online oral communication (default since a campus can approve online oral communication but campus decisions are not reviewed at the system level whereas the existing prohibition on online oral communication in the guiding notes does apply to community college review), does this put us in danger of standards differences CSU vs. CCC?

A: Possible. We likely need to tighten up the Oral Communication definition to ensure that the stated standards are what we hold as student learning outcome expectations.

Q: A decision needs to be made today because the pilot is over and the CCCs need to know. Do we accept the recommendation from the GEAC appointed oral communication group? (Recommend with revision to expectations to address audience)

Q: What it would take for GEAC to make a decision on oral communication.

A: Ideally we would want to see that obtained learning assessment results are comparable to the in person course.

**ACTION: Allow pilot to continue. Ask for assessment data on student learning. If available, may recommend that the CSU CO open an option for more pilots on online oral communication (May 2017 decision). Otherwise, the same set of three original pilot offerings could be recommended for extension through the 2017/18 academic year with expectation that by accepting the extension the pilot offerings would provide data (learning outcomes) comparing online vs. in person student learning outcomes. Our future actions may depend heavily on the comparability of the populations/data that we are provided. (Passed)**

6. Lunch

7. Math 110 – C-ID Descriptor and C-ID Approval—Discussion  
Mark Van Selst

From NOVEMBER 2016 GEAC MEETING:

*C-ID MATH 110: descriptor may change from “intermediate algebra” as a prerequisite to “that which is required as a prerequisite for CSU GE”.*

*This is fine for GE but may compromise ADT and SB1440 content that requires intermediate algebra.*

*The new descriptor is an attempt to accommodate the [Statistical Pathways] pilot to allow a course to be used as part of an ADT as meeting a GE requirement.*

*Such a change may mean that the UC eligibility of the C-ID course is similarly compromised.*

**ACTION 1: Query of the Statistics Pathway Pilot Sites – What is the SLO assessment data and how does it compare to the skills and practices spelled out in the foundational expectations in the QRTF report. (Passed)**

**ACTION 2: Query of Statistics Pathway Pilot Sites; How is the appropriateness of course selection addressed for different student audiences (i.e. feedback on how STEM//Health Science/BUS are advised to avoid) (Passed)**

**ACTION 3: hold off on any new Statistics Pathway Pilot participation heretofore until the MATH 110 issue is resolved (and larger context of QRTF action). The intent is that no new submissions will be considered as of January 24, 2017. (Passed)**

NOTE: The continued misrepresentation on STATWAY vis-à-vis CSU by Carnegie was noted. We will further reinforce our request to clarify at winter institute (this perspective has been reinforced by Julie Bruno and there is a formal letter in response out to the CCC audience re: the role of Statway).

NOTE: There was a request to encourage the ASCSU chair/executive committee to produce commentary on the negative impact of external agency involvement (e.g., Governor Brown) on issues of GE transfer and in navigating issues of mathematical proficiency. This request was passed along to the chair of the ASCSU.

8. **Beginning QRTF Implementation – Review and Revise Area B4 requirements: foundational requirements vs. baccalaureate requirements**  
Kate Stevenson and Steven Filling

Recommendations I and II of the QRTF: Foundational (pre-baccalaureate) versus Baccalaureate level competencies

- i. The idea is that both exist semi-independently. One could achieve a new version of B4 but then return to capture foundational aspects otherwise missing prior to further developing baccalaureate level proficiencies (possibly at the upper division?).
- ii. Baccalaureate QR competencies require reinforcement at the upper division (e.g., post-transfer) to move from “introduce and develop” to move towards “mastery”.



Possible equity issues vis-à-vis the fourth year math course

- i. Advocacy and partnership will be required for success.
- ii. There is an analogy to ERWC courses. ERWC courses also require both commitment and resources from the school districts.
- iii. There is a potential SES-related limitation on access to the ERWC (and 4<sup>th</sup> yr math) course.
- iv. What are the equity issues regarding requiring a 4<sup>th</sup> year of math in HS and could they be better spelled out (and by whom? This seems to go well beyond a GEAC issue).

There was a discussion re: the advisability of having a GVAR-type requirement around quantitative reasoning (i.e., of rising juniors).

- i. Are we going to give an assessment for QR at the senior year of a student's university experience (or other time)? At CSU Northridge the writing assessment has critical thinking expressed and requires the use of QR to complete the essay. This is a very rich, complex, two-fer assessment.
- ii. The context of financial planning could also be used in assessment of writing + QR.

The idea is the B4 course gives one the first two-year QR. One may have had the broad, but not the deep. When should these be constructed?

- i. In order to transfer to CSU a B4 course must be completed and student must also demonstrate (QRTF Recommendation IIC? or Foundational?) Achievement.
- ii. CSU could establish a test similar to the writing exam. The CAI test was mentioned as a possible contributor in this role.

9. GE Assessment – Update on campus assessment practices for GE, including articulating the distinctiveness of upper division GE  
Mary Ann Creadon and Alison Wrynn

The GE Task Force is also interested in upper division GE requirements so there will be some overlap between this item and the GE task force. Some GEAC members feel this is more of a GE Task Force item whereas others felt it was a central role of GEAC. Alison read the charge for GEAC and it is within the purview of GEAC.

Upper division GE is the depth part of GE. Lower division GE should be prerequisite for upper division GE. It doesn't have to be a narrowing in order to give it distinctiveness. Addressing a higher level of Bloom's Taxonomy was suggested.

Upper division GE:

- i. Has the potential for strong campus-identity based overlay elements (e.g., multiculturalism).
- ii. Campus-based cyclical review of GE can be a constraint on change.
- iii. Will it be integrated into the degree vs. separate from major (it is the "depth" element)

- iv. Higher level of Bloom's taxonomy (GEAC can weigh in on the need for depth)
- v. Should protect regionality /distinctiveness/flexibility of what is possible.
- vi. Campus role for GE can protect the restriction of offerings to those that are most campus-specific.
- vii. Needed for mastery attainment (Writing and Quantitative Reasoning)

A suggestion was made to have the CSU Faculty on GEAC report out to Mary Ann and Alison re: assessment of their home campus GE programs in their most recent WASC report?

10. Review, update, and clean up of Guiding Notes – Discussion and development of process  
Mary Ann Creadon and Alison Wrynn

There is no formal appeals process in GE certification (large volume, informal process to correct for mistakes but not on expert judgment)

Questionable cases (after staff review) have always been put out for CSU disciplinary faculty review

The initial thought with this item was that GEAC might discuss the proposal for the updated proposed guiding notes for Oral Communication, but the proposal was not in a form amenable to such discussion.

11. Other reports/new items

- i. GE Task Force: Christine Miller talked briefly about the GE Task Force; it will be finalized tomorrow when the Executive Committee meets.
- ii. Coursematch: There was a recent CSU CO memo (under Gerry Handley) on cross-campus enrollment (Coursematch), with a particular emphasis on GE and lower-division preparation. There is a requirement for sharing online coursework opportunities, much of which developed out of AB386

12. Adjourn – 3:49PM (with 11 minutes to spare)

## Executive Committee Agenda Item

SUBJECT: IEPI Integrated Planning Workgroup Report		Month: April	Year: 2017
		Item No. VI. B.	
		Attachment: Yes	
DESIRED OUTCOME:	To inform the ASCCC Executive Committee	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Report	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	North	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:** The IEPI effort is a collection of related efforts designed to help colleges improve their institutional effectiveness and ultimately better meet the demands of their accreditation standards. One of these efforts is a workgroup tasked with locating, developing or providing resources that colleges can use to better understand and implement processes for integrating and implementing their planning.

The first of two included items is a planning to accreditation standards worksheet that helps colleges identify and track where their planning efforts align to the accreditation standards. The second is the vetting chart the IEPI Integrated Planning workgroup uses to track how things were vetted prior to being prior to being included into the PLN ASK on integrated planning.

Additionally the IEPI ASK on Integrated Planning is now live at...

<https://prolearningnetwork.cccco.edu/ask/integrated-planning/>

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Tool	Developing a Logic Model (Community Toolbox)	Logic Model Examples	Logic Model Worksheet	Effective Team Meetings	Process Improvement Guide	Leveraging Themes	IP Presentation (ASCCC)	SCUP IP Guide (Hinton)	Canada's IP	Committee Reporting Out Template
On PIN		X			X					X
Reviewed By Workgroup	X	X	X	X	X	X	X	X	X	X
Reviewed in Face-to-face Meeting with Guests from RP Group, \$CSN, and/or Career Ladders Project		X	X		X	X				
Rubric Applied	X		X	X			X	X	X	
Arises from Literature Review		X			X	X				
Evaluated at Convenings		X			X (Impactful Meetings Section)					
Endorsed by Workgroup		X	(Basis of Approved LMs)		X					X

Tool	What Is IP?	IP Crosswalk (3CSN)	IP Crosswalk (Wheeler)	IP Crosswalk Worksheet (3CSN)	Johari Windows Worksheet (3CSN)	Who What Mapping (3CSN)	Gavilan LM	Pierce College IP Graphic	Accred. PPT and Handout (Geoffrey)	Scenario Planning	IP Themes (Gabe)	Accred Crosswalk (Maria)
On PLN	X	X (Under "Materials to Build a Logic Model")		X (Under "Materials to Build a Logic Model")	X (Under "Materials to Build a Logic Model")	X (Under "Materials to Build a Logic Model")	X (Under "Materials to Build a Logic Model")	X (Under "Materials to Build a Logic Model")				
Reviewed By Workgroup	X	X	X	X	X	X	X	X	X	X	X	X
Reviewed In Face-to-face Meeting with Guests from RP Group, 3CSN, and/or Career Ladders Project	X		X						X	X		X
Rubric Applied												
Arises from Literature Review	X									X		
Evaluated at Convenings									X	X		
Endorsed by Workgroup	X	X		X	X	X	X	X		X		

## Crosswalk of College Plans and Processes and Accreditation Standards

### Applied Solutions Kit (ASK) – Integrated Planning (IP)

Integration of college plans and processes can be an exciting and complex process. This crosswalk has been developed as an optional tool to help colleges to identify linkages between their plans based on the accreditation standards. This tool provides an overview of the numerous plans that colleges may have to manage and may help to identify gaps.

This worksheet is designed to be a starting point for discussion, and therefore is left intentionally unfinished. Several blank columns are provided so that colleges can include plans or processes unique to them. The first two columns on the left are the standards. Plans and processes that are common to most colleges are listed at the top of the worksheet. Each mark (“x”) indicates which plan or process might address and/or provide evidence for a standard; your College might place your integration “x” in different intersections and you might wish to include the specific substandard as a reference. This process might provoke members of your team to read the plans more closely than they anticipated. Colleges can adapt this worksheet to suit their needs. For example, if you wish to also evaluate how well each plan is achieving the standards, then list those standards in the cells that the College is meeting. For example, you could make it plan-specific by creating a separate worksheet for a plan, and then mapping out each goal or strategy (i.e., Strategic Plan Goal #1) to the standards. How you could use the Tool for your College’s planning needs has many possibilities.

Click on each link to read the standard. To return to the worksheet, click on the “Return to Worksheet” link in the footer, beginning on page 2.

Accreditation Standards	College Plans and Processes														
	Strategic Plan	Ed Master Plan	Instructional Program Review	Support Services Program Review	Student Learning Outcomes Assessment	Service Unit Outcomes Assessment	Dept Planning	SSSP	SEP	Basic Skills	Strong Workforce/CTE	Facilities Plan	HR Plan	Tech Plan	
<b>Standard 1:</b>	<b>A. Mission</b>	X	X	X	X	X	X								

College Plans and Processes																
Accreditation Standards		Strategic Plan	Ed Master Plan	Instructional Program Review	Support Services Program Review	Student Learning Outcomes Assessment	Service Unit Outcomes Assessment	Dept Planning	SSSP	SEP	Basic Skills	Strong Workforce/CTE	Facilities Plan	HR Plan	Tech Plan	
Mission, Academic Quality and Institutional Effectiveness, and Integrity	<u>B1. Assuring Academic Quality</u>	X	X	X		X		X								
	<u>B2. Assuring Institutional Effectiveness</u>	X	X	X	X			X								
	<u>C. Institutional Integrity</u>	X	X	X	X	X	X	X								
Standard II: Student Learning Programs and Support Services	<u>A. Instructional Programs</u>	X	X	X		X		Based on dept								
	<u>B. Library and Learning Support Services</u>	X	X	X	X	X	X	Based on dept								
	<u>C. Student Support Services</u>	X	X	X	X	X	X	Based on dept								
Standard III: Resources	<u>A. Human Resources</u>	X	X		X		X	Based on dept								
	<u>B. Physical Resources</u>	X	X		X		X	Based on dept								
	<u>C. Technology Resources</u>	X	X		X		X	Based on dept								

[Return to Worksheet](#)



College Plans and Processes															
Accreditation Standards	Strategic Plan	Ed Master Plan	Instructional Program Review	Support Services Program Review	Student Learning Outcomes Assessment	Service Unit Outcomes Assessment	Dept Planning	SSSP	SEP	Basic Skills	Strong Workforce/CTE	Facilities Plan	HR Plan	Tech Plan	
	<u>D. Financial Resources Planning</u>	X	X		X		X	Based on dept							
<u>D. Financial Resources - 1. Fiscal Responsibility and Stability</u>	X	X		X		X	Based on dept								
<u>D. Financial Resources - 2. Liabilities</u>	X	X		X		X	Based on dept								
<u>D. Financial Resources - 3. Contractual Agreements</u>	X	X		X		X	Based on dept								
Standard IV: Leadership and Governance	<u>A. Decision-Making Roles and Processes</u>	X	X	X			X								
	<u>B. Chief Executive Officer</u>	X													
	<u>C. Governing Board</u>	X													

Accreditation Standards		College Plans and Processes													
		Strategic Plan	Ed Master Plan	Instructional Program Review	Support Services Program Review	Student Learning Outcomes Assessment	Service Unit Outcomes Assessment	Dept Planning	SSSP	SEP	Basic Skills	Strong Workforce/CTE	Facilities Plan	HR Plan	Tech Plan
	<b>D. Multi-College Districts or Systems</b>	X													

# GUIDE TO EVALUATING & IMPROVING INSTITUTIONS

*January 2017 Revised Edition*

A Publication of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### **A. Mission**

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary

### **B. Assuring Academic Quality and Institutional Effectiveness**

#### *Academic Quality*

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

#### *Institutional Effectiveness*

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

#### **C. Institutional Integrity**

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **A. Instructional Programs**

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

## **B. Library and Learning Support Services**

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

## **C. Student Support Services**

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve



those outcomes. The institution uses assessment data to continuously improve student support programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways<sup>5</sup> to complete degrees, certificate and transfer goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **A. Human Resources**

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job

descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

## **B. Physical Resources**

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

## **C. Technology Resources**

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, **safety**, and security.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

#### **D. Financial Resources Planning**

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

#### *Fiscal Responsibility and Stability*

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### *Liabilities*

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

### *Contractual Agreements*

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.





