Academic Senate
for California Community Colleges

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EXECUTIVE COMMITTEE MEETING

Wednesday, April 20, 2016 – Sheraton Grand Sacramento
1230 J Street, Sacramento CA 95814
Room: Bondi

8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 1:30 p.m. Meeting
11:30 a.m. to 12:30 p.m. Working Lunch

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 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.

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**

II. **CONSENT CALENDAR**
   A. **March 4 - 5 , 2016 Meeting Minutes, Stanskas**
   B. **Career Technical Education (CTE) Program, Goold**
   C. **Recognition of District Senate, Adams**

III. **REPORTS**
   A. **President's/Executive Director's Report – 40 mins., Morse/Adams**
   B. **Foundation President's Report – 10 mins., May**
   C. **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 – 20 mins., Bruno**
      The Executive Committee will be updated on recent legislative activities, the ASCCC 2016 legislative agenda and the ASCCC advocacy day in May 2016.
   B. **Outline for Course Outline of Record Paper Revision – 10 mins., Freitas**
      The Executive Committee will consider approval for the outline for revision of the Course Outline of Record Paper.
   C. **Minimum Qualifications and WFTF Recommendations 15 mins., Stanskas**
      The Executive Committee will be informed of these activities and provide input and approval, as appropriate.
   D. **ASCCC Participation on COERC– 15mins., Davison**
      The Executive Committee will discuss and consider for approval continued participation on the COER Council.
   E. **Faculty Leadership Institute – 20 mins., Adams/Bruno**
      The Executive Committee will discuss and consider for approval the direction for the Faculty Leadership Program.
   F. **Final Session Planning – 30 mins., Adams/Morse**
      The Executive Committee will discuss the final details and plans for Spring Plenary Session.

V. **DISCUSSION**
   A. **Chancellor's Office Liaison Report – 45 mins., Chancellor's Office Staff**
      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 and Consultation Council Update – 15 mins., Morse/Bruno**
      The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

VI. **REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
   A. **Standing Committee Minutes**
      i.   Legislative and Advocacy Committee, Bruno
      ii.   Noncredit Committee, Aschenbach
      iii.   Online Education Committee, Davison
      iv.   Relations with Local Senates Committee, May
      v.   Standards and Practices Committee, Stanskas
      vi.   Transfer, Articulation, and Student Services Committee, May

   B. **Liaison Reports**
      i.   Chancellor's General Education Advisory Committee, Stanskas
      ii.   CTA Visit to Pasadena City College, Freitas
      iii.   IEPI Advisory Committee, May
      iv.   IGETC Standards Committee Meeting, Stanskas
      v.   OER Task Force, Davison

      vi. Part-time Facutly Task Force, Wheeler

     vii. Visit to Irvine Valley College, Freitas/North

C. Senate Grant and Project Reports

      i. C-ID Advisory Committee, Mica

     ii. Intersegmental Curriculim Workgroup, Mica

VII. ADJOURNMENT

Executive Committee Agenda Item

SUBJECT: Calendar		Month: April	Year: 2016
		Item No: I. D	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on upcoming ASCCC meetings and events.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings
- **Spring Plenary Session** – Sacramento Convention Center – April 21-23, 2016
- **Career Technical Education Institute** – Anaheim – May 6-7, 2016
- **May Executive Committee Meeting** – Catalina Island – May 20-22, 2016
- **Faculty Leadership Institute** – Riverside – June 9-11, 2016
- **Curriculum Institute** – Anaheim – July 7-9, 2016

2016-17 Event Timeline is attached.

Reminders/Due Dates

May 12, 2016: Agenda Items, Committee Reports, Action Tracking updates for May Executive meeting, and including:

- The best of the *Rostrum* is due with the standing committee reports. These are articles that are still relevant to the work of the ASCCC and local senates
- An update to the ASCCC Strategic Plan
- An updated committee spreadsheet

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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2016-2017 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.[1]

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 19 – 20, 2016		Sacramento
Executive Meeting	September 9 – 10, 2016		South
Executive Meeting	September 30 – October 1, 2016		North
Area Meetings	October 14 – 15, 2016	Various	Various
Session Executive	November 2, 2016	n/a	West Coast South Plaza
Fall Plenary Session	November 3 – 5, 2016	n/a	West Coast South Plaza
Executive Meeting	January 6 – 7, 2017		North
Executive Meeting	February 3 – 4, 2017		South
Executive Meetings	March 3 – 4, 2017		North
Area meetings	March 24 – 25, 2017	Various	Various
Session Executive	April 19, 2017	n/a	Santa Clara[2]
Spring Plenary Session	April 20 - 22, 2017	n/a	Santa Clara
Executive/Orientation	June 2 – 4, 2017	n/a	Monterey
Faculty Leadership	June 15 – 17, 2017	n/a	Sacramento
EVENTS[3]			
Career Technical Ed	January 12 - 13, 2017	n/a	Irvine Marriott
Accreditation Institute	February 17 – 18, 2017	n/a	North
Innovation and Instructional Design	March 17 – 18, 2017	n/a	North
Career Technical Edu. Institute	May 5 – 6, 2017	n/a	North
Curriculum Institute	July 12 – 15, 2017	n/a	Sacramento
Academic Academy	September 22 – 23, 2017 or September 29 – 30, 2017	n/a	South
Fall Plenary Session	November 2 – 4, 2017		South

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[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.

[2] Staff to investigate if there are other large events in Santa Clara that might impact our attendees.

[3] Executive Committee members are not expected to attend these events.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	In Progress			April 2016: The white papers have been finalized and are in the publication process
Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete		Pending—Morse will follow up again with CoFO	Sept. 2014: The chair of the Education al Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval. Feb. 2015: Morse to explore with CoFO the idea of developing a joint paper.
Current (Recency) Survey from S&P Committee	3. October	2014	IV. H.	Stanskas	Future	Incomplete		S&P chair will followup with CO	October 2014: Rutan will follow up with the Chancellor's Office to determine whether or not adding recency is legal and bring this item back to the Executive Committee for further discussion. Update: Unable to obtain legal opinion from the CO until a new legal counsel is chosen. The CO anticipates having a new legal counsel within the next few months (approx Spring/Summer 2015)
Committee Communication	3. October	2014	IV. L.	Adams	May	Incomplete			Adams will work on revising the policies and drafting some guidelines for consideration by the May 2016 EC meeting.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Smith	Future	Incomplete		EDAC will discuss this year.	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
The Best of the Rostrum	5. January	2015	II. F.	Adams	May	In progress			Each standing committee (not just chairs) will review the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period.
Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Freitas/Davison	Future	Incomplete			Nov 2015: This item needs to raised at SACC again Dec 2015: An agenda item has been submitted for the January Exec meeting to request further guidance.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Davison	Future	Incomplete		Need to research status	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
ASCCC Certification	6. February	2015	III. D.	Adams	Future	Complete			Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.
Technical Assistance Curriculum Visits	7. March	2015	II. C.	Freitas	Future	Complete			Approved in concept – revisit the cost component. Dec 2015: An agenda item on this has been submitted for the January Exec meeting.
ASFCCC Foundation – Research Development	7. March	2015	II. D.	May	Future	Incomplete		Foundation will bring back a plan in fall.	The Foundation will bring back a research plan for how to address resolution priorities, as well as process for conducting research.
TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	May/Davison	Future	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System November 2015: Draft survey approved for distribution by Executive Committee
Resolutions to Honor Former Executive Committee Members	September	2015	II. E.	Morse	Future	Complete		Dan will be presented resolution in spring 2016	Morse will present resolutions to Dan Crump and Michelle Grimes-Hillman in honor of their service on the Executive Committee. November 2015: MGH was honored at Fall Plenary
WFTF Recommendations	September	2015	IV. B.	Officers	Future	Complete			The Executive Committee assigned recommendations to standing committees.
Online Education Regional Meetings	November	2015	II. D.	Davison	Future	Complete			Regional meetings held.
ASCCC Advocacy Day	November	2015	II. E.	Bruno	Future	In progress			The Legislative Advocacy day will be held in May 2016. Training for Executive Committee and Legislative and Advocacy Committee members will be held on April 29.

Task	Month	Year	Ref	Person	Target	Status	Notes
New Modules for the Professional Development College	November	2015	II. H.	Rutan	Future	In progress	The Faculty Development Committee will develop six new modules for the Professional Development College (PDC)
Outcomes for Institutes and Individual Breakout Sessions	November	2015	II. I.	Adams/Rutan	Future	Complete	IDI held in January 2016.
Legislative Agenda	November	2015	IV. A.	Bruno	Future	Complete	Bruno will work with the Legislative and Advocacy Committee to explore its three areas of interest and continue to develop the 2016 Legislative Agenda. Dec 2015: The Executive Committee approved the 2016 Legislative Agenda at the November meeting. Areas of interest include audit fee, stand alone course approval, mental health services, OER, campus safety, and AA to MA pathway. The ASCCC leadership are meeting with legislators, staff and government officials to advance the ASCCC agenda.
Effective Curriculum Processes Paper Outline	November	2015	IV. D.	Freitas	Future	Complete	Paper up for adoption at the Spring 2016 Plenary Session. April 2016, draft paper will be forwarded to the Area meetings for discussion and posted on the website
Equivalence to the Minimum Qualifications Paper	November	2015	IV. F.	Stanskas	Future	Complete	Paper up for adoption at the Spring 2016 Plenary Session.
Noncredit Regional Mtgs	January	2016	II. C.	Aschenbach	March	Complete	Noncredit regionals to be held in April 2016
PDC Modules	January	2016	II. D.	Rutan/Adams	March	Incomplete	The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. Hopefully completed by summer 2016.
Strategic Plan	January	2016	II. L.	Adams	January	Incomplete	A report on the activities of the Strategic Plan will be published for Fall 2016
Annual Report	January	2016	II. M.	Adams	February	Complete	Annual report will be available at the Spring 2016 Plenary Session
Resolution to be created to discuss issues around the Multiple Measures Assessment Project	March	2016	IV. F.	Rutan	Future	In Progress	
Mathematics Placement Model from Common Assessment Initiative	March	2016	IV. F.	Rutan	Future	In Progress	Rutan will carry forward members' request to postpone the publication guidleline until they have properly vetted appropriately.
February Minutes to be posted online	March	2016	II. A.	Wilcox	April	Complete	
Post final Professional Development Plan on the FDC website	March	2016	II. A.	Adams	April	Complete	
Finalize Academic Academy Program and post on the website	March	2016	II. A.	Adams	April	Complete	
Finalize Career Technical Education Leadership Committee and post outline on the website	March	2016	II. A.	Adams/Goold	April	Complete	
Post the noncredit regional meeting information on the website	March	2016	II. A.	Adams	April	Complete	
Agenda Item for August - Apple leadership to present some of their technology toolls	March	2016	III. A.	Adams	August	In Progress	
Add agenda item for next May meeting recommending how the ASCCC can work with @ONE	March	2016	III. A.	Adams	May	In Progress	

						Status
Resolution to be carried to the Area meetings on AB 1985	March	2016	IV. A.	May	Future	Complete
Spring Plenary Session Planning - members will contact the other co-presenters to facilitate the Taskforce for Workforce, Job Creation, and a String Economy	March	2016	IV. D.	All	May	Complete
Spring plenary Session Planning - Chairs will identify note takers for the taskforce breakout sessions	March	2016	IV. D.	Chair Members	May	Complete
Spring Resolutions to be forwarded to Area Meetings for discussion and debate.	March	2016	IV. E.	Stanskas	Future	Complete

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Friday, March 4, 2016 – Saturday, March 5, 2016

I. ORDER OF BUSINESS

A. Roll Call
President Morse called the meeting to order at 12:45 p.m., and welcomed members and guests.

C. Aschenbach, R. Beach, J. Bruno, D. Davison, A. Foster, J. Freitas, G. Goold, G. May, W. North, C. Rutan, C. Smith, and J. Stanskas

Liaisons present: Dahlia Salem, Student Senate President; Pam Walker, Vice Chancellor, Chancellor's Office.