## **B. Chief Executive Officer**

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  - establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;
  - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
  - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
  - ensuring that the allocation of resources supports and improves achievement and learning; and
  - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
6. The CEO works and communicates effectively with the communities served by the institution.

## **C. Governing Board**

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

#### **D. Multi-College Districts or Systems**

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.





INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

## Participate | Collaborate | Innovate

**Institutional Effectiveness Partnership Initiative Advisory Committee**  
**Chancellor's Office**  
**December 2, 2016, 9:30 am-2:30 pm**  
**Meeting Summary**

### Members in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adrian	Loretta	PD	Johnson	Joyce	PD
Arballo	Madelyn	Ind	Kay	Beth	Ind
Bandyopadhyay	Santanu	PD	Kovrig	Neill K.	PPP
Barton	Michelle	Ind	Lamanque	Andrew	PPP
Bellisimo	Yolanda	TA	Lee	Matthew C.	TA
Brown	Aaron	TA	Lumapas-Taylor	Quincy	PD
Bruno	Julie	PD	McGinnis	William G.	TA
Burke	Kathleen	TA	Mehdizadeh	Mojdeh	Ind
Cabral	Robert	PD	Messina	Kimberlee	TA
Carr	Leslie	PD	Meuschke	Daylene	Ind
Coleman	Laura	Ind	Midkiff	Michael	TA
Dain	Claudette	PPP	Oberg	Anjeanette	PD
Dieckmeyer	Diane	TA	Rutan	Craig	PD
Fiero	Diane	PD	Sandoval	Carmen	PD
Garcia	Valentin	TA	Skinner	Erik	Ind
Goold	Grant	Ind	Tena	Theresa	PPP
Greaney	KC	Ind	Todd	James	Ind
Gribbons	Barry	Ind	Van Hook	Dianne	Ind
Heumann	Michael	Ind	Wah	Linda	PPP
Holland	Breanne	PD	Walthers	Kevin	Ind
Jaffe	Louise	Ind	Webb	Catherine	PD
Janio	Jarek	Ind			

### Resource Persons/Evaluators in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adams	Gary	Ind	Johnson	Catherine	Ind
Bianchi	Rico	PD	Keeley	Mia	PD
Bray	Susan	PD	Larson	Erin	TA/ PD
Cox-Otto	Pamela	NA	Pacheco	Robert	NA
Davidson	Adore		Pilati	Michelle	PD
Dettman	Sarah	NA	Schrager	Cynthia	NA
DuBreuil	Michelle	PD	Spano	Jeff	TA

Last	First	Wkgrp*	Last	First	Wkgrp*
Fisher	Stacy	Ind	Stevens	Amy	
Fuller	Ryan	Ind	Stirling	Anna	PD
Howe	Michael	PPP	Valverde	Scott	TA
Jez	Su Jin	PD			

## Guests in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
deAnda	Rosa	PPP	Miller	Kaydee	PD
Hoig	Todd	Ind	Roberts	Matthew	Ind
Leufgen	Jillianne	Ind	Tyson	Sarah	Ind

\*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

## I. General Session 1

- A. Kevin and Madelyn shared Education Moments.
- B. PLN Update
  1. Rico provided an update on users and features.
    - a. The PLN already has 4,820 registered users, and the Lynda.com segment has about 2,600 users.
    - b. Rico noted several of the most commonly accessed pages.
    - c. Coming attractions include learning teams, expanded search, and the launch of Skillsoft.
  2. Michelle Pilati briefly described the review and approval process for PLN submissions.
- C. Theresa noted that the PPP Workgroup is now grappling with the review process for the PLN as well as with ASKs. She also announced that the annual legislative report by IEPI will be shared soon.
- D. Matthew stated that PRT services for 61 had been approved to date, plus a few mini-PRTs.
- E. Barry reminded the committee of the Indicators Workshop at SRJC in January.
- F. Neill announced that 4CS had received one of the Leadership Development awards, and the organization is excited about the work to come.

## II. Workgroup Sessions

### A. Institutional Effectiveness Indicators (Barry)

1. Year 4
  - a. We are not expecting radical changes in Year 4.
  - b. We will work on finalizing Year 4 changes by March.
2. Demo of new portal with addition of new indicators. Stacy reviewed the new portal and indicators.
  - a. OPEB – colleges are required to enter historical data but not set goals.
  - b. Historical goals are now shown. Once goals are certified, the historical goals are not made available on the public site.
  - c. College Choice
    - i. #31 – required. Add option to include math/English throughput rates.
    - ii. #32 – optional
3. Gary, Matt, Kathy and Laura presented the Launchboard update.
  - a. Note that employment data are in the 2nd quarter and not annualized. Ditto for 4th quarter.
  - b. There is interest in the proportion who attained a living wage.
  - c. Barry will send PPT from Gary Adams to the IEPI Indicator Workgroup.
  - d. Launchboard 3.0 will include separate tab for noncredit.
  - e. Change in earnings is an important metric for Skills Builders.
  - f. Demo of Launchboard
    - i. SWP Metrics tab is useful for colleges completing their local data plans for Strong Workforce (data pulled from all students who exit the system).
    - ii. Snapshot tab has dated data because they've been focused on launching the SWP tab. The Snapshot tab will be updated in January. Anytime the cell size is less than 10 for

disaggregated data, it is suppressed. Those suppressed cells are rolled into the “other” category.

- iii. The Equity Gap data are available through the Snapshot tab
4. Feedback from Scorecard Advisory Committee
  - a. Scorecard is more accountability-focused whereas IEPI is focused on aspirational goals/improvement.
  - b. Potential additional metrics for the Scorecard: Transfer Level Completion Rate, Participation Rate and Median Time to Degree. For now they’ve decided not to add to the Scorecard but want to keep an eye on it.
  - c. Data on Demand and/or Data Mart: Transfer rate might be added.
  - d. WEDD at CCCC is working on getting unitary level data for licensure (SB66).
  - e. Discussion of time to degree:
    - i. Ryan Fuller has played around with calculating time to degree by FTES. More specifically, how much FTES did it take for each degree achieved? This is different from the system goals. There are challenges because FTES isn’t intuitive to folks outside the system. The group suggested it might be better to look at units.
    - ii. Barry also asked if we could disaggregate time to degree by science and non-science.
    - iii. Data are interesting in that they don’t show students who complete as taking many extra units.
5. Agenda for next meeting
  - a. 3-Year completion metric (if possible, TRIS will provide data at the next meeting)
  - b. The next meeting we’ll take a few colleges and look at leading and lagging indicators.
  - c. Most completion happens between years 3 and 4.
  - d. Noncredit Course Success
  - e. Average number of units: Part-Time vs Full-Time disaggregation
  - f. Discuss possibly removing: Course Completion Rates, CTE Rate and Basic Skills Progression
  - g. What makes sense to have 1 vs 6-year goals
  - h. Over the next year: Validate which indicators are leading and lagging.

**B. Technical Assistance Process (Matthew)**

1. Matthew updated the group on the status of PRT processes.
  - a. Full PRTs, cycles 1-3B (Spring 2015-Spring 2017)
  - b. Mini-PRTs
    - i. The suggestion was made to add an institutional effectiveness/institutional research officer to the WLAC Mini-PRT if available.
    - ii. Matthew requested feedback before the holidays on the Mini-PRT FAQs.
  - c. PRT COPs
    - i. Matthew requested feedback by Wednesday, Dec. 7 on the COP Proposal.
    - ii. Kimberlee noted that a recent ACCCA survey indicated the desire for regional one-day PD sessions.
2. Matthew drew attention to the Improvements and Innovations Report that he and Bob had produced at the Workgroup’s request. Plans call for production of this report about twice per year.
3. Bob facilitated discussion of the Evaluation Report for the PRT training activities conducted during Fall 2016.
  - a. Some apparent ambiguity was noted in the college roles question, which Bob and Matthew will seek to remedy in the next iteration of the training surveys.
  - b. To address response rates that were lower than anticipated for the Workshops, Matthew will ask PRT Leads to ask all PRT members to complete the evaluation during the last five minutes of the team work session.
4. Matthew walked the group through the recently developed Guidelines for PRT Process Evaluation Cyclical Reporting. The guidelines call for the standard report to be produced after

survey responses have been received from PRT members and client institutions for at least 75 percent of the PRTs for each of the applicable visits (Visits 1 and 2 for the first report, and Visit 3 for the second). A report to include stragglers may be produced according to one of three options, depending on whether the addition of information from stragglers significantly alters the conclusions in the original report.

5. The agenda included Matthew and Bob's best estimate of the schedule for sharing training and visit evaluations with the Workgroup going forward.
6. Matthew and Bob noted several evaluation tasks, in addition to the routinized training and PRT cycle evaluation reports, that current plans call for Bob to undertake:
  - a. Periodic research briefs, each of which would examine a particular large issue or question (e.g., alignment with accreditation, administrative turnover) in more detail
  - b. Summative evaluation reports about one year after the final PRT visit, to gauge the extent to which anticipated improvements have been sustained
    - i. The group suggested notifying client CEOs at the third visit that activities related to the one-year evaluation would be forthcoming.
    - ii. The group also suggested including the back story/rationale for the institution's selection of the applicable Areas of Focus, and using that rationale as part of the assessment of the effects of the PRT process and of the client institution's progress.
    - iii. The extent to which the client institutions have been able to build capacity in sustaining institutional effectiveness should be part of these reports. Bill noted that IEPI needs to educate trustees, for example, that we are about building capacity, not just moving the needle on a given measure.
    - iv. Members noted that both client CEOs and Boards would want to see reports on the effects and value of the PRT process.
  - c. Harvesting best practices for posting to the PLN, from sources including the MOOs, I&EPs, PRT process summary reports, and one-year-after reports
  - d. Possibly focus groups of selected PRTs, and/or participation in selected visit debriefs with Matthew and the PRT Leads

### ***C. Professional Development (Craig Rutan)***

1. Update on recent and scheduled PD Activity.
  - a. Recent events included the Role of Curriculum in Institutional Financial Aid Eligibility.
  - b. Upcoming events noted were Dual Enrollment, Pathways, CTE, and Evaluators Training.
  - c. A list of the trainings with dates was distributed.
2. EdInsights gave an update on their evaluation findings of recent PD activities.
3. The group reviewed poll results from the 11/7 Specialized Training Committee meeting, with rankings for trainings not yet completed from the IEPI Specialized Training Program Workshop Schedule and Content Development Priorities for 2016/17. Attendees also reviewed the list of additional training topics submitted at the 11/7 Specialized Training Committee meeting, and provided input by ranking each topic's priority level as high, medium or low.
4. Jeff provided an update of the recent Leadership Development awards

### ***D. Policy, Procedure, and Practice (Theresa)***

1. Review Minutes from September 8, 2016
  - a. Edit to September 8 minutes is suggested. Agreement to make the edit and redistribute minutes.
2. Report out on Applied Solutions Kit (ASK) Project
  - a. Strategic Enrollment Management (SEM) ASK
    - i. In February 2017, we will get a true look at enrollment throughout the CCCs. More focused attention on SEM is necessary right now due to the recent softening of enrollment. Effect of OEI and Exchange on enrollment is discussed.
    - ii. Scope of work for SEM discussed.  
(A) Necessary now to identify where the system is, how the system defines SEM, what the barriers are, and what we're doing well on purpose. A system-wide



survey of the CEOs, CSSOs, CIOs, faculty, researchers, and marketers will be administered in order to find out what the system is doing well and to identify potential opportunities for case studies. The survey is still in the construction phase. The survey is set to launch mid-January. There will also be a literature review.

- (B) After the literature review and survey are complete, an advisory group will be created and will convene to structure and stage SEM. Desire for this advisory group to be composed of a diverse group of personnel from both urban and rural areas. Also seeking middle leadership reps for advisory group. Right now, it is difficult to determine who exactly to survey.
  - (C) Bill McGinnis's proposal from September 8 meeting regarding the problematic funding formula is discussed briefly. It is unlikely that there will be robust FTEs identified in February 2017.
  - (D) Links on PLN regarding budget are mentioned. ACBO website offers resources on funding and enrollment management.
  - (E) Suggestion offered to look to Michigan for solutions to repeatability.
  - (F) International student impact is discussed and recognized as a college strategy. The SEM project, however, will focus on California residents.
  - (G) SEM ASK may not be totally comprehensive; it will not propose new funding models; it will focus on student success.
  - (H) Strategies are discussed related to onboarding of students and discovering in an incremental way when students drop out during the semester.
  - (I) General discussion regarding under-resourced colleges' ability to spend more time on student retention. Advisory group will be open to student reps.
  - (J) Discussion regarding the demise of for-profit colleges, how the CCCs have a unique opportunity to serve those former students who are now without a college. Uncertainty regarding ease of credits transfer from a place like ITT Tech to a CCC.
3. Communication; promoting IEPI
- a. All CCCs have been contacted regarding communications efforts. Finding that all CCC efforts have been mostly passive except in the case of an emergency. There is a major gatekeeping function in place regarding sending emails to all staff personnel. How are we to share IEPI with colleges if there is such a gatekeeping function in place? Plan underway to perform more targeted marketing to break through gatekeeping.
  - b. A customized signature for all IEPI personnel that advertises IEPI and also the IEPI listserv is suggested. The very nature of the customized signature and sharing it via email spreads the "IEPI virus." Idea that workshop attendees could be "awarded" customized signatures stating that they're a part of the IEPI effort to improve the CCCs. This is a high-tactile, low-effort endeavor.
4. Review of ASK Project
- a. When and how will ASK items be vetted?
    - i. Clarification sought regarding PLN and ASKs. Discussion of "loose vetting," or a set of minimum requirements that prospective ASKs must meet. Desire for ASKs to showcase examples that come from colleges themselves so that other colleges might learn from those examples and apply their learning to their own schools. Belief that ASKs will get better and better as colleges use them. Belief that ASKs are not supposed to offer quick fixes to problems.
    - ii. Concern that the "sharing" resources already on the PLN might appear to users as in competition with ASK materials.
    - iii. Belief that feedback on ASKs should also be vetted before any revisions to ASKs are made. Apt comparison of the "sharing" resources to Wikipedia and the ASKs to JSTOR.

- iv. Desire to ensure that ASK projects and material distinction is apparent to PLN users.
  - v. Concern that CCCs already know how to solve their own problems, but can't quite bring themselves to do it. This is a cultural challenge.
  - vi. Question of whether ASKs will really do much good. Question of whether an ASK should be vetted only after it is successfully implemented at a college. The PLN needs to explicitly tell its users that ASKs are vetted in this way and should be taken as inspiration rather than as "tools."
  - vii. Silos and the notion of culture within the CCCs are discussed. Warning that cultural change and complex relationship issues inhibit progress. Opinion that we must address the cultural challenges that plague our institutions.
  - viii. The ASK timeline for delivery is discussed, and it is anticipated that materials will be available for the January PRT trainings.
5. Report out on ASK Project
- a. Integrated Planning
    - i. Next scope of work with RP Group has been in implementation since October. IP will be presented at the December 7-8, 2016 pathways event in Sacramento. Literature of what CCCs are doing will be reviewed. Also a review of what seminal institutions are doing to vet integrated planning. This info as well as feedback from the field will inform piece. Vetting comes from asking colleges what works and what doesn't.
  - b. Data Disaggregation
    - i. First phase of data disaggregation project is winding down. Seven tools have been produced (see one-pager distributed at the workgroup meeting). Each tool is built around a case study.
    - ii. A number of invitations has been received to present on data disaggregation at various conferences.
    - iii. Case studies are brought up. Each case study has to do with a specific college. Concern if there should be separate advisory groups to do the vetting. Desire to make sure that case studies involve evidence. We're not evaluating outcomes in terms of student success. Evidence means specific examples of using effective practices.
    - iv. Discussion of the term "evolving practices," as many of the practices out there are too new to really be deemed "effective."
    - v. The landing page for the data disaggregation ASK is nearly done and will be on the PLN soon.

### III. General Session 2

- A. Matthew, Barry, Theresa, and Craig Rutan shared highlights of their respective Workgroup sessions (see above).

### IV. Adjournment



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

## Participate | Collaborate | Innovate

Institutional Effectiveness Partnership Initiative Advisory Committee  
 Chancellor's Office  
 January 20, 2017, 9:30 am-2:30 pm  
 Meeting Summary

### Members in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Arballo	Madelyn	Ind	Lomeli	Alejandro	TA
Bandyopadhyay	Santanu**	PD	Lumapas-Taylor	Quincy	PD
Bellisimo	Yolanda	TA	May	Ginni**	PPP
Burke	Kathleen**	TA	McGinnis	William G.**	TA
Curry	Keith		Oberg	Anjeanette	PD
Fried	Sandy	PD	Purtell	Valentina	Ind
Goold	Grant	Ind	Rutan	Craig	PD
Gribbons	Barry**	Ind	Skinner	Erik**	Ind
Janio	Jarek**	Ind	Tena	Theresa	PPP
Jarrell	Paul	TA	Todd	James**	Ind
Kay	Beth	Ind	Van Hook	Dianne**	Ind
Lamanque	Andrew**	PPP	Webb	Catherine	PD
Lee	Matthew C.	TA			

### Resource Persons/Evaluators in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adams	Julie	PD	Johnson	Catherine	Ind
Bianchi	Rico	PD	Madden	Sean	NA
Cox-Otto	Pamela	NA	McNeice-Stallard	Barbara	PPP
Davidson	Adore		Rodriguez	Mario**	Ind
Dettman	Sarah	NA	Schrager	Cynthia	NA
DuBreuil	Michelle	PD	Simp	Ronnie	PPP
Fisher	Stacy**	Ind	Spano	Jeff**	PD
Howe	Michael	PPP	Stevens	Amy	
Jez	Su Jin	PD	Valverde	Scott	TA

### Guests in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Bernliner	Rachel		Oakley	Eloy	NA
Leufgen	Jillianne	Ind	Siguenza	Bryanna	NA
Metune	Laura	NA	Tyson	Sarah	Ind
Mills	Keetha		Whitke	Kevin	
Moiuuddin	Saleem				

\*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

- I. **General Session 1**
  - A. Chancellor Eloy Oakley
  - B. Keith and Barbara shared Education Moments.
  - C. Mario provided an update on the State budget.
    - 1. Two substantial innovations related to institutional effectiveness
      - a. \$150 million one-time funds for Guided Pathways. Trailer bill language will follow with details.
      - b. Innovation Awards, for which the CCCCCO now has broader discretion than before.
    - 2. Modest 1.34% growth, and 1.48% COLA
    - 3. Mario emphasized the need for institutions to include in their budgetary planning the anticipation of a future recession, and the large increases in PERS and STRS contributions that will be required in the next four years.
  - D. Barbara provided an update on the Integrated Planning ASK.
    - 1. The ASK uses the Society for College and University Planning (SCUP) definition of integrated planning as “the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.”
    - 2. The ASK reflects creation of an integration planning model that includes Discover, Develop, Implement, Evaluate, and Report.
      - a. Each step includes tools, templates, and forms on which the group has asked for and received feedback.
  - E. Theresa introduced some new members and guests:
    - 1. Governmental Relations: Laura Metune, Vice Chancellor
    - 2. Success Center: Sandy Fried, Executive Director; Rachel Berliner; and Kevin Whitke
    - 3. New members: Keith Curry and Paul Jarrell
- II. **Workgroup Sessions**
  - A. *Institutional Effectiveness Indicators (Barry)*
    - 1. Review Year 3 Completion Data
      - a. Ryan distributed completion data.
      - b. There may be better indicators of momentum points or leading indicators.
      - c. Data driving discussions is important. So, indicators should be selected that help inform and provoke the conversation.
      - d. We should consider making these and similar data available through data on demand or other similar systems for those interested in them.
    - 2. Review of current metrics.
      - a. Alice reviewed new metrics like completion of transfer-level English and Math.
      - b. There was considerable discussion of whether it should be degree-applicable or transfer-level for IEPI vs. Scorecard. We should look at the data for both to understand the difference.
        - i. There is quite a bit of discussion related to CSU requiring Algebra II as prerequisite for statistics and currently allowing colleges to not require the prerequisite, though this sunsets in a couple years. There are also discussions among some discipline faculty about requiring stats for degrees. These two factors could have a dramatic impact on decisions about using degree applicable vs. transfer level math.
        - ii. We should continue with the current indicator for Year 4 and keep evaluating the difference for different purposes.
      - c. There is training planned for Scorecard on Feb. 6 and should be expanded to include IEPI indicators.
      - d. The workgroup is also supportive of creating a 45-day vetting process of IEPI data similar to the process for Scorecard data should the Chancellor’s Office want to do that.
    - 3. Year 4 Recommendation
      - a. No deletions.

- b. We should split the number of degrees by CTE and non-CTE.
  - c. In regards to the Transfer level English and Math (or degree applicable), we should look at where there is a dropoff (e.g., after 2 years, 3 years, 4, 5, 6?)
  - d. We should consider asking in the portal, probably for Year 4, which 3 indicators were most useful to planning processes, and which indicators were not useful all.
  - e. Non-credit
    - i. No changes for Year 4.
    - ii. It will be interesting to see what people put in the fill-in-the-blank in Year 3.
  - f. No changes to fiscal viability, accreditation status, nor audit.
  - g. Goals for Year 4
    - i. No votes for course completion rate being required.
    - ii. We recommend requiring the following student achievement indicators: Completion (6-year goal only), Transfer-level English/Math after 1 or 2 years (pick one of the 4 indicators), Median Time to degree (6 year goal), Required College Choice from the list, Number of Degrees/certs combined (CCCCO approved certs only).
    - iii. No changes to fiscal, accreditation, or audit goals at this time. However, we may need to revisit Fiscal after checking with Mario to see if he has any need for changes to them.
4. Other
- a. Sometime in the future, we should blend the single place for data (data lake or Datamart) with non-required indicators.
  - b. We should make available a standard set of data for various purposes in a single spot.
  - c. Strong Workforce
    - i. We should look at the data for number of degrees/certs duplicated (like IEPI) vs unduplicated (like Launchboard).
    - ii. If we decide to make changes to IEPI in the future based on these data, we could include both during a transition period.
    - iii. We should look at employment in Q2 and Q4 and wage in Q2 at the college-level for Year 5. If promising, we should begin letting folks know that it's coming.
    - iv. We should discuss the alignment of IEPI indicators with Strong Workforce, including the above.
  - d. We should look at what goals are required in various states.

5. Future Agenda Items

- a. Changes to Fiscal Goals if any.
- b. Portal Changes in Year 4
- c. Data Visualizations
- d. Data from Research or Strong Workforce described above.

**B. Technical Assistance Process (Matthew)**

1. The group welcomed Paul and Alejandro as new members.
2. Matthew updated the group on the status of PRT processes in all cycles, including the Mini-PRTs and COPs.
  - a. Bill suggested that it might be appropriate for IEPI to work with CCLC on CEO training and leadership, perhaps through Mini-PRTs, especially for new arrivals from out of state.
  - b. Yolanda highlighted enrollment management as an appropriate topic for a Mini-PRT.
  - c. Kathleen noted that evaluation of the COPs should be specific, and Matthew observed that that would depend on the topic developed by each COP organically.
  - d. Members noted the need to prepare client institutions after V3 for future IEPI contacts/requests, especially as related to evaluation of long-term PRT effects.
    - i. Matthew will build in notification of client CEOs about those future contacts.
3. Evaluation report on Cycle 2A, Visits 1 and 2
  - a. Matthew reminded members that data for this cycle are inconsistent, in part because of difficulties in the handoff between the original outside evaluators and the current evaluator.

- b. Matthew walked through the report, answered questions, and took the following suggestion:
  - i. Clarify the source question for Table 20 item g, to ensure that the meaning of what is now “institutional community” is plain.
- 4. Suggestions for future agenda items
  - a. On what quantitative measures should we focus?
  - b. Video of PRT client personnel and PRT members discussing their experiences
    - i. Using the resources of Interact to produce the videos
  - c. How to capture success stories and group them together
  - d. Input measures for the PRT process
  - e. Survey of all CEOs: What kind of issues might you want help on? Responses would provide guidance to both PRT development and PD.
    - i. Then perhaps offer PRT help in specific commonly reported areas.
    - ii. Recruit expertise from partner organizations with an emphasis on those areas.
    - iii. Sample topics that the group identified as likely candidates included emergency preparation, completion, Title IX, dealing with and basic needs such as student housing and food, mental health issues, and new federal government policies that will have an impact on CCC students.

**C. Professional Development (Craig Rutan)**

- 1. Review of scheduled PD activities
  - a. The list of PD events scheduled through May was distributed. Typically the last workshop of a series is videotaped for the PLN, and due to the long waitlist for the February 26th Pathways Training Workshop, it will be livestreamed.
  - b. IEPI will be hosting more Integrated Planning workshops. The early IP trainings will now transition from being RP Group convenings to IEPI-sponsored workshops.
  - c. The February 4th Dual Enrollment Workshop in Long Beach sold out, so an additional one will be held in the south—the search for a location for it is underway.
  - d. Plans for developing and planning a Leadership Summit will proceed once more feedback is received regarding what the summit ought to address.
- 2. Review/discuss results of last meeting’s priority polling of additional topics from 11/7 visioning meeting
  - a. The list of additional topics to turn into future IEPI workshops, grouped according to the priority determined at the previous meeting, was distributed.
  - b. Many of the high-priority topics relate to integrating initiatives at community colleges.
    - i. Work is underway at the Chancellor’s Office to better align and integrate SSSP, SE and BSI. A draft for this redesign should be released February 15th.
  - c. It was decided that there should be a change management component as part of each IEPI workshop to equip attendees with information on the change management aspects of implementing new ideas at their college.
- 3. Input on and volunteers for Emergency Preparedness workshop planning
  - a. Work is being done to develop an Emergency Preparedness Workshop.
    - i. A suggestion to do this as a large summit in which colleges could select training from a range of potential topics was met with widespread support. This would allow the workshop to meet colleges’ diverse needs.
  - b. Volunteers are needed for a planning committee; please contact Scott Valverde in the Chancellor’s office to volunteer.
- 4. Upcoming Letter of Interest for Year Three PD Fiscal Agent
  - a. A Letter of Interest is to come out February 23rd.
  - b. This is not an indication that the relationship with Chabot-Las Positas has been anything but positive; the initial contract was for only a two-year term rather than the typical five, so it is about to expire.
- 5. Review/revisit list of priority topics for PLN

- a. A list of topics previously agreed upon as valuable resources to get on the PLN without an accompanying workshop was distributed.
    - i. Topics in bold were confirmed as being high priority.
    - ii. Feedback should be solicited from members of the Advisory Committee about what ought to be covered by these topics, given how broadly they could be interpreted.
  - b. The suggestion to try to get mandated training programs (e.g., sexual harassment training) on the PLN in such a way that employees could get a certification of completion was met with widespread approval.
    - i. It was noted that the requirements for these trainings are complex and go through a wide range of offices. It will be important that they be properly vetted in order for the colleges to adopt them as standard practice.
6. Provide feedback on methods of soliciting PLN submissions
- a. A push is underway to increase content on the PLN; various strategies for getting quality content were discussed.
  - b. Concern was expressed about the vetting process and the labeling of faculty-relevant practices on the PLN as “best practices” without being vetted by the Academic Senate.
    - i. Content is vetted for quality by @One prior to being uploaded to the site, but this process is not as rigorous as some would prefer.
    - ii. Agreement was reached that the PLN should differentiate between thoroughly vetted material labeled in a way that emphasizes that it is a “best of” practice and material that is promising, but for which there is no evidence.
      - (A) Labels for these two categories to be used on the PLN will be proposed at the next meeting.
7. PD evaluation update on Dual Enrollment
- a. Dual Enrollment Workshops have been very highly rated. Of particular note is the success of the presenters’ interactive style. Many have commented on appreciating being collaborated with rather than lectured to.
  - b. The most significant recommendations that have been made are to fine-tune the structure of table discussions to make them more relevant to the different roles of attendees, and to have more concrete models to aid in putting partnership agreements together.