Guests present: Eric Kaljumagi, President Faculty Association, Mt. San Antonio College; Bill Scroggins, College President; Dan Smith, Local Senate President, Mt. San Antonio College.

B. Approval of the Agenda
The agenda was approved by consensus.

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.

Dan Smith, thanked the Executive Committee for letting him observe the meeting in session.

D. Calendar
Members were updated on calendar deadlines. There are a number of items due by the deadline for the May agenda including:
- The best of the *Rostrum* is due with the standing committee reports. These are articles that are still relevant to the work of the ASCCC and local senates.
- An update to the ASCCC Strategic Plan.
- An updated committee spreadsheet.

E. Action Tracking
Members were reminded to update the Action Tracking sheet prior to the next meeting.

F. Dinner Arrangements
The Executive Committee discussed dinner arrangements.

II. **CONSENT CALENDAR**
  A. **February 5 – 6, 2016 Meeting Minutes**
  B. **ASCCC Professional Development Plan**
  C. **Academic Academy Program**
  D. **Career Technical Education Leadership Committee May 2016 Leadership Academy Program Outline**
  E. **Noncredit Regional Meeting**

  MSC (Rutan/Davison) to approve the consent calendar.

  <u>Action</u>
  Item A: Post final February 5-6, 2016, minutes on the ASCCC website.
  Item B: Post final Professional Development Plan on the FDC website.
  Item C: Finalize Academic Academy Program and post on the website.
  Item D: Finalize Career Technical Education Leadership Committee and post outline on the website.
  Item E. Post the noncredit regional meeting information on the website.

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

  President's Report – David Morse
  Morse briefly expressed how the Equal Employment Opportunity (EEO) trainings for hiring have gone extremely well. An article for the next *Rostrum* will share the information provided at the trainings and address diversity hiring. He thanked everyone for the successful EEO trainings.

  Morse attended a meeting with Chancellor's Office staff to discuss modifications to the budget trailer bill. Several at the meeting voiced concerns about some of language included in the bill. Deputy Chancellor Skinner was receptive to the concerns and possible solutions. Everyone was supportive of ensuring all constituents were on the same page and agreed to influence the language in a similar manner.

  Morse reminded members of the proposal Bruno and he are working on with CEO, CBO, and faculty unions to improve the 50% Law and the FON. Discussions have continued to be positive. They anticipate that the proposal will go to the Consultation Council very soon. He provided the following principles of the proposal:
  • The focus of the 50% Law should continue to be on instructional costs;

- Any new definition of instructional costs would necessitate a re-determination of the percentage of general fund dollars appropriate to those costs;
- General fund match requirements should be eliminated for all restricted funds; and
- The FON should be modified to reflect an ongoing focus on making progress toward the 75% goal in a systematic way.

The Chancellor's Office Accreditation Task Force met with *Western Association of Schools and Colleges* (WASC), a report summarizing the meeting will circulate next week prior to the CEO conference. The Chancellor's Office and the Accreditation Task Force acknowledged that the CEOs, as members of the ACCJC, are the ones with the power to decide the direction related to accreditation. Most are aware that there are a few CEOs that are resistant and a number that are nervous because any action might result in retaliation.

Morse reported that at a recent meeting of the Intersegmental Committee of Academic Senates (ICAS) meeting, an agreement was made to create a task force to develop criteria for anyone hired to work on behalf of ICAS. These criteria are needed as a result of the ICAS inclusion of ICAS as the governing body specified in legislation.

Morse announced that Rico has resigned from the Executive Committee. She has accepted a position as Vice President of Student Services at San Diego Continuing Education. As the only counselor on the Executive Committee, Morse encouraged recruitment of counselors to consider running for an open position on the Executive Committee. Morse noted that her assignments are currently being covered by May and others.

Executive Director's Report – Julie Adams
Adams provided the Executive Committee with a recap of her experience at the Apple Leadership Event she attended with Freitas. The Executive Committee might want to explore Apple technology such as three-dimensional learning through free textbooks, free OpenStax books, and new innovations used in the classroom. Adams suggested that Apple leadership be invited to an Executive Committee meeting to share information about OpenStax and Apple technology and how this technology can be used in the classroom. For example, faculty could use the Basic Skills Innovative grants to provide free resources: iPads and tablets for growth development amongst students. Freitas commented that he enjoyed being exposed to a different perspective on how faculty can use smart phones, tablets, and technology for educational purposes.

Adams is currently taking an @ONE teaching course. The course is on standards and guidelines for teaching online. The course is high quality and references a number of resources—including ASCCC policies and papers throughout. She is taking this course to explore whether or not Canvas could be used for the

ASFCCC Professional Development College. If faculty are expected to use Canvas and effective practices, why not set the example in our own Professional Development College. An item will be submitted for the May agenda recommending ways the ASCCC might partner with @ONE on their online courses.

Adams briefed the Executive Committee on the status of negotiating Career Technical Education (CTE) Data-unlocked with the Chancellor's Office and the responsibilities of the ten faculty fellows. More information will be covered by the presentation later on the agenda.

Adams reported that Mt. San Antonio College is still negotiating with the Chancellor's Office the C-ID grant approval. She noted that the ASCCC still has not received payment since June 30th.

Adams reviewed planning logistics for ASCCC meetings and events. She updated members on the current event registration counts and expressed concern about the attendance for upcoming Academic Academy and its negative financial impact on the ASCCC it will have if attendee count does not increase—the ASCCC could potentially lose $55,000. The low attendance at the event can be attributed to the fact that the Chancellor's Office hosted a similar event a few days prior to the ASCCC event in Sacramento. She suggested that there needs to be a way to work with the Chancellor's Office to avoid these situations in the future.

Operations Update: Welcome Annie Wilcox-Barlettani, Executive Assistant and Miguel Rother, Administrative Assistant (his focus will primarily be C-ID).

Action Item
- Add agenda item for August meeting for Apple leadership to present some of their technology tools.
- Add agenda item for next May meeting recommending how the ASCCC can work with @ONE.

B. Foundation President's Report
May highlighted items in her report and noted that the foundation minutes are now included in agenda.

She reviewed the Spring Fling at the Mix. Instead of our regular dinner and dancing, the Spring Fling will serve heavy hors d'oeuvres and VIP booths that include private seating for up to 20 people, champagne, and special horderves. The Mix will be open to the public at 9:00 p.m., but guests are welcome to stay until closing without paying the cover charge.

May noted that there will be silent auction, but no raffle. She requested members to reach out to colleagues to make a donation to the silent auction. Potential donors: Art departments, senate presidents, etc. Academic Senate website up and

- May will carry a resolution to the Area meetings on AB 1985 (Williams, February 16, 2016).

B. 2016 – 2017 Event Meeting Dates
Members reviewed Executive Committee Meeting Dates for 2016 – 2017
The following are the finalized meeting dates:

- Executive Meeting:
    - August 19 – 20, 2016 – Sacramento
    - September 9 – 10, 2016 – South
    - September 30 – October 1, 2016 – North
    - November 2, 2016 – West Coast South Plaza
    - January 6 – 7, 2017 – North
    - February 3 – 5, 2017 – South
    - March 3 – 4, 2017 – North
    - April 19, 2017 – Santa Clara
    - June 2 – 4, 2017 – Monterey

- Events and Area Meetings
    - Area Meetings – October 14 -15, 2016 – Various Locations
    - Fall Plenary Session – November 3 -5, 2016 – West Coast South Plaza
    - Accreditation Institute – February 17 -18, 2017 – North
    - Innovation & Instructional Design – March 17 – 18, 2017 – North
    - Area Meetings – March 24 – 25, 2017 – Various Locations
    - Spring Plenary Session – April 20 – 22, 2017 – Santa Clara
    - CTE Leadership Institute – May 5 -6, 2017 – North
    - Faculty Leadership – June 15 – 17, 2017 – Sacramento
    - Curriculum Institute – July 12 – 15, 2017 – North
    - Academic Academy – September 22 – 23, 2017 or September 29 – 30, 2017 – South
    - Fall Plenary Session – November 2 – 4, 2017 – South

MSC (North/Goold) to approve the meeting dates as amended.

C. Effective Curriculum Processes Paper
Members discussed the latest draft of the Effective Curriculum Process paper and suggested a number of changes.

MSC (Bruno/Foster) to approve the paper to forward to the Spring Plenary Session for discussion and debate.

Action
The draft paper will be forwarded to the Area meetings for discussion and posted on the website.

running, click on red donate tab to support.

C. **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.

CCCI – California Community Colleges Independents
CCCI Liaison Smith reported on CCCI activities and noted that their conference is April 22 – 23, 2016. CCCI would like the Executive Committee to attend but understands that the Joint Conference conflicts with the ASCCC plenary session.

FACCC - Faculty Association of California Community Colleges
Smith noted that he is also representing FACCC and is the current Vice President. FACCC elections are taking place March 9, 2016. Members were encouraged to ask interested faculty to submit appropriate paperwork. Smith concluded with an update on papers under development and new legislation that will affect community colleges significantly.

Student Senate Report, Dahlia Salem
Student Senate President Salem informed members that the annual student March in March has been cancelled because of SSCCC budget cuts and the lack of funds to support the event. They are planning another legislative event to replace the March in March and more information will be provided as it is available.

Salem noted that there has been positive feedback and continued discussions around two bills, AB 1995 (Williams, February 16, 2016) Community colleges: homeless students: access to shower facilities; and AB 2766 (Lopez, February 19, 2016) Student Aid Commission to expand student representation, mental health, and providing a resource center for students.

Salem asked for volunteers for breakout sessions and keynote speaker at their upcoming General Assembly in Ontario on April 29 – May 1, 2016.