***D. Policy, Procedure, and Practice (Theresa)***

- 1. Review minutes from December 2, 2016
  - a. Edits to be submitted to Sean Madden after the session adjourns.
- 2. Report out on ASK Project
  - a. Strategic enrollment management
    - i. Advance notification of SEM survey sent to PIOs, CIOs, CBOs, CEOs, and CSSOs, as well as Academic Senate and researchers. 108 responses to date. Much interest in survey. Suggestion made that a reminder email should be sent to all parties.
    - ii. Currently conducting literature review. Already met with Frances Parmelee at CCCCCO about how colleges are funded.
    - iii. First convening on SEM project will be March 2, 2017 at the CCC Chancellor’s Office.
    - iv. Intent to keep survey findings low-level, digestible.
    - v. Michelle Barton and Theresa Tena met with CIOs on January 16, 2017. Discussed access and retention. CIOs discussed new initiatives toward completion and remarked that, during transition from access to completion, there will be declining FTES reported.
    - vi. Important to navigate CIO-CSSO relationship related to SEM.
    - vii. ASKs are not about changing funding models. Rather, they are about relationships at the college and district levels that affect SEM.
    - viii. CCCCCO materials require updating to reflect new funding through most recent budget act.

- b. Outline process of ASK materials to PLN
  - i. Group quickly looked over the “ASK Material for the PLN (Draft)” document on their own.
  - ii. A brief history of PLN and a summary of what PLN now contains were provided. There is a desire for more colleges and individuals to submit effective or “promising” practices so that PLN becomes a more viable source of information.
  - iii. There is a desire for PLN to serve as baseline of information for PRTs and a repository of resources for colleges.
  - iv. The suggestion was made that faculty could help write ASK outcomes. The language needs to be clearer and more cohesive.
  - v. IEPI Executive Committee discussed the need to balance sharing resources of practices now occurring at colleges with need to highlight and underscore documentation and research designating activities as exemplary. P3 members expressed concern about sharing problematic materials. There is a concern about who is doing the vetting. The vetting process needs to be strong, rigorous. Suggestions made:
    - (A) PLN explicitly state that “promising practices” are not vetted.
    - (B) PLN also make explicit who is doing the vetting.
    - (C) There should be rubrics to facilitate the vetting process.
    - (D) Those vetting the ASKs amend the materials themselves if they think such amendments would benefit the materials. Concern was expressed that such practice would need to tread lightly given that edits could change the focus/meaning of the materials.
    - (E) Monthly status reports include updates on vetting.
  - vi. We can always take problematic ASK material off the PLN.
  - vii. PLN is useful for CEOs in particular. The PLN is a way of warehousing information for new CEOs. Lifespan of a CEO is short. Listservs cannot store information the same way the PLN can.
  - viii. Suggestion made that the PLN offer a “like/dislike” function as well as the ability for PLN users to leave comments on ASKs.
  - ix. Suggestion made that PLN should include a visual seal of approval for vetted effective practices so that there is no confusion as to what is effective and what is simply “promising.”
  - x. Suggestion made to shorten the draft language and use it to replace what is already on the PLN.
  - xi. Four attendees volunteered to review PLN and edit draft language to reflect vetting process.
- c. Integrated planning
  - i. Next scope of work includes helping colleges directly.
  - ii. Desire for guidance from the field on leadership component.
  - iii. Just accepted by RP Group to present on integrated planning at their upcoming conference in San Francisco.
  - iv. Will present to board members and CEOs on leadership at CCLC Annual Legislative Conference in Sacramento on January 29, 2017.
- d. Grovo.com
  - i. Full accessibility set for April 2017.
- e. Data disaggregation
  - i. Time-to-degree white paper almost ready.
  - ii. Phase 1 tools in finalization process.
  - iii. Phase 2 tools in development.
  - iv. DD helps with student equity planning.



- v. Paper recently submitted to upcoming veterans conference. “Art and Heart of Data Disaggregation” accepted for conference in March 2017.
  - vi. Requirement of DD for SLOs discussed.
  - vii. Much of what Craig Hayward shared is already available on the PLN.
3. Presentation of additional ASK concepts
    - a. Concepts for ASKs
      - i. Governance
      - ii. Resource allocation
      - iii. Change management/leadership
      - iv. Pathways
    - b. Overview of areas of focus identified by Letters of Interest as included in 2016 IEPI legislative report
    - c. Strong and diverse faculty presence needed on pathways ASK.
    - d. Overlap of various ASKs discussed.
  4. Proposed statutory, regulatory, practice changes related to pathways (Bill Scroggins, President of Mt. SAC)
    - a. Pathways as a concept defined.
    - b. State of the system defined in terms of pathways initiative.
    - c. Multiple measures placement championed. State needs to rethink common assessment test.
    - d. Suggestion made that we have innovated enough, and now it is time to implement.
    - e. Many different kinds of pathways are successful depending on college, its community, its population.
    - f. Changes to Title V can positively impact pathways implementation.
    - g. Discussed issue of possible IT nightmare as a result of giving priority enrollment to students who have met program prerequisites.
    - h. Noncredit and pathways discussed. Noncredit as prerequisite not likely to be a problem. Main problem is creating noncredit courses of quality that can be used for transfer. Noncredit needs are growing. How can noncredit help students to achieve their goals?
  5. Communications/marketing update
    - a. Discussion of new role-specific one-pagers aimed at trustees, faculty, classified staff, CEOs, and administrators. One-pagers are vetted and will be printed for upcoming events.
    - b. Campaign of gratitude underway. Those who have participated on a PRT will receive IEPI polo shirt as well as portfolios.
    - c. IEPI website undergoing continual improvement. Version 2.0 just finalized.
    - d. IEPI now on Twitter. Visit [twitter.com/cc\\_iepi](https://twitter.com/cc_iepi).
    - e. Livestreaming of professional development events underway. Interest in making livestream interactive, so that those watching remotely can ask questions and make comments in real time.

### III. General Session 2

- A. Matthew, Theresa, Barry, and Craig Rutan shared highlights of their respective Workgroup sessions (see above).

### IV. Adjournment





**Agenda**  
**IEPI P3 Workgroup Meeting**  
**March 10, 2017**

*Morning Session*

- A. Review minutes from January 20, 2017
- B. ASK Project updates and considerations
  - a. Integrated Planning (IP)
  - b. Data Disaggregation (DD)
  - c. Strategic Enrollment Management (SEM)
  - d. Change Management/Leadership
  - e. Pathways
- C. Where are we now, and what is the role of P3?
  - a. RP Group ASK Coordinator position
  - b. Faculty role
  - c. Documentation of ASK and P3 practices, policies, and procedures

*Afternoon Session*

- A. Continuation of "Where are we now, and what is the role of P3?"
- B. Vetting of the ASK materials
- C. Flyers; comments for future flyers
- D. Other topics?



**Online Education Initiative Steering Committee Meeting**  
Friday October 14, 2016  
Zoom Meeting

**Voting Members:** Cheryl Aschenbach, Conan McKay, Christina Gold, Dan Crump, Dave Stephens, Edward Pohlert, Greg Beyrer, Jesse Foster, Jodie Steeley, Joe Perret, Lisa Beach, and Morris Rodrigue

**Non-voting Attendees:** Alyssa Nguyen, Amy Carbonaro, Anita Crawley, Autumn Bell, Barbara Illowsky, Bonnie Peters, Carol Lashman, Caryn Albrecht, Gary Bird, Jayme Johnson, John Sills, Jory Hadsell, Monica Matousek, and Russell Grant

**Welcome:**

Cheryl opened the meeting at 9:30 am. There were not enough voting members to make a quorum, so voting did not occur on the two action items on the agenda.

**Update:**

Jory explained that there has been interest in the VeriCite integration. The team received word that native integration to Canvas has passed QA and is being added to the base of Canvas. There are a couple of additional steps to get into production. Native integration will preserve more formatting of the documents and enables speed grader functionality; it is more tightly integrated into Canvas instead of acting as an external tool. Autumn is working with VeriCite on training for college help desk staff in the next couple of weeks. The team will also be joining the DE Coordinators call next week to provide an overview.

In addition to the native integration piece, they are also making accessibility updates and there is an overall user interface update coming as well. Early implementations this term will see significant improvement with new added features by the start of the next term. The QA process with Instructure has been cleared and is currently being integrated into the code base. They are going back into a test environment for final testing before it is rolled into production. It will probably be in the development environment next week and should be able to be demoed after that; they are running through and wrapping things up now. It is important to be able to provide native integration of plagiarism detection into the LMS. The project has been waiting on this piece and there will be a more comprehensive update about these three components soon.

Members expressed their appreciation for getting this product incorporated into Canvas and look forward to additional information on this integration. Greg asked about the option of colleges being able to pre-populate the site with existing papers. Jory explained that VeraCite is able to populate with historical papers, it just depends on what colleges can get out of their existing data base in terms of

an export and making sure it is in the right format. That is the recommended approach.

**Approval of Minutes:**

**Action**

The minutes will be reviewed at a future meeting since there was not a quorum at the meeting today.

**Use of revised course review rubric in the November cycle:**      **Action**

Autumn Bell provided a history of the rubric and revisions that have been made. The rubric was first developed sometime in 2014, had a major revision in March 2015, and this is the third major iteration. The format of the revised rubric is based on feedback from faculty which participated in the course review, as well as feedback from faculty peer reviewers who have a good sense of what has been working and what hasn't in the rubric.

In September the lead reviewers met with @ONE for two days and went over everything in the rubric and did a major revision. The result when compared with the previous version is one with all of the same elements, but in a streamlined form. They have also highlighted the "Exchange Ready" column so faculty can immediately see areas that are exchange ready, exemplary, or incomplete that need work. There is also room for comments both from the faculty member and from the reviewer. The revision group foresees faculty getting the rubric first so they can be understand and do a self-check before going into the review process. Another addition to the rubric is "Additional Exemplary Elements," to let the faculty member know what could be added to make the course really exemplary. This is a professional development element in addition to a way to bring courses into the Exchange.

There are still four sections of the rubric: content and presentation, interactions, assessment, and accessibility. However, since accessibility has been the biggest hurdle for faculty, an attempt has been made to make that element much more user friendly with clear explanations including why items are important. For example, instead of "Tables have designated header cells," the description now says, "Header cells that allow the screen reader to read the table cells in the correct order."

The accessibility piece is now longer with items separated out. This allows for a distinction between what faculty could reasonable do on their own like: add alt text, and use header style, versus larger institutional concerns like: evaluating LTIs and apps, third party media players, and publisher content. A determination of incomplete in this area may result in an additional level of review for OEI Exchange courses. Since these elements are out of the area of purview of most faculty, if a course comes back with everything else in alignment with the rubric but they have problems with publisher content or not knowing if their third party media player is accessible, instead of just giving the review back, OEI would try to help with bringing that course up to the "Exchange Ready" standard with a little

extra support. Previously Jayme talked to the Steering Committee about Ally and the hiring of accessibility experts; those will provide help. The rubric is now broken down into areas faculty can reasonably address, as well as an area for addressing inherently inaccessible material with an accessibility plan, allowing guidance for how to create a plan for accommodations through the DSPS office.

Jodie explained that previously faculty would be frustrated and sometimes drop out of the process because the number of points in Area D resulted in scores of 50%. This was very discouraging and sometimes faculty would withdraw from the process. The new disaggregated information along with offering help should make it more likely for faculty to resubmit and should help new participants in the process to be saved from some of the frustration of the pilot pioneer group. Faculty is not expert in ADA compliance they are discipline experts, so this is a great improvement.

The new version doesn't include scoring since it was confusing with respect to both minimums of three in individual areas, but also an overall score that required additional points to get to a score of 51. Instead the new rubric requires everything to be checked as Exchange Ready. So if something is incomplete, it is easy to find in the rubric.

Jodie asked if consideration has been given to having a process where resubmission doesn't re-review areas already checked, or to having the course go back to the same review team. Autumn and Jory have been talking about this since the review process currently being managed by @ONE will be moving over to OEI as of the end of December. Many changes will be happening. Currently, the faculty member gets his or her review results by email and looks over several sheets of paper with scores and instructions to schedule a meeting with an instructional design consultant, but many don't. The future process envisions the instructional designer working with faculty from the beginning all the way through to the end. There will be an upfront training element with the idea of getting the rubric self-checked and returned before going into review. This will allow faculty members to be aware of what will be reviewed and to make adjustments. There will also be a lot more support as the feedback comes back. The faculty member will basically be working with one person through completion. The hope is that this will be a more cohesive and service oriented process with one person assigned to each case and an emphasis on conveying the fact that all are on the same team.

Dave Stephens suggested surveying and engaging with instructional designers throughout the system. Not all of them are on the same page in interpreting the course design rubric and different interpretations could cause confusion and frustration. Baseline training for districts is important. Autumn confirmed they will be doing a Professional Development needs assessment, probably coming in the next semester to look at existing resources starting with the twenty-four pilot colleges. Additionally, since OEI will be taking over managing the course review,

@ONE will be freed up to provide more training for local reviewers, OEI course reviewers, and faculty for their own courses. Dave also encouraged districts to consider adopting the course rubric in their local process.

In the absence of a quorum, Autumn suggested allowing introduction of the new rubric to the new reviewers coming in during peer reviewer trainings scheduled in October. Perhaps it could be provisionally tested in the November review cycle and then compare feedback from faculty reviewed with this rubric to faculty reviewed with the old rubric. The decision will be brought back to the Steering Committee meeting in November, hopefully with a strong quorum.

There were no objections to moving forward with the draft rubric. Cheryl confirmed that it will still be possible to make revisions. Autumn also explained that the Professional Development work group reviewed the proposed revised rubric. Christina did not object to moving forward as a draft, but also emphasized the importance of good general policy for the Steering Committee to have a chance to review documents before they are put into use. The committee agreed.

**Next Meetings:**

November 18<sup>th</sup> Online from 9:30am - 11:30am

December 9<sup>th</sup> Face-to-face in Sacramento from 9:30am-3:30pm

**Adjournment:**

The meeting was adjourned at 10:08 am.



**Online Education Initiative Steering Committee Meeting**  
Friday December 9, 2016  
Embassy Suites Sacramento

**Voting Members for the OEI SC:** Cheryl Aschenbach, Christina Gold, Dan Crump, Dave Stephens, Edward Pohlert, Fabiola Torres, Greg Beyrer, Joe Perret, Jodie Steeley, Lisa Beach, Lisa Wang, and Thomas Greene

**Consortium and OEI Non-voting Attendees:** Amy Carbonaro, Anita Crawley, Anna Stirling, April Cabbage, Arnita Porter, Autumn Bell, Barbara Illowsky, Bob Nash, Bonnie Peters, Brian Weston, Carol Hobson, Carol Lashman, Caryn Albrecht, Cheryl Chapman, Clinton Slaughter, Dan Barnett, Darla Cooper, Debra Conick, Del Helms, Eric Ichon, Erin Larson, Gary Bird, Gwen Lewis Huddleston, Jaye Luke, Jayme Johnson, Jessica Hurtado, Jim Julius, Joe Moreau, Joe Ryan, John Ittelson, John Sills, Jory Hadsell, Kate Jordahl, LeBaron Woodyard, Lindsey Bertolmen, Logan Murray, Mark Clair, Martha Rubin, Meghan Chen, Melissa Colon, Micah Orloff, Michelle Pilati, Monica Matousek, Nicole Wooley, Pat James, Peter Chege, Rachel Mayo, Rico Bianchi, Rosemary Yoshikawa, Sasha Anderson, Steve Klein, Tim Botengan, Treva Thomas, Wendy Bass, Will Breitbach, and Xochitl Hirtado

**Welcome and Attendance:**

Wendy Bass opened the meeting at 9:30 am, welcomed everyone, and asked all attendees to introduce themselves.

Pat James welcomed everyone. Currently there are 103 colleges that have adopted Canvas. There are also three more which have voted and not yet sent in paperwork. This whole project is being successful because it is coming from the the grassroots up.

**Joint Meeting:**

**RP Group 2015-2016 Evaluation Report:**

**Information**

Darla Cooper from the RP Group subbed for Aiyssa Nyugen in providing an overview of the 2015-2016 Evaluation Report. There were twelve recommendations in the report from 2014-2015 and seven were completed. One recommendation was deferred to 2016-2017, and four (related to Quest, Net Tutor, and being able to match data) are still in progress. The RP Group evaluators are meant to be collaborative partners working with the initiatives, not looking down or swooping in for evaluation. They are at the meetings and involved in the whole process.

Major accomplishments as of the June 30<sup>th</sup> report for 2015-2016 were: eighty-eight colleges using Canvas, Consortium was formed, an equity work group started, statewide and national recognition, the product getting ready to go live, and kick off meetings happened at pilot school. There were also several new

products and tools that came online last year: online counseling, plagiarism, proctoring, and the accessibility tool.

The third year evaluation for 2015 2016 was organized by themes identified in the work plan. Those themes were: OEI processes, online learning environment, resources and services for students, and resources and services for faculty.

OEI processes include governance, management, planning, and running of the project. Surveys were sent to the management team, the Steering Committee, the Consortium, and any other partners or active participants asking how participants felt about how things are going. Successes include a general sense of confidence in the project, effective monitoring, and in open ended comments there were accolades for the management team for their responsiveness. Opportunities include: work on a comprehensive communication plan with key messages, public facing timelines, and developing an orientation process for new members. It would also be beneficial to look for additional opportunities for colleges to meet with each other both within and outside of the project.

Surveys of faculty and students who were using Canvas in the pilot colleges were done to look at their experiences with the online learning environment. Unfortunately there were low response rates especially among the students, and there was also a big drop from 59% to 20% from fall to spring with faculty. The good thing is that people really like Canvas and are very positive about both teaching and learning experiences. The majority of people that have used other LMSs like Canvas better. Opportunities in Canvas are in additional training for faculty and communication and collaboration tools, specifically the discussion board, since there are some issues there. Perhaps it would be useful to have an orientation within Canvas to help people use it a little easier and faster. For readiness, the RP Group is able to embed the survey links within Canvas. After the student goes through the modules, they are able to immediately give feedback on what they like or don't like. Wendy required her students to complete the survey in Canvas before they could take the final exam. However in order to do that the survey must be in Canvas, so it would help if the survey could be exported so each faculty member could import it into their shells and have it as a prerequisite; that might help increase the response rate. Darla suggested the team look into that. The project is currently dependent upon faculty to send the link to the student.

Resources and support for students included Quest Readiness for Success and NetTutor. Over the entire course of the project, students have always reported a positive experience and find it very helpful. The tutoring usage rate of 12% did exceed the target of 10%. Most students learn about these services from the faculty so it is very important for faculty to know about the services and to encourage their students to use them. There is an opportunity for increasing faculty participation in the evaluation. Another opportunity, which has been completed, was having a webinar with Smarter Measure to provide more

information about Quest. There were also some suggestions from students and Darla encouraged members to look at those in the report. The survey included both Quest and Net Tutor which enabled the team to get an idea of why students who used one didn't use the other. The number one reason was "I didn't know about it," or "I didn't know what it was." At this point the RP Group was not able to match student data with usage so they cannot tell yet if it is making a difference in student grades. The group talked about ways student data might be matched with usage as well as some confounding variables for teasing out the specific elements that made a difference in student success. Overall, there are positive results in looking at success rates for OEI versus statewide; they just aren't able to yet get at exactly why. The project should have fall data for RP to match and SPOCs will get a message in the next week about what needs to be done to switch on the ability to match data.

Resources and support for faculty were mostly related to the Course Design Rubric. Are students seeing those elements in their online courses and how did faculty experience that process? Most students had very positive responses in terms of the different areas within the rubric. Faculty felt the review process was helpful, at least the first review; they were making changes based on that review. There is an opportunity with what happens after the first review; the process started to break down if faculty had to go through a second review. They also needed more help in getting their courses accessible online.

#### Recommendations:

- 1) Develop an internal communication plan to identify key messages, information and timelines targeted to specific stakeholders especially as the project grows
- 2) Develop a more robust and streamlined data collection process to support internal tracking and reporting needs
- 3) Consider embedding survey links into platforms to improve response rates
- 4) Implement a student feedback mechanism that addresses overall student learning experiences in a more timely and efficient manner
- 5) Deploy the Canvas student and faculty survey in fall 2016 (this is being done)
- 6) Streamline the OEI Course Review Process and provide accessibility support
- 7) Consider assembling OEI information and resources all in one place designed to be available to the public and wider audiences

Next steps are to continue to address recommendations from the annual evaluation report, find additional ways to improve the evaluation and feedback loop, and develop and carry out the evaluation activities planned for 2016-2017.

RP Group use of student data for research purposes is exempt from FERPA. The data in most cases doesn't include names, addresses, or social security numbers; it just has the student ID. Anything the RP Group reports back never includes identifying student information and is aggregated. The data is also on protected servers and not shared. Jory also noted the MOU signed by the colleges allows RP to have access to data for research purposes on this project.

Joe Moreau acknowledged what an awesome partner the RP Group is and Alyssa specifically, she has been great at participating, digging into the weeds, etc.

**Revisit Goals and Responsibilities for the Steering Committee/Consortium:**

It took some work and a lot of rocky conversations with diagrams to pull together the governance structure of the Consortium and the Steering Committee in the beginning. Pat introduced the Launch Team and the permanent staff and reviewed the overall OEI goals which included increasing the transfer rate, the Exchange, and the common CMS. The intent was for the Steering Committee to advise and give direction as constituent representatives for the system. The Steering Committee includes: nine representatives for the Academic Senate, CIOs, DE coordinators, etc. The project team and Steering Committee shared the role of giving advice and doing work. The Steering Committee set everything in motion with work groups for bylaws, professional development, CCMS, and accessibility that fleshed out details and started everything in motion. Now the Steering Committee meets and provides high level advisory capacity representing different constituents in the system. Dave and Jodie are the only two people in the room on both the Steering Committee and Consortium. The Co-Chairs were also asked to overlap and attend each other's meetings.

The Consortium was set up to give the pilot colleges a voice in how the project moved forward. They are really in the day to day work of operations and how everything is going. They need to provide guidance on questions related to if there should be a maximum class size for online courses going forward, and policy elements like how to interface with the Chancellor's Office to update the DE Guidelines. The Consortium is making some procedural and operational decisions and is coming up with great new ideas as elements are built. The Consortium has a lot that needs to be said, and the Steering Committee needs to listen. The Steering Committee has a lot that needs to be said because they are not all represented in the pilot colleges and are not in the middle of it all, but need to provide that perspective for those that come on later. CIOs need to tell how decisions impact enrollment management and CEOs need to be involved because the project must have support from the top to be successful as it grows.

The group talked about the possibility of merging groups/meetings in the future and how to potentially decrease impacts for what could be a very large group. Members also talked about the incredible value that came from meeting in person, from across different regions of the state, and the value of building relationships which contribute to security and trust that everyone is all moving in the same direction. It is important not to waste people's time, but meeting in person is very valuable. Coming together also lightens the work load of being a SPOC. If/when groups are merged it would also be a good idea to create additional opportunities for work groups to meet online. Perhaps as more colleges join the Consortium the in person component evolves into some kind of

annual meeting. Perhaps policy elements could be addressed on the phone or online. Brian suggested looking at the possibility of hosting gatherings at the colleges. Pat explained that the groups have been meeting in Sacramento because it is easy for everyone to get to.

The project is looking at putting together a conference or mini-summit to bring everybody together to share everything being done, hopefully in February or March. Most of the college faculty is not here and it would be good to bring them in, but it is also important to bring together Financial Aid Directors, Enrollment Managers, and other stakeholders on campus. If that could be done once a year, it would be really helpful.

As organizations evolve they go through phases. At the beginning there is a planning or strategy phase. Then there is an implementation phase. Now that all of the pieces are visible it is possible to build a roadmap forward.

### **Exchange Update:**

#### **Status of Course Exchange Development:**

John Sills provided an update on development status. Code was released to production in October and implementation teams have been working with the colleges to integrate since then. He presented a status table as of last Friday for the project. Everybody is now up in the sandbox, non-production environment in the eight pilot colleges. Production readiness testing is happening at Ventura, Foothill, Shasta, and MSJC. Some roadblocks that came up are being taken care of. Shasta, Butte, and Tahoe are all complete in production readiness. Fresno will be ready too, as soon as they flip a switch. User Acceptance Testing is in progress at Coastline, Butte, and Tahoe. They have been working with A&R folks on running through scenarios with students in sandbox environments. The team has been working on fixing bugs and has also been working through a backlog of items from October as well. As of yesterday they started to work on new features that have been identified as necessary. From now on they will continue to evolve and add new features until next September when version two is planned.

Jory acknowledged John Sills and development team for the tremendous amount of work that has gone into building the project and working with the individual colleges. One of the things learned is that each college has its own story to tell in this process. Originally the project team had a vision of all colleges one day flipping a switch and starting together, but everyone has realized there are different things going on at each of the colleges and the team has been working to support the colleges on the technical end toward going live. Now the vision is that colleges will come on when each college is ready to come on. John explained the project also now realizes that it would have been better to take all of the colleges in a district together because many of those technical pieces are done at the district level.

Each college has their own philosophy about the level of testing that is needed. User Acceptance Testing (UAT) allows each college to do all of the testing they feel is needed. Then after UAT, there is a go/no go decision to flip the switch and make everything active on the production side and then turning it on with students.

Having gone through the process the team has learned a lot and is working to help provide a roadmap for current and future colleges. Jessica Hurtado will be working with the next sixteen colleges on breaking down the actual steps that have to happen. The Enrollment Management Checklist gives colleges the comfort of knowing they are accomplishing tasks and provides a better vision of where they are in the process. Jessica provided a quick overview of those documents posted on Basecamp.

Some functional teams are interested in talking to their counterparts at other colleges. SPOCs can just hand over names and email addresses, but perhaps it would be better to have facilitation for guiding discussion and calming nerves. Jory agreed moderation would be a good idea and noted it is important for people to see what everything looks like; Jessica can help set up those meetings or moderate them. Pat noted that it would also be useful to bring in the best person to work with the particular group that is meeting. The project also plans to bring on customer service reps as the project scales up. The project team is looking at the needs of the eight colleges and using what is learned to formalize a process for the other sixteen to have engagement at each of the functional levels. Some of the conversation are about delivering direct support to the eight and then using that process for bring on the sixteen later. Gwen cautioned that people who haven't yet seen the bigger vision might feel this is just something extra being tapped on them. It is important they get a view of the bigger vision before being in a group, otherwise they may just complain together. Bonnie agreed those who don't have the bigger vision can feel this is just an isolated piece. She suggested members provide that larger vision as they return to their colleges.

#### Status of Course Exchange Process Implementation:

The student services team is bringing in representatives and asking them to add their piece into the project. Bonnie has worked closely with Financial Aid Directors and they did a really good job of creating something new in the Consortium agreement. They worked out manual business processes and now the project is looking at how to automate those processes. In this first pilot phase students will have to fill out two BOGs but the team is hoping to move forward with the Chancellor's Office to get to just having one. That would be good news, but they still need to work out how that could be done.

Bonnie is working with Autumn on a webinar to educate counselors regarding OEI. Materials have been put together for counselors regarding what to do when students come to them about the Exchange and what should be shared with

students about the Exchange. Dan Barnett told the group about a Shasta College student who contacted one of the Butte College psychology instructors about taking a course at Butte. That student seems to be the ideal person to take the Methods of Research course when Butte and Shasta go live.

Bonnie put information together that instructional and counseling faculty can share with students when it comes to accessing the Exchange and what it is about. FAQs have been created from the student perspective that counseling and instructional faculty can share with students. There are also plans which will be shared with colleges for marketing the Exchange to students. On the student services side the project knows what they need to do and they know that A&R needs to play a role. A&R is very different at each college so the project has to figure out how to get those people the vision and the bigger picture from the beginning. The A&R role on one campus may just be informational because everything comes in automatically, while on other campuses A&R may be responsible for input of information. When getting implementation teams it will be important to keep those student services people and others in the room and meeting frequently from the beginning. Financial aid was challenging, but it worked because they met together from the beginning

#### OEI Course Exchange Timeline:

The road ahead involves dependencies because everything can't move at the same time. There are especially dependencies around financial aid. Right now the process for the eight colleges is going to be manual. However, scaling those manual processes is not sustainable across twenty-four colleges, so the timeline will be dependent upon that.