IV. **ACTION ITEMS**
A. **Legislative Update**
Member were updated on recent state and federal legislation. Many of the higher education bills are spot bills with the deadline for introducing language by February 19, 2016. Members reviewed a number of bills. By consensus, members decided that a resolution be written on AB 1985 (Williams, February 16, 2016), on postsecondary education specifically to require "community college district to adopt, a uniform policy to award a pupil who passes an Advanced Placement exam with a score of 3 or higher credit for a course within this curriculum with subject matter similar to that of the Advanced Placement exam."

D. 2016 Spring Plenary Session Planning
Members discussed the program for the Spring Plenary Session and finalized additional plans for participating in the joint conference.

Action
- Members will contact other co-presenters to facilitate the Taskforce for Workforce, Job Creation, and a Strong Economy.
- Chairs will identify note takers for the taskforce breakout sessions.

E. Spring Resolutions
Members reviewed, discussed, and edited Spring Resolutions.

MSC (Smith/Foster) to approve the Executive Committee resolutions to forward to the Area meetings.

Action
- The Executive Committee Resolutions will be forwarded to the Area Meetings for discussion and debate.

F. Mathematics Placement Model from Common Assessment Initiative
Members were informed that the Multiple Assessment Project (MMAP) has been working on placement models based on high school GPA, high school course grades, and high school course taking patterns. Now a part of the Common Assessment Initiative (CAI), MMAP is collaborating to develop a set of multiple measures as part of the pilot process for the common assessment. The MMAP group presented a placement model for statistics that included completion of Alegbra I and a specific high school GPA. Concerns were raised that the tool has not been vetted amongst the faculty and will be approved without the proper vetting.

MSC (Bruno/North) to formally request the Common Assessment Initiative Committee postpone any publication guidelines for use on the Multiple Measures until proper consultation takes place.

Action
- Rutan will carry forward members' request to postpone the publication guideline until they have been vetted appropriately.
- A resolution will be developed to discuss issues around the Multiple Measures Assessment Project.

G. ASCCC Cultural Competency and Advocacy Plan
Members were informed that the prior Equity and Diversity Advisory Committee (EDAC) conducted a survey last year. While the study results were minimal (only 35 responses), EDAC felt that conducting another survey would not result in more responses. Instead, EDAC proposes to develop a draft strategic plan

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using the survey results, breakout session discussions, and other information from the committee members. EDAC felt that this work has already taken two years and that a plan with goals, timelines, and action items would move this work forward. EDAC will bring forward to the May Executive Committee a Cultural Competency and Advocacy Plan for discussion and possible adoption.

H. System Advisory on Curriculum Committee (SACC)

Members were updated on the history of SACC, its role within the Chancellor's Office, and the current priorities. A workgroup created by SACC to revisit its charter has recommended that legal opinion be sought to clarify SACC's role in making recommendations on curriculum and its relationship to the consultation process. Members then discussed the priorities of SACC and how to ensure that ASCCC priorities are addressed in a timely manner. It was noted that the priorities listed in the agenda do not include all of the ASCCC adopted resolutions or priorities. It was suggested that the following take place for future action:

- Rutan, Davison, Freitas, and Shearer will submit a complete list of SACC priorities for the Consent Calendar for the May meeting.
- Eric Shearer, chair of SACC, will be invited to attend selected meetings to provide a report on SACC activities.
- ASCCC SACC members will suggest to SACC membership that an official recorder (not a committee member) be identified to take minutes.

I. Curriculum Institute

Members discussed the first draft of the Curriculum Institute program. By consensus, the chair of the Curriculum Committee will share the Executive Committee's ideas with the committee. The Curriculum Institute Program will return to the May meeting for final approval and action.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Vice Chancellor Pam Walker updated members on the following Chancellor's Office activities:

- The CEOs have taken an active role in determining the direction for accreditation for California community colleges. As members of the ACCJC, the CEOs will discuss the future of accreditation with the hope of getting 75% agreement in order for change to occur.
- The Chancellor's Office recently spoke with the legislature regarding the baccalaureates degree bill. At this time, the ACCJC cannot accredit more than 15 colleges.
- Walker reviewed the work being done with the Basic Skills Innovation Program and noted that an employee from American River College is assisting the Chancellor's Office, via an Inter-Jurisdictional Exchange Agreement, to expedite the $60 million transformational grants. The RFA was sent out and is due to the Chancellor's Office this month.
- Associate Degree Transfer (ADT) Development – Over 2000 last month with

8

thirty-two revision requests and over 2,000 active ADTs which demonstrates that the ADTs are very successful. Volunteers may be needed to go to colleges and assist the administrative team as they input degrees and programs into the curriculum inventory.

- Walker noted that the Chancellor's Office held another successful Veterans Summit. The Chancellor's Office has done work over the past few years in recognizing prior learning and there seems to be some great progress. The Chancellor's Office is considering forming a work group to address prior learning. The goal is to have continuous conversations with counselors and veteran specialists about how to address prior learning.
- Dual Enrollment – AB-288 *Public Schools: College and Career Access Pathways Partnerships* - has taken on a life of its own. Drawing more work that will need to be evaluated carefully. The Chancellor's Office had a conversation with the RP group about how to enlist help from Career Ladders to help with resources. The Chancellor's Office is working on creating an advisory board to guide this work.
- The Chancellor's Office is conducting an application process to hire for the Vice Chancellor of Student Services position. It is a State position, which they may fill on their own.
- Members shared with Walker concerns with the Chancellor's Office hosting an equity and student success event the same week as the ASCCC Academic Academy in the same location. The ASCCC will lose about $55,000 because of the lack of attendance due to the conflicting events and similar audience. She understands the need to prevent these occurrences from taking place and acknowledged that the financial loss is significant.

B. Board of Governors/Consultation Council
No Board of Governors and Consultation meeting held since the last Executive meeting. No new information to report.

Morse did note, revision of the Program and Course Approval Handbook is scheduled to be brought forward to the Consultation Counsel.

C. Needs Assessment Survey Results
The Relations with Local Senates conducted a survey of the needs of the local senates. While the results demonstrate some of the needs of local senate, it also highlighted the need for more marketing and education about the resources available via the ASCCC website and other venues. The Relations with Local Senates Committee will review the survey results and bring back a recommendation for further development of resources to meet the needs of local senates. The committee will submit a recommendation for future resources to address the needs of local senates will be agendized in May for discussion.

D. CTE Data Unlocked
Members were presented with information about the CTE Data Unlocked, particularly the role of faculty in the initiative.

E. ASCCC and Statewide Professional Development

With the influx of funding available to the California Community College System, there are many opportunities for professional development. This situation has resulted in a menu of professional development opportunities from a variety of constituents including the Chancellor's Office and other faculty organizations. This has caused confusion in the field because academic senates have purview over the professional development of faculty. The most recent example is the ASCCC Academic Academy and the Chancellor's Office Student Success event held the same week in Sacramento. There is a need to work with the Chancellor's Office to partner with the ASCCC on professional development activities that fit within the faculty purview. Members also discussed the challenge of working with the Institutional Effectiveness Partnership Initiative (IEPI) and improving communication between Senate and IEPI. ASCCC Leadership will meet Paul Steenhausen, Executive Director of the Success Center, and Theresa Tena, Vice Chancellor of Institutional Effectiveness, to improve communication.

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

A. Standing Committee Minutes
   i.   Accreditation and Assessment Committee, Beach
   ii. Educational Policies, Davison
   iii. Relations with Local Senates, Rico
   iv. Transfer, Articulation, and Student Success, May

B. Liaison Reports
   i. California Open Education Resources, Aschenbach/Davison
   ii.   Common Core Smarter Balanced, North
   iii.   FACCC, Davison
   iv.   Multiple Measures Work Group, Rutan
   v.   System Advisory on Curriculum Committee, Davison, Freitas, Rutan
   vi.   Telecommunications and Technology Advisory Committee, Davison and Freitas

C. Senate Grant and Project Reports

VII. **ADJOURNMENT**

The meeting was adjourned at 1:00PM

Respectfully Submitted By

Annie Wilcox-Barlettani, Executive Assistant
Julie Adams, Executive Director,
John Stanskas, Secretary

Executive Committee Agenda Item

SUBJECT: Career Technical Education Leadership Committee May 2016 Leadership Academy Program Outline		Month: April	Year: 2016
		Item No. II C	
		Attachment: YES	
DESIRED OUTCOME:	Action to approve program outline	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grant Goold	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Career Technical Education Leadership Committee (CTELC) continues planning for the 2016 CTELC Leadership Academy set for May 6-7 in Anaheim. In February, the CTELC suggested several program topics to the Executive Committee. The Executive Committee suggested several additional breakout session topics and approved the tentative list of general sessions and breakout topics. Attached is the draft outline of the Academy program. The CTELC is requesting approval of the draft outline so additional planning work can continue.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Welcome letter for CTE Leadership Institute

Welcome to the ASCCC's 2016 Career Technical Education Leadership Institute. This event continues the outstanding success of the 2015 CTE Leadership Institute. The importance of this Institute is obvious from the diversity of participants who have registered for a discussion of CTE issues facing the California Community College system.

Career technical education continues to receive significant focus as implementation of the WFTF recommendations begins. The results of implementation will fundamentally alter our CTE programs and the statewide system. At this institute we will present several sessions intended to inform you regarding the work of the Workforce Task Force implementation strategies, future initiatives intended to impact CTE instruction, and challenge faculty to engage the process to ensure the faculty voice is heard loud and clear.

This 2016 CTE Leadership Institute has much more to offer than a discussions of the Workforce Task Force recommendation implementation. Presentations will feature information on advisory committees, CTE data, regional program collaboration, CTE counseling options and much more. All of these topics require informed and engaged faculty to develop and continue successful CTE programs. One important goal at this institute is to ensure that you are informed on issues impacting CTE and that you are able to respond appropriately and effectively to the many demands that face us all.

Most importantly, we hope that this institute will help all attendees to better understand the importance of connecting CTE programs and faculty to the work of the academic senate at both the state and local levels. The senate is the official faculty voice in academic and professional matters in the California community colleges, but we cannot exercise that voice on behalf of CTE programs effectively without CTE faculty participation. Our primary goal for this institute is therefore to give you information and training that you can take back to your colleges to help engage your CTE faculty in these discussions at the local level and to help them connect with your local academic senate to create a strong, unified faculty voice at your institution.

We look forward to working with all of you throughout the next two days. Welcome, and enjoy the CTE Leadership Institute.