Steve Klein explained that at this point it is likely the eight pilots will go live early in the year, probably between January and March. Originally, the vision was of colleges all starting together, but now colleges will go live when they are ready without specifically targeting early registration or open registration. Marketing and communication shared with students will change dependent upon when colleges go live. The eight colleges will be using the Course Exchange and will hit early registration for fall 2017. At some point in the fall, it will be business as usual for the Course Exchange just as part of the colleges' offerings. It will no longer be a pilot at the eight colleges. Along the way they will be making improvements including bug fixes, enhancements, etc.

For the sixteen to set up the Course Exchange, the team is encouraging and now requiring the CCCID to be somewhere in your college's SIS. About half of the sixteen are already working on SIS Adaptor, SSO, and Proxy. The project anticipates the workflows that will be deployed for students and for admins will happen around May. At the sixteen colleges prior to that, there will be course review processes, professional development, and deep work with IT folks all going on.



The eight colleges are kindly willing to go through manual processes with financial aid but that won't be feasible for twenty-four colleges when the other sixteen come on. Therefore, early in 2017 the project hopes to learn the requirements to build automation for the financial aid pieces. Then hopefully it can be built out this summer and rolled out live to students the end of summer 2017 with the sixteen pilots. There are a lot of student services processes that will be engaged for the sixteen before the technical pieces. The project will work independently with the colleges to maintain thorough and consistent work with all of them. The timing for when new colleges get pulled on board will get pushed out a few months. The team is working with many colleges on the SIS Adaptor with the technical components piece. After the first of the year, the project team working with the Steering Committee and Consortium should be able to define the criteria and requirements for new colleges to come on.

Consortium members had specific questions about timing for when to tell faculty courses will be offered to students, how many seats to set aside, etc. The project team explained they are looking at fall, but all sixteen may not be ready at the same time. When the steps are done and all the lights turn green the college will be ready. No one knows yet exactly how this will play out over the next six months or so, which is why it is important to continue to meet as a team so everyone knows what is happening with IT, etc. Steve explained the project will deliver the timeline that works for each college; each college will be different. All colleges will become teaching and home colleges when they come on. It may be possible to separate those elements down the road, but for now all of the colleges will be both.

How does the project ensure one college doesn't try to come in and dominate the Exchange? The Consortium is a body that is empowered to make those kinds of agreements.

The focus for the project has been on spring and fall implementations because there are both semester and quarter schools in the pilot which introduces more complexity. In the future the project team may look at winter and summer implementations.

Consortium members asked a variety of questions related to supply and demand, needs of students, marketing, and back-up plans. The project team explained that although there are projections and timelines, there are a number of dependencies that can't be completely forecast right now. In some respects it will be necessary to just see how it goes. Jodie emphasized that in this project unlike anything ever done before, colleges will need to be flexible in piloting in ways they have never done before. Look at the timelines, but recognize that in some respects they are guesses and estimations.

Jim had hoped the first eight colleges would go through a full cycle including opening to students, registration, taking the course, and so on. As one of the



sixteen he really hoped to have all the bugs exposed, and he'd rather that the OEI team work really hard with the eight and tell the sixteen to wait if needed. Steve appreciated and understood the feedback. In an ideal situation, the project would be able to have the full eight colleges play through before the sixteen. But he thinks it will largely play out that way for most of the sixteen anyway. Based on how the eight are going at the beginning of January, some or all should be in early registration in April for fall 2017. Then there will be a few months for observation and not all sixteen will be ready at the same time. There could be some colleges still piloting in January 2018, and possibly launching the Exchange January through March 2018 for early registration for fall 2018. Then at some point in spring or summer of 2018 the Course Exchange will be regular business for the sixteen. At some point old and new college will be on at the same time and then new colleges will be coming on in some way. If the automation of the financial aid piece hasn't been cracked it will create a great dependency and may shift timelines. Clinton suggested superimposing the financial aid timeline on the technical timeline since those dependencies exist, since full sections from twenty-four colleges would break the manual process. Steve agreed, the team needs to identify the requirements, build them, and then release them. That must all fall into place for this to happen.

Debra is pleased that OEI has been looking forward to when the project transitions to just being part of the fabric of the CCC. The timeline doesn't just end at the end of the five year mark, it goes forward. Pat highlighted the importance of the Budget Change Proposal the Chancellor's Office helped put forward. The additional \$10M makes the CCMS part of the infrastructure.

**Individual OEI Steering Committee Meeting:**

Members discussed bylaws regarding how a quorum is determined and noted that there were voting members who had missed two or three meetings. Those seats have been declared vacant and a request will be made to the Chancellor's Office to have appointing bodies assign new representatives.

**Action Item:**

Fabiola and Cheryl will contact the Chancellor's Office about appointing bodies that need to assign new representatives due to repeated absences.

**OEI Voting Members Present for Separate OEI Meeting:**

Autumn Bell, Cheryl Aschenbach, Christina Gold, Dan Crump, Dave Stephens, Edward Pohlert, Fabiola Torres, Greg Beyrer, Jodie Steele, Joe Perret, Lisa Beach, Lisa Wang, and Thomas Greene

**Approval of Prior Meeting Minutes:**

**Action**

There were no corrections or additions to the minutes for the September 16<sup>th</sup> 2016 and October 14, 2016 meeting minutes. Joe Perret moved to approve the minutes and Greg Beyrer seconded the motion. The minutes were approved unanimously.

### **Course Design Rubric Modification:**

### **Action**

At the October meeting the Steering Committee agreed to allow use of the modified rubric on a limited basis for the most recent review cycle. Autumn reported there were seven reviews in November and they haven't gotten feedback to all of the instructors yet. The team heard back on one and the feedback was very positive, "The way it is laid out makes it easy to take to my on-campus instructional designer and get help to make my course 'Exchange Ready.'" There was a small training done for a limited set of reviewers in October. They were excited and felt this structure was clearer and would help them to be more consistent in feedback in their reviews. One faculty member submitted a course for review and is also a reviewer; she was hesitant before but now feels more confident with the process.

The wording "Exchange Ready" seems to limit use of the rubric to the OEI Exchange, so Autumn asked how the group felt about changing that heading to "Aligned." Members felt that would be a good change and would contribute to the ability to potentially use the rubric in other capacities.

Anna explained the integrity of the original rubric has been maintained in restructuring by taking every bullet in the original rubric and re-sorting to appropriate areas. It was a laborious, but important process, and maintained the integrity of the rubric. That work was done by faculty reviewers. That also meant gaps were able to be addressed. Section D for accessibility is also more specific now.

Lisa Beach, as a member from a non-pilot school, expressed appreciation for having access to the rubric as a guide to what OEI feels is a high quality online course. Her faculty had asked to have the rubric in a non-evaluative way. Anna explained they are changing the review process along with revising the rubric. They have gotten rid of the application, and instead faculty members do a self-assessment using the rubric. They could recreate the rubric and call it a self-assessment, but she felt the headings "Incomplete, Aligned, and Additional Exemplary," helped build the information needed to really understand the minimum level. Fabiola also felt the rubric could also be used as a template for building an exemplary course, especially with focus on the additional exemplary element in addition to the aligned elements. Anna felt the new structure also made the document a little less intimidating than it was before. It could also be used in a non-evaluative way as a checklist for faculty to determine whether their own course was aligned or incomplete. Another member mentioned they liked using it as an evaluative tool on her campus.

The revised rubric is also being used to create the new @ONE training modules. The rubric was based on extensive research of best practices; a next step will be to have an electronic version online where clicking on one of the aligned elements will have links to research, examples, and video tutorials. Jodie recommended the overall intention of the rubric not be lost, it is an agreed upon

standard of excellence based on multiple sources not just because @ONE says it is good. Two years ago, it was really challenging when faculty would get seventeen pages of information back. She commended Anna on the work in massaging the rubric and making it a win-win for the Exchange and all online courses. Anna noted the team has been taking into account feedback from both reviewers and faculty. This newest version structurally looks quite different, but was able to maintain the content from the original research. Autumn thought in its revised form members would be able to use the tool with faculty in a more general way.

@ONE has been working to make extensive revisions to their online course. The rubric will be completely aligned with the course and the certificate. That is going through review now and will be finished in the spring. It will have Creative Commons licensing so anyone can use it.

Greg Beyrer moved to approve the revised course rubric with the middle column renamed, "Aligned," and some minor typos corrected. Dave Stephens seconded the motion which then passed unanimously.

#### **Nominations for OEI Representative to DETAC:**

#### **Action**

The Distance Education and Education Technology Advisory Committee (DETAC) is a committee that will identify best practices in development and evaluation of distance education. It will recommend guidelines and regulatory changes. DETAC will work in collaboration with TTAC. Members discussed OEI representatives who have already been seated on DETAC as Academic Senate and DECO representatives. OEI has one representative to DETAC.

Dan Crump moved to approve Lisa Beach as OEI representative to DETAC. Joe Perret seconded the motion. The motion passed unanimously.

#### **Debrief/Reflections from Morning Session:**

Members discussed the importance of the joint meeting in hearing perspectives from Consortium members this morning. Steering Committee and Consortium members bring different, and yet both important perspectives to the project. Everyone agreed the Consortium is important as a piloting group and at some point in the future it would be appropriate to consider merger of the two groups, but the project is not yet ready. Members thought it would continue to be useful to have some joint meetings. Jory felt both groups gave the other credibility.

The Consortium is developing processes and rules, and the Steering Committee helps validate Consortium work from a statewide perspective. The groups represent different perspectives and interests. The Steering Committee was hugely important in getting the project started and still provides guidance, but the frequency of meetings needed might change. The Consortium still needs to meet frequently, but it might be possible to reduce the frequency of Steering Committee meetings. Members thought it was useful to get the Consortium

newsletters on a regular basis. There are also approved minutes for both the OEI Steering Committee and Consortium on the website.

Dave asked if a certain governance structure is required for the Steering Committee by the RFA, and Joe Moreau noted there probably is a commitment in the RFA response, but there may also be some flexibility. The Consortium has two members from each pilot school because some SPOCs are administrators and some are faculty members. The decision was made to have one administrator and one faculty member from each pilot. That has provided a very healthy perspective so far and the ability to commit to decisions requires participation from both groups. Committee members noted as the project looks toward a merger there might be a need to balance an unwieldy number of participants or look at the number of members from each body. Post pilot the Consortium might switch to a representational model. Those would be good questions for future project visioning.

Edward urged both bodies to look toward more creativity in meeting style with more discussion and input rather than “sage on the stage” presentations. This morning the room was set up in small groups, but everything was done in a large group presentation. Jory noted the culture of the two bodies has historically been different. The culture of the Consortium tends to be more collaborative. It is important to be more interactive and make the most of people’s time.

Over time the Consortium might evolve depending upon what phase they are in. There might be a need to include sub-committees of A&R, professional development, etc. Cheryl thought those group could benefit from peer conversations through some sort of sub-committee structure at least through their pilot implementation piece. Then maybe some other structure evolves as the college graduates from a pilot, perhaps becoming a different committee.

Lisa Beach appreciated the extra level of detail that came out in the project updates. It reminded her part of her role is to take information back to the DE coordinators. Greg felt it was especially helpful to have the pilot colleges in the room during the Exchange update. That can be abstract as a non-pilot college, so it was especially helpful to hear the real struggles of the member colleges. On the other hand, Dan felt the last presentation ended up getting a little too detailed; some detail is important and useful, but there was a bit too much of it.

Greg has a vision to end up with as clear a checklist as possible for the twenty-fifth colleges onward. He’d like there to be information from the first twenty-four college’s A&R staff, Deans of Counseling, etc. Knowing the experience of the first twenty-four colleges would help those that follow benefit from the experience, as well as learning how to change the culture.

With DETAC being reconvened it is hard to know what policies will be in the future, but Jodie felt this group has a great deal of feedback to provide dialogue

and that should be kept in OEI's vision. The project can plan for things that we know about, but it also needs to plan for the things that can't be seen yet.

Fabiola thought it was important to stay aware of the role of the guild/union to ensure that everyone plays nice with respect to compensation, working conditions, etc. Somewhere the conversation of the collective bargaining unit should be brought in. Jodie thought that would come in the financial elements noting that colleges have saved money from the Canvas implementation, and the Academic Senate has recommended some of those savings be used for professional development. Greg noted the importance of keeping decisions about instruction as close to the ground as possible. It is important to preserve local flavor as much as possible.

#### **Joint Group- Vision- Looking Forward:**

Both the Consortium and Steering Committee will continue looking at potential criteria for bringing new colleges into the project. Colleges have to adopt Canvas, and it might be easier to bring on colleges that are in a district. That list is posted on Basecamp for feedback.

The group has been talking about managing the scale of the growing consortium. Jory noted the Steering Committee had some discussion about size and how to manage the scale of the growing consortium.

Pat explained the Consortium group talked about the feedback loop and the process of choosing courses for the next iteration of the Exchange. It would be good to look at ideas about process and requirements. Perhaps it would be a good idea to have a joint Consortium/Steering Committee workgroup look at that and bring it back.

Jory reported the Steering Committee felt it was too soon to talk about merging committees, but also had consensus about how useful it was hearing the perspective of the pilot colleges. They also saw the value of leveraging the skills and creativity in the group with less large group presentations. The Steering Committee also liked the potential of a summit. However, it will be important to look at scaling issues since with twenty-four pilot colleges in the Consortium that means a minimum of forty-eight representatives. There is also the issue of needing more direct input from people at the colleges who will be implementing everything. It might be a good idea to look toward an annual or periodic event where there are more subgroups from the Consortium that are focused on topical issues related to policies. There is also a target for the Consortium later this spring of a formalized Consortium agreement. Right now there is a collection of MOUs the pilots are working on, but in order to bring on new colleges there needs to be a single agreement with rules for coming into the Consortium and how they agree to operate jointly as colleges within that Consortium. There is a real opportunity through something like an OEI summit to have financial aid folks

work together and to have enrollment managers get together in the room to talk but also with input from the Steering Committee.