David Morse, President
Grant Goold, CTE Leadership Committee Chair

8:30 a.m. – 9:30 a.m.	**Registration/Continental Breakfast**
9:30 a.m. – 10:30 a.m.	**General Session 1: CTE WFTF Recommendation Implementation**

Grant Goold, CTE Leadership Committee Chair, Facilitator
Thuy Nguyen, Interim Vice Chancellor Legal
Van Ton Quinlivan, Vice Chancellor of Workforce & Economic Development
Eric Skinner, Deputy Chancellor
Lynell Wiggins, WFTF Member

The California Community Colleges Task Force on Workforce, Job Creation and a Strong Economy (commonly referred to as 'Strong Workforce' Task Force) put forth 25 recommendations to strengthen workforce education throughout the 113 college system with the goal of closing the skills gap that is a barrier to filling existing jobs and fueling job creation. The Task Force goal was to identify and recommend policies and practices to meet California's anticipated shortage of one million industry-valued middle skill credentials. The 25 recommendations build upon the Student Success Initiative and Doing What MATTERS for Jobs and the Economy, and represent the culmination of extensive input from more than 1,200 stakeholders during a nine-month period. In September 2015, these recommendations were presented to the Board of Governors as an informational item. At its November 2015 meeting, the Board adopted all 25 recommendations. Now it's time for action and we need your involvement! Come learn about the work performed to date and how you can play an important role in next steps.

10:30 a.m. – 10:45 a.m.	**Break**
10:45 a.m. – 12:00 noon	**Breakout Session One**

CTE WFTF Implementation-Student Success

(Lead) Katherine

Learn to develop strategies that help you achieve the goals of both CTE-WFTF recommendations and those of a more mature statewide initiative, Student Success. Panelists will describe development of communities of practice that tackle contextualized learning, cohort-building, basic skills, and support programs that prepare students for success in STEM and technical training programs. Our presenters will share data, some of their toughest challenges, and their best advice. Come away with ideas to help you invest in tactics which most efficiently serve our students and improve Student Success in our CTE programs.

CTE WFTF Implementation-Career Pathways

Donna Davis, CTE Leadership Committee, Facilitator
Tessa Miley, Butte Glenn Career Pathways Trust
Daren Otten, CTE Dean at Yuba College

Career Pathways have become the "buzz phrase" in the CCC system. The Career Pathway Trust grants and the Workforce Taskforce recommendations on establishing industry-informed career pathways from middle/high school through college have brought this toward the forefront of CCC education. Join us for an informative session on where career pathways are currently in the CCC system, where they are heading, and how the Workforce Taskforce recommendations may affect their future in California for years to come.

CTE WFTF Implementation-Workforce Data

Lynell Wynell, CTE Leadership Committee, Facilitator
Kathy Booth, WestEd

You can access a suite of training, tools, technical assistance, and funding to support the integration of CTE data into college processes like program review, planning, and accreditation. This session will walk you through the resources available through CTE Data Unlocked, including short videos, reference guides, and workshop opportunities. You will leave with a better understanding of how to assess labor market information, which data tools can answer your questions, and how to interpret information on employment and earnings.

CTE WFTF Implementation-Curriculum

Dianna Chiabotti, Technical Assistance Provider on Curriculum, Facilitator
John Freitas, ASCCC Curriculum Chair

The WFTF recommendations have asked that we evaluate, strengthen and revise the curriculum development process to ensure alignment of education and employment. As we embark on implementation on this effort, we need to identify the factors that are necessary to ensure thoughtful and academically sound curriculum processes; engages all stakeholders, and ensure faculty purview over curriculum while also responding to industry needs.

CTE WFTF Implementation-CTE Faculty

Donna Davis, CTE Leadership Committee, Facilitator

The implementation of the Workforce Taskforce recommendations by the BOG and Governor Brown has CTE faculty in an unfamiliar place: the driver's seat! From recommendations that affect us directly, such as hiring practices and professional development to curriculum and career pathways development where we may be playing an advisory role, your input is needed! If you

are interested in upcoming plans for their implementation, and how you can become involved in the implementation process, this is the breakout session for you!

12:00 noon – 12:50 p.m.   Lunch

1:00 p.m. – 1:45 p.m.   General Session 2: ASCCC State of the Senate

Julie Adams, CTE Leadership Committee, Facilitator
David Morse, ASCCC President

The Academic Senate for California Community College continues to take an active role in numerous statewide initiatives within it's 10+1 purview. President David Morse will provide an update to the group on the status of many of these projects.

1:45 p.m. - 2:00 p.m.   Break

2:00 p.m. – 3:15 p.m.   Breakout Session Two

Contextualized Teaching

(Lead Catherine Shafter)

An opportunity to explore tips and techniques for the development of contextualized learning to enhance student performance and achievement of academic success.

Why and How-Stackable Credentials
Conan McKay, CTE Leadership Committee, Facilitator
Wheeler North, ASCCC Treasurer
Toni Parsons, San Diego Mesa College

Come learn why and how your program should be considering stackable certificates/credentials and how your program could benefit from those stackable certificates/credentials. This presentation will allow participants to understand why they should be creating these new certificates to benefit and improve student and program success rates. Participants will be able to share their own success stories with stackable Certificates/Credentials for their students and programs.

CTE C-ID Update
Robert Cabral, CTE Leadership Committee, Facilitator

This breakout session will provide an update on the effort to develop C-ID course descriptors to support local AS degrees and certificates, specific to CTE disciplines. Attendees will receive an update on the recent work and how this works compliments industry competencies, the Doing What Matters Framework, and the Strong Task Force Recommendations.

Minimum Qualifications and Equivalency: Regulations, Compliance, and Applications in Career Technical Education

Dustin Sperling, CTE LC
John Stanskas, ASCCC Standards and Practices Committee Chair

What are the minimum qualifications for a specific discipline in CTE? Who determines the minimum qualifications? Why do they exist? If a candidate doesn't meet minimum qualifications, what is the procedure used to evaluate whether or not their qualifications are "equivalent" to those identified in the Disciplines List. Is this process working for you at your college? If you are seeking answers to any of these questions, please join us for an interactive discussion about minimum qualifications and equivalency.

Dual Enrollment Toolkit

Dianna Chiabotti, Technical Assistance Provider on Curriculum
Rogéair Purnell, RP Group

The Dual Enrollment Toolkit was developed in response to the confusion around dual/concurrent enrollment and the multitude of possible implementation methods. The Toolkit provides needed guidance for colleges looking at engaging in dual enrollment with local K-12 districts and also facilitates perfecting of processes that colleges and K-12 districts already utilize.

ASCCC 101
Julie Adams, ASCCC
Grant Goold, CTE Leadership Committee Chair

Title 5, Section 53200 (b) reads: Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In this session, the Executive Director and Executive Board members will discuss the role of the State Academic Senate and describe how recommendations to various stakeholder groups are developed, debated and ultimately presented.

3:15 p.m. – 3:30 p.m.   **Break**

3:30 p.m. – 4:45 p.m.   **Breakout Session Three**

CTE Online ED and OER
Dustin Sperling, CTE LC
Cheryl Aschenbach, ASCCC
Dolores Davison, ASCCC

One of the constant concerns about CTE courses is the cost of textbooks and other materials. A potential solution to this issue is the use of Open Educational Resources (OER), which offers low or zero cost materials for students. With the increased scrutiny on costs and interest in options for students, OER is becoming a much more appealing option. This breakout will discuss what OER materials are, the financial incentives available in AB798 (Bonilla, 2015) and other

legislative actions, and ways that CTE faculty can avail themselves of these materials to the benefit of their students.

Program Competition: Good, Bad and Ugly

Bill Elarton, Los Angeles Trade Tech
Jim Lancaster, LA/Orange County Regional Consortium

Ever wonder why CTE faculty have to jump thru the so many "hoops" to get new program approvals from the local "Regional Consortium" but academic programs do not? Have you ever thought to yourself that if you were in charge of the curriculum process things would be so much better? Then please join the discussion on the good, the bad, and the ugly side of the CTE program approval process and a brainstorming session on how to make it work for your college.

Regional Consortiums
Robert Cabral, Oxnard College, Facilitator

Regional Consortiums are composed of CTE deans and faculty, workforce development, Sector Navigators, and Technical Assistance Providers. The consortiums serve industry sectors and bring faculty and practitioners together to integrate and coordinate economic development, increase the knowledge of programs and services in the region, and to disseminate best practices. This panel discussion will provide information on best practices and how they are advancing their region's prosperity.

Non-Credit/Adult Ed CTE
Jolena Grande, Cypress College
Jesse Crete, SCE AB86 Special Projects Manager
Raine Hambly, CTE Program Director, for the School of Continuing Education (NOCCCD).

With the equalization funding provided for non-credit Career Development and College Preparation courses (CDCP), along with the Adult Education Block Grant incentive, community college faculty are being provided with the resources necessary to build short-term vocational pathways to employment for adults who seek entry or reentry into the workforce in programs that have high employment potential, including programs offering pre-apprenticeship training for those apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area. Come learn how you can build a non-credit to credit pathway for your Career Technical Education program from those who have pioneered non-credit short-term vocational offerings.

Advisory Boards – The Next Generation
Conan McKay, CTE Leadership Committee
Steve Linthicum, Sierra College, Computer Technology
Adrienne Foster, West Los Angeles College

Running an effective Advisory Committee can be an intimidating task for many Faculty and Program Directors. This presentation will allow participants to understand the importance of

having various industry workforce leaders represented and active participants of their Advisory Committee. How Program Directors establish and facilitate meeting obligations will be addressed during this presentation. Participates will be able to share their personal best Advisory Committee practices with other attendees.

Grant Development and Funding

(Lead Chad)

We need about three or four sentences that are designed to talk to potential attendees of the breakout. You are essentially trying to sell the breakout to someone who is considering attending the session. You should also be thinking about someone you know who have a lot of experience with getting grants and other funding for CTE programs in your region. If you know someone, reach out to them, invite them to present in May and work quickly with them to get a short descriptor.

5:00 p.m. – 6:00 p.m. Reception

6:00 p.m.   **Dinner on your own!**
                  Sign up

Saturday, May 7th

8:00 a.m. - 9:00 a.m.   **Breakfast**

9:00 a.m. - 10:15 a.m.   **General Session: CTE Data Unlocked**

Lynell Wiggins, CTE Leadership Committee
Kathy Booth, WestEd

California is leading the nation in recognizing that CTE programs include short-term pathways that help experienced workers maintain and add to skills-sets required to keep their jobs and move up the career ladder. This year, the Chancellor's Office unveiled an earning gain metric for "skills-builder" students in the Student Success Scorecard and released a new version of the LaunchBoard, which provides detailed information on employment and earnings for both skills-builders and completers. Learn more about how you can use this information to support instruction, program design, and advising, plus how to access a suite of resources designed to help translate this information into processes like program review and planning.

10:15 a.m. - 10:30 a.m.   **Break**

10:30 a.m. - 11:45 a.m.   **Breakout Session Four**

Leveraging Data for Student Support: New Tools for Student Services Professionals and Students

Kathy Booth, Senior Research Associate, WestEd
Lynell Wiggins, Pasadena City College

The Strong Workforce Task Force recommendations emphasize the need for data tools and technical assistance to help practitioners integrate information on CTE student outcomes and labor market information into their day-to-day work. This workshop will provide a hands-on demonstration of several tools that can support students' career exploration and help student services professionals get program-level information on student characteristics, equity gaps, and employment outcomes. You will get a chance to test out the new mobile version of the Salary Surfer, plus see a live demonstration of the LaunchBoard Program Snapshot tool. The workshop will also provide information on where to access additional online tools, sign up for face-to-face training, apply for technical assistance, and receive funding to support data usage.