Autumn reported the Steering Committee approved the revised rubric. The middle column will be renamed "Aligned," and it will be posted on the website toward the end of next week. Pat noted the Consortium group's interest in making sure their voice is heard in those kinds of decisions as well. Feedback on criteria for colleges that come in, courses that are selected and so on, that all needs to go back to the Steering Committee in a really clear way. The Consortium group talked about potential problems with the size of the committee and having different groups meet; maybe groups of constituent representatives could meet online. There were discussions about how and when to potentially change the configuration of the Steering Committee and Consortium. There was also a concern about how to make sure the voice of student services is brought into the room. Perhaps those constituent groups meet and have a representative come to the Consortium meeting.

**Action Item:**

Anita asked what it would take for the Consortium to implement work groups and Pat explained you would usually ask for volunteers. Maybe Jessica can help the management team find all of those people to send something out saying there will be a meeting, and have them meet together.

That kind of communication is one of the reasons for having the Co-Chairs from each group attend the meeting for the other group.

It will also be helpful to get to place where there are manageable, predictable cycles for making changes and updates to Consortium agreements, etc.

**Transitions:**

Jory will become Executive Director for OEI officially on December 19<sup>th</sup> and Pat will be with the project through January 6<sup>th</sup>. Today is Pat's last official meeting with both the Consortium and the Steering Committee.

The entire group joined with Jory in thanking and praising Pat for her tremendous and gracious leadership. Pat expressed her appreciation to everyone and her confidence the initiative will continue successfully in its mission to do great work supporting students in online courses.

**Joint Meeting Wrap Up:**

Wendy Bass noted that SPOCs have a special role for the OEI, and a goal this year is to create a job description that will help people understand the full scope of that what that role entails. It will be nice to have a cohesive job description.

Both the Steering Committee and Consortium felt the Joint Meeting today was useful and they would like to have another at some point in the future. There is

also significant interest in putting together an OEI Summit which would require the assistance of the Co-Chairs from both groups. The management team is looking at February or March, which lines up with where the project wants to get with bringing on additional pilot colleges and having a Consortium agreement, etc.

The project has budgeted for all of the existing services to continue to all online courses at the pilot colleges for the coming fiscal year. VeraCite is the one question mark since the RP Group will be helping with an evaluation of that tool in February/March. It was launched with nine colleges that needed a plagiarism detection tool. There have been some enhancements including native Canvas integration. Your SPOCs should have been contacted about how to migrate from the LTI version to the native API version.

A handy guide to all of the services will be posted again in Basecamp including cost information for non-pilot colleges that want to buy-in on those services. Smarter Measure is funded for the entire community college system next year.

**Closing Announcements:**

LeBaron Woodyard introduced staff member Erin Larson, she has been assigned to Distance Education and will coordinate DETAC and also represent the Chancellor's Office to Academic Affairs in these meetings.

Jory reaffirmed that Online Teaching Conference (OTC) registration, but not travel costs, will be covered for Consortium and Steering Committee members. Pat will send something out; let her know if you want her to register you.

Will is still in the Consortium but is stepping down as Co-Chair and in January Michelle will be stepping up to be Co-Chair of the Consortium with Wendy. The next Consortium meeting is scheduled for February; an OEI Summit may replace an upcoming Consortium meeting.

**Next Steering Committee Meetings:**

January 13<sup>th</sup> Online from 9:30am- 11:30am

February 10<sup>th</sup> Online from 9:30am- 11:30am

March 10<sup>th</sup> Face-to-face in Sacramento 9:30am- 3:30pm

**Adjournment:**

The meeting was adjourned at 2:48 pm.





Student Services Portal Steering Committee Meeting Summary:  
January and February 2017

Action Items:

1. **ASCCC wants more information, specifically specific numbers of pilot colleges and implementation status information.** Santa Rosa launched MyPath on 12/12/16 and the Chancellor's Office on 12/15/16. Outreach campaign in development that will be forwarded to the Academic Senate. EPT DAS liaison will ensure SSPSC gets an Ed Planning Pilot status update.
2. **Content portlet creation** – in progress and on agenda
3. **Letter announcing CCCMyPath**  
Intended for broad distribution to college Presidents and administration about the products and overall mission of MyPath. Targeting early February once Career Coach messaging added.
4. **Updating the style guide** - in progress
5. **Development of the EPI Implementation Guide for the various components of EPI** – in progress
6. **User Guide for CCCMyPath online** – in progress
7. **Identify current website links to CCCApply** – included in implementation guide.
8. **Look into cross-communication with OEI on equity efforts and discussion in this committee about how to bring that focus into efforts of this project.**  
Chairs will connect with OEI liaison to facilitate bringing equity-minded ideas into portal.
9. **Tech Center will post a demonstration script on Basecamp for committee review. The goal is to develop a script covering all of the most pertinent topics and detail for MyPath demos** – no update

Career Coach Update:

Extensive UI changes and updates to the system since December.

**Webinar:**

Provided a demonstration of the new front page which now includes the three starting points of Assessment, Explore Careers, and Explore Programs. Includes a link to explore programs for military veterans at the bottom of the page. Over 140 participants participated. Able to demonstrate application with 98% of the desired pieces in place. Provided a big picture view of MyPath and where Career Coach fits in. Presentation was well received and the recording will be posted to the cccedplan.org page. The Questions and Answers (Q&A) will be posted to the Get Satisfaction college page, and where appropriate, the student page. A link for help from the main Career Coach page will also take users to the Get Satisfaction page for support.

**Accessibility review:**

Third party review from Tech for All but after some additional programming was done, new issues came up. CCC Tech Center accessibility specialist has re-reviewed Career Coach to work through the accessibility issues, including items that would impact use of a screen reader, etc. Those issues have been resolved.

**Documenting testing issues in log:**

Issue log created to document items that didn't appear as expected. Implemented real time ticket system and issues log, with a schedule for addressing concerns.

**Testing request for field test assistance:**

Counselors, Veteran's services staff, students, and CTE faculty field tested product and provided invaluable feedback to help vendor make necessary changes before going live. Feedback disclosed a more detailed step of mapping programs to careers needs to be reviewed by the colleges. Project lead working to include the right college representatives and estimate the time needed to build into implementation plans. Working with counseling faculty, CTE faculty, etc. to be advocates and make sure programs and mapping are accurate.

**Outstanding Requested Change Requests:**

1. Salary Surfer video integration -first phase
2. Zip code radius from Student's location -currently data is from the whole state or a specific region can be selected to get labor data. The Career Explorer Work Group would like the student to be able to select a radius from their location.
3. Branding and sorting for attached students: college branding and automatic sort of programs from home college to the top of the list.
4. University and transfer programs - include UC and CSU

Career Explorer Work Group very pleased with the recent changes and the fact there is now a timeline for change requests.

**Demo of current version:**

Assessment responses to six questions result in Holland Code of two or three letters from six possibilities related to areas of interest and personality type. Holland Codes to provide percentage matches for the user in sixteen different career clusters. It is a quick rough way to start focusing the student's attention on areas that might be of interest. It is still important for the counselor to guide and make suggestions about what might be investigated further. Career Coach by itself is not comprehensive, but it enables the student to take preliminary steps in looking at what they might or might not enjoy doing. A lot of students are reluctant to take time to do career exploration, but this tool is intuitive and whets their appetite for more. Student can look at pathways within a cluster, sort by salary or by match, and currently can look at data by the whole state or by region. The military link includes degrees, but it may be possible for Veteran's to step into those careers based on their military experience. There are lists of daily tasks associated with each career which can be quite detailed and provide a way to focus on whether or not the student would be excited about doing them or would dread them. This gives counselor and student more information to work with. For authenticated students, the results of the survey are saved. Vendor has alluded to plans for a portfolio where students will be able to add careers they have interest in. A statewide naming protocol for programs would be really helpful. Currently, Banking and Finance versus Finance & Banking and other minor differences in word order or punctuation come up as different program options, affecting the quality of the user experience.

**Action Item:**

**Post the draft Career Coach Implementation plan on Basecamp for review. The committee will also review it in depth at the meeting in April.**

**Action Item:**

**SSPSC will receive links to Career Coach along with the webinar:**

CCCMYPATH Career Coach Overview Webinar -

<https://cccedplan.org/resource-kit/webinars>

Career Coach Link

<https://ccc.emsicc.com/>

**Unauthenticated View:**

Now live on CCC MyPath. Student can use Career Coach without having to log in. User utilization data can be captured as well, but only for those who are logged in. Since this data is so important, the work group will look at figuring out how far to let the student explore before they are nudged to consider logging in to save their data. Members discussed potential competition between colleges regarding those with more career options, as well as the reality that every college probably can't offer every possible program. Having more information will give colleges data for decision making regarding in demand programs.

**Marketing Update:**

Presentation of 2016-2017 EPI Marketing Plan developed by CA Focus. The plan for the Education Planning Initiative is part of a unified strategic plan for the Technology Center including, EPI, CAI, OEI, the Technology Center, Accessibility Center and the Information Security Center, which all touch and influence each other. Presentation covered marketing goals, major target groups, tactics and strategies, Director-identified needs, resources, and how the plan would be implemented and evaluated. It is important for messaging to stay targeted and not overlap what others are doing. There is a strategic plan, and the team will develop a tactical plan connected to the implementation calendar for each project. EPI specific marketing goals:

- 1) Increase student awareness of "CCC MyPath" student portal's tools and functionality.
- 2) Persuade community college counselors and student services leaders to adopt the EPI and "CCC MyPath" student portal.
- 3) Ensure that all EPI information is accessible and easily understood. It is important to make sure what users want is in the product. The CA Focus team will take time to understand the products and will work with users to find out what they want and need. An overview of organizational strengths, potential weaknesses, opportunities, and potential threats to the project was also provided.

The CA Focus team will start working with five elements the project is doing and how to express them to colleges in a non-technical way. They want to work with the project teams on changing project language away from a focus on the technology, to a focus on what the project is doing as a service to students, in language that makes sense to them. They want to emphasize these key messages to the field: the tool was

designed to counselor specifications, it increases student success by increasing planning accuracy and efficiency, it is an easy-to-use web-based education planning system, it integrates with current IT systems, it is a low-cost alternative to competition, and it is Shibboleth compliant. The team will enhance existing collateral to reflect changes, review and recommend product and feature names, and monitor adoption readiness. The marketing team will use 2016-2017 to strategically communicate to major target groups to support the launch of a state-wide version and help secure college commitments to pilot CCCMyPath.

Marketing team has been supporting Santa Rosa's instance and providing resources that IT, PIO, and Admissions & Records could use at the college. Things like letters to administration, staff and faculty introducing the tool, web assets, photos, social media, etc. They developed a number of collateral and handouts to show specific ways colleges could integrate MyPath into their workflow.

A large part of their efforts have gone toward building out content for a statewide CCCMyPath instance. They are constantly checking in to make sure to meet goals and build on the success the project already has.

With all of the key messages included in the handout, it would be hard for an administrator not to choose to move forward with MyPath. However, some colleges don't because they are heavily invested in other systems. MyPath doesn't have to be a replacement for a college portal; it is really a matriculation messaging system. Most colleges have already invested in something, so what the project should be pushing is the value of personal messaging to students about the matriculation process and finding out about what they need to know to be successful in college. MyPath is augmenting, not replacing, whatever the college already has. That is the focus with the pilots. Santa Rosa is using MyPath with students who are in the matriculation process and also as a supplement for existing students in navigating to system tools like CCCAssess. Fresno on the other hand plans to use it before the application, providing access for students to explore careers and programs before applying to college. Colleges are diverse and they can use MyPath in a variety of ways. The marketing team discussed ways to look for entry points in educating and messaging colleges including looking at leverage points like the Guided Pathways program. Also looking at smaller segments that have needs that could be met with MyPath. The first goal is adoption, making these resources available to colleges. The project can track adoption through college participation, whether colleges use the whole suite or parts. State Center cautioned "integrates with current IT systems" is not true at this point. Development is iterative, and it is important not to over-promise in messaging. Members also discussed development of a matrix showing the level of work required for various integrations with MyPath to include in the implementation guide. Important for colleges to understand what they are taking on and not getting frustrated with inaccurate or incomplete information. State Center believes there are three things that currently can be promised in MyPath: Career Assessment, CCCApply and the Financial Aid application. Those three elements are highly functional and ready to go. Suggest that the Online Orientation be marketed separately because it involves custom integration for it to be used. Santa Rosa also had to invest some IT time for the Online Orientation integration. In order to use the Online Orientation in Canvas the student must be attached and have a CCCID. There

must also be a connection to the SIS in order to track completion. The concept of the tools could be separated from the concept of a portal or a directed pathway. Some colleges might just want to use Career Coach. The benefit that MyPath brings is the personalization to the student off of their profile. Colleges will also be able to customize and change the sequence. Santa Rosa has MyPath come after application, State Center has it before application; the college can choose the sequence that meets their needs.

*Chancellor's Office Account Overview MyPath:*

Version of MyPath developed for the Chancellor's Office by CAFocus. Not intended as a replacement for the college version. It is a state-level version for the prospective and unattached student. Chancellor's Office wants to consolidate content from a variety of sites and limit extra web domains. The goal was to build out a state level portal. There are some expectations of future items where templates are built out that, in their current state, aren't as useful as they will be in the future. The pin boards, for example don't have the content to make them very interesting for students.

**Demo on CCC MyPath:**

CAFocus showed an advisor card with the steps for priority registration with general system level information about Orientation, Assessment, etc. and there is the suggestion of a path to take with the numbering and chronology. The site also includes the latest version of Career Coach. They plan to leverage some user testing to see where elements can be enhanced. In this version steps don't have to be completed in a particular order and right now none are required. They will also be looking at the ability to upload multiple banners. CCC VC Communications had some concerns about the back end architecture and felt it limited the view. He thought it was important to have more persuasive messaging to "close the deal" with the student. It is critical to be able to point to the portal with confidence that it will help to retain and increase FTE. There needs to be more "stickiness" with something that will grab student attention. He suggested looking at SFSU and CSU Mentor sites which really pop and capture the user's attention. Video would also be useful. There should be elements that connect personally with the user. For this first version of the portal there was a focus on getting it finished and now they plan to work on improved messaging. The UI is built more to the vision of what could be done with the site in the future than what exists currently, which limits some of the flexibility when built to this state. As tools come in and are integrated more tightly, the team will revisit things like multi-clicks to get to content, etc. The information is good, but this is an MVP which still needs to be iterated and improved upon. RP Group rep commended the work that has been done so far, and suggested the messaging for the student needs to be toward what is in it for them. Agreed right now the portal is a bit more "my tools" than "MyPath." They will look at how to start weaving in the student story. There was a lot of user testing at the very beginning of portal development, which helped to shape the initial direction. Now that the technology has been built, more user testing needs to be done to see what really works with students. The user interface (UI) is done, now testing needs to be done to help

determine the user experience (UX). Action Item: Update the MyPath Style Guide with every element from the UI.