CTE Counseling

(Lead Conan)

Equity: Still working on it
CTE Faculty strive for Equity in our classrooms, but looking around the classroom Faculty can wonder where or even if that Equity exists. Finding students who are interested in non-traditional workforce fields can be a daunting task. Come learn how CTE Faculty/Program Directors have increase their Equity numbers for Program Review reporting, Perkins reporting purposes, and most importantly for those students who are looking for career in these fields. CTE faculty will have time to share their best personal Equity practices for their programs with other attendees.

Program Initiation Policy
(Lead Goold)

Significant conversations are occurring statewide are on developing and initiating new CTE programs to meet the reported massive needs of local, regional and statewide employers. This session will investigate the steps/policy currently required to take a new CTE program from idea to approval. Join us for a lively discussion!

Role of Local Senates in CTE Programs
(Lead Katherine)

Are you a new CTE liaison? Are you involved in your Academic Senate? How do these relate to the work of your dean or economic development office? What have these institutions done for your program lately, anyway? For that matter, how can your involvement as a CTE faculty member make your senate better? In this session, we'll explore ways you can access the Academic Senate and the shared governance system to better support CTE programs on your campus.

Intentional Interdisciplinary Discussion

(Lead Katherine)

Almost all careers involve successful interactions with colleagues trained in a number of different disciplines. Effective CTE training should strive to involve practice and coaching in developing interdisciplinary communication and teamwork skills. In this session you will experience examples of culminating educational events and in-class experiences currently used in CTE programs. What CTE programs on your campus might you be able to partner with?

12:00 noon – 1:00 p.m.	**Networking Lunch**
1:00 p.m. – 2:30 p.m. (Lead Grant)	**General Session 4: Critical Conversation-Great Divide**
2:30 p.m. - 2:45 p.m.	**Break**
2:30 p.m. – 3:30 p.m.	**Closing Session: Future of California's Workforce**
(Lead Grant) **Keynote Presentation:**	**Sarah Bohn, Research Fellow, Public Policy Institute of California**

California's workforce is changing at an almost alarming rate both in diversity and skills demands. This session will provide a snapshot of the characteristics of the future employee as well as the educational demands and skill sets that will be required. CTE faculty will play a critical role in ensuring the California Community Colleges meet and exceed this demand.

Sarah Bohn is a research fellow at the Public Policy Institute of California. A labor economist, she focuses on how policy affects individual and family economic well-being, with particular attention to low-income and vulnerable populations. Her recent research analyzes the latest data on income inequality and economic mobility across California, and she is conducting an in-depth study of pathways to in-demand technical careers through California community colleges. She has published research on poverty, income inequality, the workforce skills gap, California's community colleges, and the labor market impact of immigration policy. She holds a PhD in economics from the University of Maryland, College Park.

Executive Committee Agenda Item

SUBJECT: Recognition of District Senate		Month: April	Year: 2016
		Item No. II C	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the San Jose Evergreen Community College District Academic Senate	Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Article II of the ASCCC Bylaws provides how senates are recognized as a member senate. The Bylaws state that any academic senate recognized by their "governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate." The the San Jose Evergreen Community College District Academic Senate has been recognized by their governing as demonstrated by the attached minutes and bylaws.

ARTICLE II MEMBERSHIP

Section 1. Membership

The academic senate of each of the California Community Colleges and the district academic senate of multi-college districts, or their equivalents, are Member Senates.

Any academic senate recognized by its local governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate. The Board of Directors will certify such academic senates as Member Senates upon verification of the following:

1. A majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a)).

2. The applying senate has a constitution and/or bylaws approved by the faculty it represents.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

3. The governing board of the college or recognized center recognizes that organization as representing its constituency in academic and professional matters.

4. A district academic senate will be recognized as a Member Senate if the local governing board has recognized it as representing faculty in academic and professional matters on district issues.

CONSTITUTION OF THE SAN JOSE EVERGREEN COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the San Jose Evergreen Community College District Academic Senate, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is comprised of representatives from each of the College Academic Senates within the District. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title V, Section 53200):

BYLAWS OF THE SAN JOSE EVERGREEN COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be the following:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the San Jose Evergreen Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To support the academic and professional development of a multi-college district.

FURTHERMORE:

Section 4. The District Academic Senate may accept, with the approval of all college senates, any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 5. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

Section 6. The District Academic Senate and the College Senates may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

ARTICLE II. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process. On matters of district-wide concern, the voices of the Constituent Academic Senates shall be heard as one voice via the District Academic Senate.

Section 2. It is expected that a culture of collegiality will prevail within the District Academic Senate. This Senate will be ruled by the most recent edition of Robert's Rules of Order Newly Revised, unless it conflicts with these bylaws.

ARTICLE III. REPRESENTATION

Section 1. The voting members of the District Academic Senate shall consist of the Academic Senate President or designee from each of the Academic Senates from the Colleges of the San Jose Evergreen Community College District, as well as all District Senate officers and one non-officer.

Section 2. The District Academic Senate will also include the Vice President and Secretary/Treasurer positions from each College Academic Senate and one other senator, not currently serving as an officer. Each college's Academic Senate shall elect this non-officer/delegate to the District Academic Senate.

Section 3: All meetings of the District Academic Senate, and all committees authorized under District Academic Senate auspices, shall be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. A quorum of the District Academic Senate will be four College Academic Senate representatives or their proxies.

ARTICLE IV. OFFICERS

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary/Treasurer.

Section 2. The office of the District President shall rotate annually among the colleges. Sitting College Academic Senate Presidents shall not be eligible to serve as President of the District Academic Senate.

Section 3. The Officers and President shall be elected by the District Academic Senate Members at their last meeting in April of each year.

Section 4. All members of the District Academic Senate shall serve one-year terms with no term limit restrictions.

Section 5. The President of the District Academic Senate may not hold the office of the President or Vice President of District faculty bargaining unit concurrently.

Section 6. The District Academic Senate President shall:

A. Develop agendas, conduct meetings, and serve as a voting member of the District Academic Senate;

B. Regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;

C. Represent, in person or by his/her designee, the DAS before the Board of Trustees on any faculty matter within the purview of the District Academic Senate;

D. Represent the District Academic Senate on any District-wide committees and/or administrative council;

Section 8. The District Vice-President shall:

A. Act in the capacity of the President in any case where the President is unable to serve;

B. Participate with the District Academic Senate President in meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

A. Keep minutes of the District Academic Senate meetings. Keep minutes of any general faculty meeting called by the District Academic Senate; maintain a file of all minutes and official documents of the DAS body.

B. Ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;

ARTICLE V. DISTRICT ACADEMIC SENATE COMMITTEES

Section 1. The District Academic Senate shall create such District Standing Committees, as it deems necessary for the fulfillment of its role in the governance of the District.

ARTICLE VI. BY-LAWS AND AMENDMENTS

Section 1. Upon the consent of the College Academic Senates in the District, any article or section of this Constitution and or bylaws may be amended.

Section 2. Amendments may be proposed by any College Academic Senate in the District.

ARTICLE VII. EFFECTIVE DATE

Section 1. This District Academic Senate Constitution will take effect immediately upon the approval of this constitution and bylaws by the Academic Senates of the San Jose City College and Evergreen College (3/15/16).

Governing Board Meeting Minutes (Tuesday, October 27, 2015)
Generated by Joy A Pace on Thursday, November 5, 2015

A. CALL MEETING TO ORDER

1. 4:30 p.m. - Meeting Called to Order at Evergreen Valley College, 3095 Yerba Buena Road, San Jose, CA 95135, in Gullo II Building

Board members present:
Ms. Mayra Cruz
Ms. Wendy Ho
Dr. Jeffrey Lease
Mr. Craig Mann
Ms. Huong Nguyen
Mr. Scott Pham

Board members absent:
Mr. Rudy Nasol

2. Information was provided on Public Comments and Disability Access

B. APPROVAL OF CLOSED SESSION

1. Approval of Closed Session Agenda

M/S/C (Nguyen/Cruz) to approve the Closed Session agenda as submitted.

Board vote was as follows:
Trustees Cruz, Ho, Lease, Mann, Nguyen, and Pham voted yes.

C. PUBLIC COMMENTS ON CLOSED SESSION AGENDA

1. Public Comments on the Closed Session Agenda

There were no public comments.

D. CLOSED SESSION ITEMS FOR DISCUSSION

1. The Board recessed to Closed Session at 4:30 p.m. to consider the following items:

PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT
(Government Code Section 54957 (b))
Title: Chancellor

E. RECONVENE INTO OPEN SESSION

1. 6:00 P.M. - Pledge of Allegiance

President Ho led the Board and members of the audience into the Pledge of Allegiance to the Flag.

2. Adoption of the Agenda

M/S/C (Lease/Mann) to adopt the agenda as amended: Agenda Item I-1 was moved to follow Agenda Item E-6.

Board vote was as follows:
Trustees Cruz, Ho, Lease, Mann, Nguyen and Pham voted yes.

Advisory vote was as follows:
Student Trustees Harris and Diaz Van Sambeek voted yes.

3. Oath of Office - EVC Student Trustee

President Ho administered the Oath of Office to newly elected Evergreen Valley College Student Trustee Cintia Diaz Van Sambeek.

4. Announcement of Reportable Action Taken in Closed Session

There were no reportable actions.

5. Public Comments on Matters not on the Agenda

Mr. Rex Randles, community member, expressed concern about the leasing of the land adjacent to Evergreen Valley College. The Board had commented that the district needed to do more community outreach regarding the development of this land. We invited the Board to a District 8 meeting, but they did not attend. He has also not seen any information in the Evergreen Valley Times about the status of this land. He recommended the Board hold off on doing anything with this property. The facilities master plan was supposed to be available in October/November, and no information was sent out regarding this plan. He asked when it would be available. President Ho answered that the Board could not answer any questions at this time but would make note of his concern so that administration could respond to his request for information.

Mr. Daniel Reyes, resident and Friends of EVC, stated that he would go to the Planning Commission because he, along with many other community members, don't want the land development project to move forward. He wished for the students to be a priority with the district, and this land development plan doesn't reflect that priority.

6. Approval of October 13, 2015, Governing Board Meeting Minutes

M/S/C (Cruz/Lease) to approve the meeting minutes as submitted.

Board vote was as follows:
Trustees Cruz, Ho, Lease, Mann, Nguyen and Pham voted yes.

Advisory vote was as follows:
Student Trustees Harris and Diaz Van Sambeek voted yes.

7. Formerly Agenda Item I-1 - Evergreen Valley College Presentation to the Board of Trustees

Interim Chancellor Hendrickson expressed his excitement about the Evergreen Valley College presentation that should also be a very good time for those present at the meeting. President Yong welcomed the Board

and audience to this meeting and called attention to the album that was distributed to the Board, which included updates of college programs. Mr. Ken Jackson, EVC Associated Student Government President, also thanked the Board and audience for attending the meeting.

Ms. Amalia Alvarez, Adjunct Faculty, Language Arts/English spoke about the amazing Authors' Series and Poetry Festivals held at EVC during the year. The authors that come to the college give our students outside resources and opportunities and bring the four-year college experience to our community college. The AFFIRM program holds a Valentine's Day poetry festival, which is enjoyed by many students.

Ms. Elizabeth Falvey, Adjunct Faculty, Dance, introduced Mr. Dallas Manson, EVC student, who performed a dance he choreographed himself, which is called Silhouetts.

Mr. Keenan Norris, English Faculty, and Ms. Flora Payne, Adjunct Faculty, provided a report on the AFFIRM/UMOJA Student Abroad 2015 trip to Cuba. The Board heard a report from Ms. Audreya Deshazier, Mr. Kenny Jackson and Mr. Derrick Newton, who are students that participated in the trip . Ms. Deshazier stated the trip was amazing, educational and a spiritual journey as well. They learned about the social, political and economic hardships experienced in Cuba. They learned about Cuba's strategies in the past 50 years, especially since the embargo. Cuba is a united group. We in the U.S. can learn a lot from Cuba as we have segregated communities. Of course, there is still racism there, but everyone identifies as Cuban. As an African American woman, she has had issues about her identity. Mr. Newton reported that Cuba had very hot weather, but the visit was educational. It's really important to get this program institutionalized so that all students could enjoy this unique experience. The college experience is more than just what students learn from textbooks. Students need to see how other cultures live. They may have less material items than we do, but they have more community. Who's better off? Mr. Jackson expressed his appreciation for the study abroad trips. He grew up not having the choice to go on trips like this. He thanked Vice President Keith Aytch for coming through for students in a big way.

Ms. Tina Iniguez, Foster Care, discussed the Youth Empowerment Strategies for Success (YESS) program. Ours is the only program in Santa Clara County that serve foster youth. EVC has wraparound services for students and the campus has had this program for 10 years. As part of the equity plan, all colleges are required to have this program; but we already have a good start. She reported on the cafeteria voucher program, which is so important since money is an issue for these students. She reported on the textbook donation services and that with student success dollars, EVC has made sure to do a One Stop Shop. It's a place for foster youth to belong. EVC has partnerships with the Santa Clara County Department of Children and Family Services, Silicon Valley Children's Fund, The John Burton Foundation, and the Family and Children's Services-ILP. We are excited that we do reach out to the community. Ms. Cam Martian, EVC FasTrack discussed outreach and office support. This is a great program for student success and equity.

Mr. Mike Highers, Dean of Math, Science and Engineering discussed the tutoring program and the MSRC staff. The students tell us that they love the tutoring here at the college. Mr. Bryan Pham, Instructional Support Assistant, reviewed the tutoring provided to all EVC students in astronomy and chemistry. Each year a student will come for 10 tutoring sessions. Mr. Jorge Vallin, Instructional Support Assistant in mathematics, played the violin. Ms. Gabriela Gonzalez, student, reported that the tutoring sessions have helped her pass all her math classes. She requested the college keep supporting the math lab. Ms. Lianne Posadas, student, discussed working at the tutoring session and how talking to students helped build her confidence. It helped her move in the right direction. Mr. Pham reviewed the layout for the new math building, which is currently in construction.

Ms. Sylvia Min, Faculty, Art Department, reported that she was hired last year. She thanked the arts department staff for their support. She showed videos by students Preston Eberly and Humberto Rocha. The videos were created for their final projects for her Art 41: Digital Filmmaking class.

President Yong stated the college cares about Arts and Sciences but especially the students in our programs. He thanked Vice President Aytch, executive director of the nice LP showcased at the meeting.

President Ho thanked everyone for attending and entertained a short recess to enjoy the food and refreshments that was provided at the meeting.

Student Trustee Harris expressed his appreciation for the 60s music. Student Trustee Diaz Van Sambeek reported that the math lab helps students in different languages, which is important for a college with a

diverse student population. They helped her by providing tutoring in Spanish when she needed it. Trustee Nguyen thanked staff for the amazing presentation. She also used the tutoring program in the math center. Trustee Lease stated that these meetings, when they visit the campuses and hear from students, are by far his favorite meetings. He thanked Mr. Aytch for the music that was played during the presentation and also for throwing in some James Taylor songs. Trustee Cruz echoed the thanks to all presenters for such a great program. The program shows the impact of support programs for students and the impact made in the classrooms. It is so important for our student success and equity plans. President Ho expressed appreciation for the showcase of the student programs. The programs we have at the colleges really do transform lives.

F. CONSENT AGENDA

1. Adoption of the Consent Agenda

Hearing no requests to pull any item, President Ho announced the Consent Agenda was adopted by general consent.

2. Faculty Personnel Actions - Regular

The Board approved the Faculty personnel actions as submitted.

3. Classified Personnel Actions

The Board approved the Classified Personnel Actions as submitted.

4. Hourly, Student Work & Volunteer Personnel Actions

The Board approved the Short-Term Hourly, Substitute, Professional Expert & Athletic Support Services, Student Assistant and Volunteer personnel actions as submitted.

5. Curriculum Recommendations for San Jose City College

The Board approved the new courses proposed by San Jose City College.

G. ACTION AGENDA

1. District Academic Senate

Interim Chancellor Hendrickson stated the information in the packet explains the reasoning for the creation of a new District Academic Senate, and he highly recommended the Board approve this action. Such action does not add to the number of representatives from the Academic Senate on any district committees. The District Academic Senate will assist the district in working in a collegial manner with the colleges.

M/S/C (Lease/Cruz) to approve the establishment of a District Academic Senate by amending BP2510.1.

Board vote was as follows:
Trustees Cruz, Ho, Lease, Mann, Nguyen and Pham voted yes.

Advisory vote was as follows:
Student Trustees Harris and Diaz Van Sambeek voted yes.

President Ho inquired about the timeline in terms of governance issues. She can see there is a general proposal, but she would like to see the framework and bylaws as well. SJCC Academic Senate President Covarrubias answered that there was already a constitution written, but it needs to be vetted by both senates. By spring there should be bylaws. She is glad to support this motion. Trustee Cruz is also excited to

see this proposal. What you foresee could be a couple of areas the District Academic Senate would provide valuable insights to administration. EVC Academic Senate President Narveson stated that curriculum and equivalency issues would be two such areas.

H. INFORMATION AGENDA – DOCUMENTS PROVIDED

1. FY 2014-2015 Annual Financial and Budget Report (CCFS-311)

This item was submitted as information only.

I. INFORMATION AGENDA – PRESENTATIONS AND DISCUSSION

1. Evergreen Valley College Presentation to the Board of Trustees

This item was moved to follow Agenda Item E-6.

2. Recruitment and Hiring Activity/Employee & Student Demographics

Ms. Kim Garcia, Vice Chancellor of Human Resources, provided the Student and Employee Diversity Report. She stated the information that's available for this report is from 2014. The focus of this report is to provide data regarding student demographics, employee demographics and recruitment and hiring data. We do our best to marry these three points to talk about who and what we are. The state is ramping up again and pumping a lot of money into the system to focus on diversity. The state is saying that districts need to take a look at its student population and then look at its employee groups to see if it reflect the student population. Our district has some positive news to share. Our Classified staff mirror the students we serve, our management exceed and our full time faculty have made great gains in mirroring our student population. We still need to do work with adjunct faculty. Hispanic, Native American, African American are included in the under-represented populations the state has identified. However, the state does not include Asians in this grouping, but our district does. We are a non-majority institution, and 32% of our student population is Asian. However, we need to target our recruitment efforts. We need to dive deeper into the students categorized in the "Other" and "Unknown" categories. We currently aren't looking into gender identification, and this is an area we need to look into further. The better we can dive into populations that are unknown, the better we can develop programs to serve those students. Vice Chancellor Garcia also reviewed data concerning the candidates selected for interviews in 2014-15. If we can recruit and bring people in, it will be those people who reflect into our process and into our hires. Our Classified staff are the closest in representing the students we serve. She stated the district now includes "bilingual desired" in its recruitment and application materials.

President Ho stated that it's good to know we have a diverse population and have also identified areas for improvement. Trustee Cruz inquired about the Asian population, especially since it gets lumped into one category. If we can break that down to see how representative they are for the Asian populations we serve, that would provide better insight into how to serve those students. She asked Vice Chancellor Smith about the statewide funding for hires and how that impacts us as a basic aid district. Vice Chancellor Smith answered that the district is not participatory in that funding. Trustee Cruz stated that we will see the other colleges in our area acquiring talent, and how will that help us strengthen the areas we see as gaps? Has there been any conversation about how we begin to address that question? Vice Chancellor Garcia answered that San Jose City College has 8+ open faculty positions and Evergreen Valley College has 6. We need to go out for these positions in December, and we can't wait to do the recruitment if we want to get the most qualified candidates. President Ho inquired what we already do to attract diverse candidates. Vice Chancellor Garcia answered that the majority of people we hire stated that they hear directly from us; we are the best recruitment source. We live in the San Jose area and have an educated workforce. We have a world outside our door, and we're trying to get out and be engaged. We advertise and hit up various associations. The challenge is we open positions throughout the year, and we need to focus doing that at one time. President

Ho inquired about gender expression. Vice Chancellor Garcia answered that when we put "declined to state" then we need to explore how people want to record. She is not sure how we would phrase that. Mr. Yancey reminded people that at the District Council meeting, Director Sam Ho reported we are doing more than the state requires. We are all aware of the value of diversity. Mr. Yancey didn't want this to become an urgent problem we need to fix. Part of the district's problem is that in the redesign process, full time faculty were not included in that process.

President Ho commended staff for going out and recruiting qualified and diverse applicants for the district.

J. BOARD MEETING EVALUATION

1. Board of Trustees to Discuss Board Meeting Performance

Trustee Lease stated the Board can't be any more effective than seeing our ends policies outlined on the record outlining services and programs that was distributed at the meeting. Good job to Chief Governing Officer for having a great presentation and not filling up the agenda with board work so that at this meeting, the Board could focus on students. President Ho stated that the ends policies are being demonstrated through our support of students.

K. CONTINUATION OF CLOSED SESSION (If needed)

L. RECONVENE TO OPEN SESSION

1. Announcement of Action Taken in Closed Session

None

M. ADJOURNMENT

1. The meeting will be adjourned.

M/S/C (Lease/Mann) to adjourn the meeting at 7:58 p.m.

John E. Hendrickson, Board Secretary

Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: April	Year: 2016
		Item No: IV. A	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Update the Executive Committee on recent legislative activities, the ASCCC 2016 legislative agenda and the ASCCC advocacy day in May.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Bruno/Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Annie Wilcox-Barlettani	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Legislation Update

The Executive Committee will be updated on new and existing legislation. Please see the attachments for additional information.