*Content Development Update and Discussion:*

Content pages defined:

- Provide basic generic content for the “unattached student” portal
- Seed the portal and create a working baseline for colleges to build upon
- Generic in nature to help augment Chancellor’s Office pages
- Leverage existing content using Chancellor’s Office/college web pages as resources

Concerns about duplication of effort in development of the Chancellor’s Office version and the localized MyPath version. Since the Chancellor’s Office has a lot of content that is being migrated over by CAFocus, it makes sense for SSPSC to coordinate its work group process with the marketing team from CAFocus. Revised draft process was proposed.

Orientation Content page was edited by the EPI team and Chairs and CAFocus. CAFocus used it for the Chancellor’s Office version.

Suggested that there should be a link to the OEI “Readiness for Online Learning,” tutorials for student taking an online or hybrid course

Using the Online Orientation in Canvas: A number of schools have reached out to Santa Rosa IT for set up assistance with the Online Orientation using Canvas.

CA Focus volunteered to help with content page development and take the lead on finding content for most of the top ten pages. They will grab all the content they can find in a particular area and put it together into a draft. Then they will give it to the committee, or talk to the committee about content experts to vet the content, and then take another run through it. CA Focus has also agreed to do outreach to Chancellor’s Office staff for the project. Once all the content is there, CA Focus can provide the marketing voice to make sure it speaks to the student in the most engaging way. Pages will be banners providing an overview of content to give students an idea of what is available and what they need to do. Area specialists can point toward sources to leverage and also review drafts.

The project is in the process of dividing up the pages between CA Focus, the SSP Steering Committee, and the EPI staff. Once that is done the team, will get some volunteers to look at the draft content, have CA Focus review it, and post the content on Basecamp with an email to the committee asking for review by a deadline.

Status of the first content pages:

- Financial Aid: CA Focus pulled together a first iteration. SME (subject matter expert) on committee will review.
- Career Exploration and Self-Assessment: the Career Exploration work group will write a content page.
- Transfer Information: CA Focus will work on the first draft with

Chancellor's Office staff overseeing transfer.

- Ed Plan: SME developed draft to be presented at April meeting.
- Admissions: CA Focus offered to do interviews or scans of resources if needed.
- Assessment: The team will use the Step:Forward page and have the CAI project vet it.
- Student activities/Campus life: CA Focus is in discovery for this area in looking at community college websites. There should be a draft from their first review by the end of next week.
- Foster Youth and Special Populations: Project manager outreached to Chancellor's Office contact for EFY.
- Veterans' page: Project managers trolling community college pages to begin draft.

### MyPath Implementation:

Project now moving into a different phase: documenting the experiences of the first colleges to improve the process for the next ones. MyPath Pilots complete all of the approval steps in multiple environments and then push out into production. Santa Rosa did that and State Center is on the verge of doing it. The project team is recording and documenting all of the steps in the CCCMyPath implementation. Afterwards the marketing team will provide input on the implementation document. Santa Rosa felt that the Technology Center team was extremely responsive during implementation. The team interacted well with IT staff, individual contributors, students, and counselors, and did a good job of answering questions. However, there were issues with authentication and it sometimes felt like things were hidden from them. There was no website to refer to for feedback regarding bugs or features requested. They had to wait for the weekly meetings to get feedback. At the start of the process, they got a guide, which is probably out of date; it would be helpful to put that online.

State Center invited a group of Tech Center staff to a district wide counselor meeting in December. They found that full blown MyPath and Career Coach demos to counseling and outreach staff was a good opportunity to get feedback before moving forward with implementation. Once they determined there were pieces of the "application portal" that could work for them, they found it helpful to demonstrate the concept and functionality. Are waiting on a couple of technical issues before piloting with students. If the pilot goes well they can probably go live pretty quickly. Similarly, Santa Rosa met individually with each of the major stakeholders ahead of time to get everyone moving in the same direction before starting.

Given a choice between suggestions coming from the Technology Center/project staff or from another college that has been through the process, colleges tend to highly value and trust peer-to-peer information. Committee reviewed draft steps for a standard process to provide input:

1. Identify stakeholders - time needed should be 1 week to identify participants  
3-4 weeks to schedule
2. Schedule and Present Demonstrations
3. Pilot implementation

4. Testing and Customize Pilot Environment
5. Content and Design Approval
6. Production Launch

SSO Proxy integration and Shibboleth integration was an area where problems came up. Additional student SSO testing has added to the implementation schedule.

**MyPath 2017 Releases and Roadmap:**

Technology Center moving toward a single model for timeline release schedules modeled on what CCCApply currently does. CCCApply does planned releases twice a year and puts them out in the pilot environment up to a month in advance so colleges can see them before they are pushed to the live environment.

Committee provided input on best release dates for April and October based on campus activities.

**Themes:**

- Supporting Ongoing Content Page Development – SSPSC determines priority and writes content for portlet conversion and creation. - Ongoing
- MyPath External Services – MyPath is growing into role as central workflow and services tool for statewide student experience - spring, fall
- Behavior tracking and Google analytics – tracking student behavior for data to drive business decisions and help tools like machine learning – spring
- Complete rules engine – will help MyPath as a dynamic student experience and which will be used by other projects - spring, fall
- Reporting integrations – drive data into state reporting center for institutions to access- fall
- Upgrade uPortal – bring uPortral to current version – spring
- Developer documentation – help developers for other state level products use MyPath services- ongoing
- College staff user experience – to drive higher quality user experience- fall

**EPI Tools Style Guide**

Overview of style guide for MyPath, Hobsons/Starfish, Career Coach and other things attached to MyPath. Primary value proposition is to offer a contiguous and trustworthy experience to students by providing an intuitive familiar experience so students don't need assistance from faculty and staff to figure out how to use each new product. Intend to enforce standards across the Tech Center products. Working with CA Focus to generate finalized common style guide based on MyPath that can be available to development teams. Project will also make the guide available to colleges that are interested. End goal is for students to feel comfortable and familiar with the appearance and where they are as they navigate site.

**CAI and OEI Updates:**

**CAI:**

New Common Assessment will be different from the existing tests which are fixed form with cut scoresThe new test is a branching progressive test, which starts in



different spots depending upon student history and branches up or down depending upon what the student knows or doesn't know. It also breaks out the student knowledge into competencies. As a result, instructor will be able to get an aggregate report on what an incoming class knows and doesn't know. Problem: more complicated to validate. Goal was to get it out in the fall to help colleges that had Compass going away, but didn't get through the test approval process due to the complexity of the test.

The project took a step back and the Technology Center brought in project management support and built out a Project Management Office which will eventually help EPI and SSP. As a result the Common Assessment Initiative has been split into a series of smaller projects. The first is CCCAssess Beta which will be released to the twelve pilot colleges for full use in the fall for spring placement. In order to get there, tens of thousands of students need to take the test to gather data for the test approval process. Other project elements include: writing sample (which will be able to be both human and machine scored), assessment preparation to help students prepare for the test in the competency areas they need, multiple measures work with Cal-PASS (including MMAP now at over seventy colleges and offering optional multiple measures questions for colleges in CCCApply which sixty-nine colleges have included), the data lake/data warehouse (so researchers can look at the data for the benefit of all regarding what works and doesn't in assessment), backup test bank (for security), and ESL Listening test. The English and ESL will be assessed together in the new assessment allowing the student to be presented questions and branched from one to the other as needed to assess the student accurately.

OEI:

Working to get online counseling on board across the state. Pilots starting to see students online. There have been training sessions and 27-30 have gone through those sessions. There have been eleven webinars for colleges to get started with online counseling. About 75 counselors have now been trained in using Cranium Café. Two pilot schools have launched the Course Exchange. The project has started some research with the RP Group and the Center for Equity Education to do some work on equity. There has been very little research into equity for online students, but there is a responsibility to offer online students the same services that are available for face-to-face students. Readiness for Online learning is out in the system and schools are using it. OEI is trying to get a better track on exactly how it is being used.

Next Meeting: March 14, 2017



Local Senate Visit: Mission College  
Dolores Davison and John Freitas  
8 December 2016

Dolores reached out to Thais Winsome, academic senate president at Mission College, about the visit that she had made to West Valley College earlier in November as the two colleges are in the same district.

Dolores and John met with Thais before the meeting to talk about some of the issue and then met with the senate to hear their concerns. Dolores explained the steps of a bill of particulars to work on specific concerns with the district administration, and the senate seemed interested in trying that with their West Valley College academic senate colleagues and seeing if there was any traction. Thais also reported that the technical visit last year had been helpful but had not been as well attended as the senate would have preferred, and that perhaps another visit with the president and chancellor would be in order.



Local Senate Visit  
Peralta Community College District Academic Senate  
Enrollment Management Assistance  
March 2, 2017

Ginni May, North Representative  
Corinna Evett, Santiago Canyon College

Met with academic senate leadership from all four Peralta colleges to discuss how to move forward with enrollment management plans and committee formation/structure at each of the colleges.

Below is the request from the PCC DAS, and some of the material that was shared during our discussion.

Requests/Concerns form PCC DAS:

1. Looking for guidance and an overview of best practices for Enrollment Management within a multi-college District.
2. Our district is currently piloting a restructure/update of its shared governance committee structure. An Enrollment Management committee has just been formed. We are facing issues of FTES stabilization and meeting our targets. We have a somewhat outdated Enrollment Management Plan from 2012 that essentially includes how to manage decisions from FTES/FTEF data with bullet points of things to consider when planning strategically. It doesn't include enough detail on how to assess and incorporate these considerations (e.g. student demand for courses, facilities limitations, guided pathways, collaboration with other colleges to ensure optimal student access to all courses.) Overall, we want to update our Enrollment Management Plan that includes information describing the workflow of the decision making process for budgeting and scheduling of courses.

First things to consider:

1. Needs vs. wants
2. Who needs to be involved? College/District
  - a. College committees with representatives from each committee serving on a district committee
  - b. Each committee should have a documented charge, membership composition, and reporting structure.
  - c. Members' roles and responsibilities should be clearly defined and agreed upon
    - i. College roles
    - ii. District roles – especially if a district representative is from a college
    - iii. Faculty role and purview
  - d. Diverse committee – discipline, opinions, etc.
  - e. Meeting times
    - i. members need to commit to attending
    - ii. times should be set up to meet members' schedules
3. Timeline

- a. What's flexible?
  - b. What's firm?
  - c. What is the process for changing timelines
4. College/District
- a. How much autonomy do the colleges require/want? This should be determined up front and made clear to all.
  - b. Clear processes should be included regarding district role/college role and collaboration
  - c. Resource allocation must be considered
  - d. How do students enroll in classes? Are there residency requirements?
  - e. Dispute resolution plan/process
    - i. Online offerings at one college can affect enrollment at another college
    - ii. Class size/time at one college can affect enrollment at another college
5. Is a budget required? If so, how is it determined, etc.?
6. Faculty Role – Academic Senate, Bargaining Unit
- a. Review the “10+1” with faculty, classified staff and administrators (students if they are serving on committee)
  - b. Academic Senate if the official voice of faculty
  - c. Bargaining Unit is responsible for contractual issues such as workload, compensation, etc.—Class size affects workload, class scheduling can affect workload
  - d. Enrollment Management Policy discussions
  - e. Education Code §70902 states “The Governing Board shall ... ensure ... the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”  
Determining which courses to offer, what the pedagogical requirements are and the best format for courses is certainly part of what is meant by the term “curriculum,” because curriculum must be more than a course outline.
7. Administrative Role
- a. Encourage and support constituent participation
  - b. Manage enrollment
  - c. Balance the budget
  - d. Ensure enrollment decisions are informed by good data
8. Processes to be defined
- a. When should a course be cancelled?
  - b. Minimum and maximum course enrollment
9. Stabilization...
10. Other?

#### Examples

1. Santiago Canyon College (from a multi-district college but not a district plan) – Corinna gave some explicit details about the work done at her college, and shared links with the senate leadership in PCCD.
2. Los Rios Community College District is just beginning...Ginni shared that LRCCD is in a similarly beginning their work.



## Academic Senate for California Community Colleges

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### 2017-2018 EXECUTIVE COMMITTEE MEETING DATES

\*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.<sup>1</sup>

Meeting Type	Proposed Date	Campus Location	Hotel Location
Executive Meeting	August 11 – 12, 2017		Southern CA TBD
Executive Meeting	September 8 - 9, 2017		Northern CA TBD
Executive Meeting	September 29 – 30, 2017	TBD	Southern CA TBD
Area Meetings	October 13 -14, 2017		Various
Executive Meeting (Plenary)	November 1, 2017		Irvine Marriott
Fall Plenary Session	November 2 – 4, 2017		Irvine Marriott
Executive Meeting	December 1 – 2, 2017		Northern CA TBD
Executive Meeting	January 12 – 13, 2018		Southern CA TBD
Executive Meeting	February 2 - 3, 2018		Southern CA TBD
Executive Meeting	March 2 -3, 2018	TBD	Northern CA TBD
Area Meetings	March 23 – 24, 2018		Various
Executive Meeting	April 11, 2018		Northern CA TBD
Spring Plenary Session	April 12 – 14, 2018		Northern CA TBD
Executive Committee/Orientation	June 1 -3, 2018		TBD
<b>EVENTS</b>			
Event Type	Date		Hotel Location <sup>+</sup>
Part-time Faculty Symposium	August 9 – 11, 2017		Anaheim, CA
Academic Academy	October 6 -7, 2017	Online	
Accreditation Institute	February 23 – 24, 2018		Southern CA TBD
Instructional Design and Innovation	March 16 – 17, 2018		Southern CA TBD
Career Technical Education Institute	May 4 - 5, 2018		Southern CA TBD
Faculty Leadership Institute	June 14 – 16, 2018		Southern CA TBD
Curriculum Institute	July 11 – 14, 2018		Northern CA TBD

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> Executive Committee members are not expected to attend these events.

+North or South location may change based on hotel availability