ASCCC Legislative information including the ASCCC Legislative Reports and letters submitted in support or opposition of 2015 legislation may be found on our Legislative Update page: http://www.asccc.org/legislative-updates.

ASCCC 2016 Legislative Agenda

The ASCCC Strategic Plan includes the following strategy that was identified by the Executive Committee as a priority for the 2015-2016 year:

Develop a legislative agenda aligned with goals of the ASCCC and actively pursue bills of interest.

The Executive Committee will be updated on items on the ASCCC legislative agenda:

1) Audit Fee
2) Stand Alone Course Approval
3) Mental Health Service

Additionally, the Legislative and Advocacy Committee continues to investigate and participate in areas of interest for possible addition to the ASCCC legislative agenda:

1) Online Educational Resources

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

2) Campus Safety
3) AA to MA Pathway

ASCCC Advocacy Day

The ASCCC Legislative day is scheduled for Monday, May 9, 2016. Training will be provided on Friday, April 29.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House			Second House					STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
			BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1									
AB	986	Gipson	Community Colleges: Compton Community College District	x	x		x	x				Senate Ed.
AB	1449	Lopez	Student Financial Aid: CCC Transfer Cal Grant Entitlement Program	x	x		x	x				Senate Ed.
AB	1582	Allen	Conflict of Interest Codes: Educational Institutions	x								Asm. E. & R.
AB	1583	Santiago	Community Colleges: Enrollment Fee Waiver	x								Asm. Higher Ed.
AB	1594	McCarty	Prohibition of Smoking and Vaping on Campuses	x	x							Asm. Approps.
AB	1653	Weber	Postsecondary Education: Campus Climate	x	x							Asm. Approps.
AB	1654	Santiago	Student Safety: Crime Reporting	x	x							Asm. Approps.
AB	1690	Medina	Community Colleges: Part-Time, Temporary Employees	x								Asm. Higher Ed.
AB	1721	Medina	Student Financial Aid: Cal Grant B **(Sponsor)**	x								Asm. Higher Ed.
AB	1726	Bonta	Data Collection (Asian Pacific Islander Groups)	x								Asm. Health
AB	1741	Rodriguez	California College Promise Innovation Grant Program	x								Asm. Higher Ed.
AB	1747	Weber	Food Assistance: Higher Education Students	x								Asm. Higher Ed.
AB	1778	Quirk	Postsecondary Education: Sexual Assault and Violence	x	x							Asm. Approps.
AB	1781	Lopez	Public Postsecondary Education: Child Development Programs	x								Asm. Higher Ed.
AB	1837	Low	Office of Higher Education Performance and Accountability	x								Asm. Higher Ed.
AB	1846	Lopez	Adult Education Consortium Program	x								Asm. Higher Ed.
AB	1892	Medina	Student Financial Aid (Cal Grant C) **(Sponsor)**	x								Asm. Higher Ed.
AB	1914	Bonilla	Public Postsecondary Education: Academic Materials: Access Codes	x								Asm. Higher Ed.
AB	1936	Chavez	Residency: Dependents of Armed Forces Members	x								Asm. Higher Ed.
AB	1985	Williams	Advanced Placement Exam (CC System Score Standard)	x								Asm. Higher Ed.
AB	1995	Williams	Community Colleges: Homeless Students: Shower Facility	x								Asm. Higher Ed.
AB	2009	Lopez	Student Support Services: Dream Resource Liaisons	x								Asm. Higher Ed.
AB	2017	McCarty	College Mental Health Services Program	x								Asm. Higher Ed.
AB	2018	Ridley-Thomas	Mandated Child Abuse Reporting Employee Training Act	x								Asm. Higher Ed.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House Policy Cmte	Fiscal Cmte	Floor	Second House Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
AB	2056	Garcia E.	Cal Grant Program: Graduation Verification	x								Asm. Higher Ed.
AB	2069	Medina	Seymour Campbell Student Success Act of 2012 (PT Faculty)	x								Asm. Higher Ed.
AB	2123	Baker	Postsecondary Education: Student Financial Aid (Spot)									Introduced
AB	2132	Baker	Postsecondary Education (Spot)									Introduced
AB	2136	Mayes	Exemption for Nonresident Tuition (Deletes Nonimmigrant Exception)	x								Asm. Higher Ed.
AB	2154	Medina	Student Aid Commission: Student Members	x								Asm. Higher Ed.
AB	2157	Baker	Postsecondary Education (Spot)									Introduced
AB	2214	Harper	Public Postsecondary Education: Faculty Royalty Income Disclosure	x								Asm. Higher Ed.
AB	2222	Holden	Transit Passes (Postsecondary Education - Free Passes)	x								Asm. Trans.
AB	2251	Stone	Student Loan Borrowers' Bill of Rights	x								Asm. Higher Ed.
AB	2308	Hernandez R	Health Care Coverage: Enrollment Assistance	x								Asm. Higher Ed.
AB	2352	Rodriguez	Baccalaureate Degree Pilot Program (Crafton Hills CC)	x								Asm. Higher Ed.
AB	2364	Holden	Postsecondary Education: Tuition Exemption (Concurrently Enrolled Students)	x								Asm. Higher Ed.
AB	2383	Medina	Autism Employment and Education Act	x								Asm. Higher Ed.
AB	2412	Chang	Incentive Grant Program for Completion of Industry-Recognized Credentials	x								Asm. Higher Ed.
AB	2434	Bonta	Postsecondary Education and Higher Education Policy	x								Asm. Higher Ed.
AB	2455	Chiu	Automatic Student Voter Registration Program	x								Asm. E. & R.
AB	2494	Hernandez R	Veteran Resource Centers Grant Program	x								Asm. Higher Ed.
AB	2506	Thurmond	Student Financial Aid: Chafee Grants	x								Asm. Higher Ed.
AB	2521	Cooley	Los Rios Community College Pilot Program to Support Special Needs Students	x								Asm. Higher Ed.
AB	2646	Mayes	Postsecondary Education (Spot)									Introduced
AB	2654	Bonilla	Equity in Higher Education (Sexual Harassment Policies)	x								Asm. Higher Ed.
AB	2664	Irwin	Cal Grant Program (Spot)	x								Asm. Higher Ed.
AB	2681	O'Donnell	Public Postsecondary Education (Spot)	x								Asm. Higher Ed.
AB	2738	Olsen	School Bonds: Local School Bonds	x								Asm. Ed.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House: Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Second House: Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
AB	2750	Gomez	Postsecondary Education: Exemption from Nonresident Tuition	x								Asm. Higher Ed.
AB	2758	Gipson	Exemption from Nonresident Tuition (Concurrently Enrolled Students)	x								Asm. Higher Ed.
AB	2766	Lopez	Student Aid Commission (Student Representation)	x								Asm. Higher Ed.
AB	2791	Medina	Community Colleges: Disability Services Program	x								Asm. Higher Ed.
AB	2822	Chiu	Student Financial Aid: Student Success and Support Program	x								Asm. Higher Ed.
AB	2831	Chang	State Community Colleges Economic and Workforce									Introduced
AB	2850	O'Donnell	Postsecondary Education: Assumption Program of Loans for Education	x								Asm. Higher Ed.
AB	2860	Brown	Adult Education: Block Grant Program	x								Asm. Higher Ed.
ACA	7	Gonzalez	Voting Age: School and Community College Elections									Introduced
SB	66	Leyva	Career Technical Education Pathways Program (Sponsor)	x	x	x						Assembly
SB	893	Nguyen	Tuition and Fees: San Bernardino Dependents	x								Senate Ed.
SB	906	Beall	Public Postsecondary Education: Priority Enrollment (Sponsor)	x	x							Senate Approps.
SB	1038	Allen	Community College: Employees: Tuberculosis Examination	x								Senate Ed.
SB	1144	Hancock	Community College Apportionment (Correctional Officers Education)	x								Senate Ed.
SB	1218	Nguyen	California Postsecondary Education Commission (Spot)	x								Senate Rules
SB	1314	Block	Cal Grant A Entitlement Program	x								Senate Ed.
SB	1357	Block	Community Colleges: Enrollment Fees (Spot)	x								Senate Rules
SB	1358	Block	Postsecondary Education: Student Financial Aid (Spot)	x								Senate Rules
SB	1385	Leyva	Community Colleges: Optional Method for Warrants	x								Senate Rules
SB	1439	Block	Postsecondary Education: Sexual Harassment Prevention	x								Senate Rules
SB	1450	Glazer	The California Promise	x								Senate Ed.
SB	1455	Block	California Community Colleges: Board of Governors (Spot)	x								Senate Rules
SB	1460	Leno	Community Colleges Funding: San Francisco Community College District	x								Senate Ed.
			BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2									
AB	735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	x	x	x	x	x				Senate Ed.

Legislative Matrix 3 18 16

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House Policy Cmte	First House Fiscal Cmte	First House Floor	Second House Desk/Rules	Second House Policy Cmte	Second House Fiscal Cmte	Second House Floor	Concurrence	STATUS
AB	1850	Garcia E.	Educational Services Federal Immigration Reform	x								Asm. Ed.
AB	1943	Linder	Vehicles: Parking: Public Grounds	x								Asm. Trans.
AB	1961	Baker	Student Financial Aid: Private Nonprofit Postsecondary Educational Institutions	x								Asm. Higher Ed.
AB	2061	Waldron	Supervised Population Workforce Training Grant Program	x								Asm. J., E.D. & E.
AB	2097	Melendez	Career Technical Education (Spot)	x								Asm. Ed.
AB	2116	Gallagher	School Bonds: Citizens Oversight Committees	x								Asm. Ed.
AB	2124	Garcia E.	Teacher Credentialing: Career Technical Education	x								Asm. Ed.
AB	2155	Ridley-Thomas	Teachers Retirement: Full Time (Instructors in Adult Education)	x								Asm. P.E.,R. & S.S.
AB	2340	Gallagher	Gun-free School Zone	x								Asm. Pub. S.
AB	2476	Daly	Local Governments: Parcel Taxes: Notice	x								Asm. L. Gov.
AB	2520	Rodriguez	Student Financial Aid: Student Aid Commission	x								Asm. Higher Ed.
AB	2656	O'Donnell	Kindergarten to Grade 14 Education (Spot)	x								Asm. Ed.
SB	1042	Hancock	Child Care: State Preschool Programs: Eligibility Age	x								Senate Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3												
AB	1115	Salas	School Zones: State Highways	x		x	x	x				Sen. Trans. & Housing
AB	1648	Wilk	State Publications: Distribution	x			x					Asm. Jud.
AB	1679	Weber	Child Care: State Preschool Programs	x								Asm. Hum. S.
AB	1711	McCarty	UC: Nonresident Enrollment	x								Asm. Failed-Reconsid.
AB	1835	Holden	Private Postsecondary Education: Exemptions	x								Asm. Higher Ed.
AB	1880	Irwin	State Real Property: Reversion	x								Asm. Ed.
AB	1888	Low	Cal Grant: Nondiscrimination	x	x							Asm. Approps.
AB	1891	Dababneh	School Districts: Special Taxes: Exemptions	x								Asm. Rev. & Tax
AB	1912	Achadjian	Sex Offender Notification	x								Asm. Pub. S.
AB	1916	Irwin	Private Postsecondary Education: Student Tuition Recovery Fund	x								Asm. Higher Ed.
AB	2021	Ridley-Thomas	Elections Process: International Election Observers	x								Asm. E. & R.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

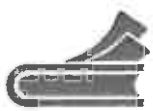| BILL		AUTHOR	SUBJECT	First House			Second House					STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB	2028	Cooper	School and Safety Employees: Wrongful Termination	x								Asm. P.E.,R. & S.S.
AB	2058	Mayes	CalWORKs Educational Opportunity and Attainment Program	x								Asm. Hum. S.
AB	2063	Gallagher	Work-Based Learning Opportunities	x								Asm. Ed.
AB	2064	Allen T	Public Postsecondary Education: Tuition and Mandatory Fees	x								Asm. Higher Ed.
AB	2137	Santiago	University of California: Student Transfer Process	x								Asm. Higher Ed.
AB	2156	Levine	Public Postsecondary Education: Higher Ed. Regional Workforce Coordination	x								Asm. Higher Ed.
AB	2163	Low	California State University: Campus Presidents	x								Asm. Higher Ed.
AB	2164	O'Donnell	Public Postsecondary Education: Tuition and Fees	x								Asm. Higher Ed.
AB	2166	Cooper	Public Postsecondary Education: Campus-Based Fees	x								Asm. Higher Ed.
AB	2181	Brown	Public contracts: Contract Specifications	x								Asm. A. & A.R.
AB	2183	Gatto	California State University: Personal Service Contracts	x								Asm. Higher Ed.
AB	2210	Harper	California State University: Student Access Fees	x								Asm. Higher Ed.
AB	2215	Medina	California State University Lottery Education Fund: CSU Trust Fund	x								Asm. Higher Ed.
AB	2257	Maienschein	Local Agency Meeting: Agenda: Online Posting	x								Asm. L. Gov.
AB	2288	Burke	Apprenticeship Programs	x								L. & E.
AB	2294	Gomez	The California State University: Employees: Leaves of Absence	x								Asm. Higher Ed.
AB	2302	Harper	University of California: Labor Institute	x								Asm. Higher Ed.
AB	2317	Mullin	California State University: Doctor of Audiology Degree	x								Asm. Higher Ed.
AB	2344	Chang	Workforce Development									Introduced
AB	2386	Garcia	California State University: Trustees	x								Asm. Higher Ed.
AB	2393	Campos	Classified Employees: Sick Leave	x								Asm. P.E.,R. & S.S.
AB	2419	Jones	The New University of California	x								Asm. Higher Ed.
AB	2429	Thurmond	School District Bonds	x								Asm. Ed.
AB	2447	Campos	Leroy F. Green School Facilities Act of 1998 (Energy Analysis Report)									Introduced
AB	2484	Gray	University of California, Merced: Campus Security									Introduced
AB	2499	Maienschein	Sexual Assault Evidence Kits	x								Asm. Pub. S.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House Policy Cmte	First House Fiscal Cmte	First House Floor	First House Desk/Rules	Second House Policy Cmte	Second House Fiscal Cmte	Second House Floor	Concurrence	STATUS
AB	2557	Santiago	State Contracts: Nondiscrimination Clause	X								Asm. A. & A.R.
AB	2581	Medina	Higher Education and Campus Closures	X								Asm. Higher Ed.
AB	2599	Gipson	Rape: Consent (Penal Code - Incapable of Giving Consent)	X								Asm. Pub. S.
AB	2732	Chang	Public Postsecondary Education: Mandatory Orientation	X								Asm. Higher Ed.
AB	2786	Chavez	4-Year Baccalaureate Degree	X								Asm. Higher Ed.
AB	2787	Chavez	Student Financial Aid: Middle Class Scholarship Program	X								Asm. Higher Ed.
AB	2843	Chau	Public Records	X								Asm. Jud.
AB	2851	Maienschein	State Mandates									Introduced
SB	872	Hall	Local Law Enforcement: Supplemental Services	X								Senate Pub.S
SB	915	Liu	Teacher Recruitment: Center on Teaching Careers	X	X							Senate Approps.
SB	1059	Monning	Postsecondary Education: Title 38 Awards	X								Senate B. P. & ED.
SB	1071	Allen	Special Education Funding: Preschool-Age Individuals	X								Senate Ed.
SB	1123	Leyva	Pupil Instruction: High School Graduation Requirements	X								Senate Ed.
SB	1148	Stone	Education Expenses (Tax Deduction)	X								Senate Gov. & F.
SB	1180	Jackson	Public School Employees: Military Veterans (Medical Leave)	X								Senate V.A.
SB	1184	Cannella	Health Care: Workforce Training Programs	X								Senate Rules
SB	1192	Hill	Private Postsecondary Education Act of 2009 (CPEC Reference)	X								Senate B. P. & ED.
SB	1274	Wolk	University of California: Innovation Acceleration Fund	X								Senate Rules
SB	1275	Moorlach	Public Records	X								Senate Rules
SB	1288	Leno	Elections: Local Voting Methods	X								Senate Elec. & CA
SB	1348	Cannella	Licensure Applications: Military Experience	X								Senate B. P. & ED.
SB	1359	Block	Cal Grant Program (Spot)	X								Senate Rules
SB	1412	Block	California State University: Investments	X								Senate Ed.
SB	1417	Galgiani	Public Education: Student Loan Payment Program	X								Senate Ed.
SB	1436	Bates	Local Agency Meetings (Salary Discussions)	X								Senate Gov. & F.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House			Second House				Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
SCA	12	Runner	University of California: Students	X								Senate Ed.
			BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills									
AB	12	Cooley	State Government: Administrative Regulations: Review	X	X	X	X	X	X			Senate Approps. - Held
AB	13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X	X	X	X				Senate Ed.
AB	27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X	X				Senate Ed.
AB	113	Weber	Local Government	X	X	X	X	X				Senate Budget & Fiscal
AB	204	O'Donnell	Redevelopment: County of Los Angeles	X	O	X	X	X	O	X		Senate Floor - Inactive
AB	520	Levine	Apprenticeship	X	X	X	X	X				Senate L & I.R.
AB	626	Low	Community Colleges: Instructors	X	X	X	X	X				Senate Ed.
AB	743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X	X	X	X	X			Senate Approps. - Held
AB	770	Irwin	Community Colleges: Basic Skills: Professional Development (Support, if amended)	X	X	X	X	X	X			Senate Approps. - Held
AB	801	Bloom	Success for Homeless Youth in Higher Education Act	X	X	X	X	X	X	X		Senate Floor - Inactive
AB	882	Wilk	School Bonds: Portable Electronic Devices	X	O	X	X	X				Senate Gov. & F.
AB	934	Bonilla	Education Technology: K-12 High Speed Network (Support)	X	X	X	X	X				Senate Ed.
AB	969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB	1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X	X	X	X	X	X		Senate Approps. - Held
AB	1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X	X	X	X				Senate Ed.
AB	1145	Medina	Pupils: Early Commitment to College Program	X	X	X	X	X	X			Senate Approps.
AB	1317	Salas	CSU and UC: Executive Officer Compensation	X	X	X	X	X				Senate Ed.
AB	1370	Medina	Public Postsecondary Education: Student Residency	X	X	X	X	X				Senate Ed.
AB	1385	Ting	Community Colleges: Accreditation (No Position)	X	X	X	X	O	O	X		Senate Floor - Inactive
AB	1397	Ting	Community Colleges: Accreditation: Public Comment (No Position)	X	X	X	X	X	X	X		Senate Floor - Inactive
SB	12	Beall	Foster Youth	X	X	X	X	X	X			Asm. Approps. Held
SB	15	Block	Postsecondary Education: Financial Aid (Support)	X	X	X	X					Asm. Higher Ed.
SB	45	Mendoza	Federal Workforce Innovation and Opportunity Act	X	X	X	X					Asm. L. & E.

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 3/18/2016

BILL		AUTHOR	SUBJECT	First House			Second House				Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
SB	62	Pavley	Student Financial Aid: Assumption of Loans for Education	X	X	X	X	X	X			Asm. Approps. Held
SB	645	Hancock	After School Programs: Grant Amounts	X	X	X	X	X	X			Asm. Approps. Held
SB	786	Allen	Adult Education: Regional Consortia	X	X	X	X	X	X			Asm. Approps. Held
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget												
AB	1598	Weber	Budget Act of 2016	X								Asm. Budget
AB	2908	Higher Ed.	Higher Education Omnibus									Introduced
SB	825	Leno	Budget Act of 2016	X								Senate Budget

Status

Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.

Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.

Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547

Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov

Executive Committee Agenda Item

SUBJECT: Outline for Course Outline of Record Paper Revision		Month: April	Year: 2016
		Item No IV. B.	
		Attachment: YES	
DESIRED OUTCOME:	Approve the outline for the revision of the Course Outline of Record paper	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	Annie Wilcox-Barlettani	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 9.06 F14 calls for the revision of the 2008 paper *The Course Outline of Record: A Curriculum Reference Guide*:

> Whereas, The Academic Senate for California Community Colleges adopted the paper The Course Outline of Record: A Curriculum Reference Guide in Spring 2008 and has not updated it since; and
>
> Whereas, Numerous changes to the California Community Colleges Chancellor's Office curriculum requirements have occurred since Spring 2008;
>
> Resolved, That the Academic Senate for California Community Colleges update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.

The Curriculum Committee recommends that the revision maintain the same format and voice as the 2008 paper, with content to be revised made and added as necessary. The Curriculum Committee broadly identified the revisions and additions needed, and they are presented in the attached outline. The outline is actually built from the table of contents of the 2008 paper. The current plan is to bring a draft for first reading at the May meeting, for a final reading at either the August or September meeting, and for action by the delegates at the fall 2016 plenary session. The Curriculum Committee therefore requests approval of the outline for the revision of the paper.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The Course Outline of Record – A Curriculum Reference Guide

Table of Contents from 2008 Paper. Curriculum Committee comments and proposed revisions in *red italics.*

<u>General Principles for the Update</u>
- Maintain same format and voice from 2008 paper
- Make edits to improve clarity as needed
- Add new material as noted
- Update content as required, including references to regulations, CCCCO documents, ASCCC papers, etc.

<u>SECTIONS</u>

Abstract

Introduction
Note: Address curriculum management systems and making sure technology doesn't drive curriculum.

How to Use this Paper

Planning the Course Outline of Record
- Initial Considerations
- Writing an Integrated Course Outline
- Resources for the Developer

Components of a Course Outline of Record
- Elements that Apply to all Credit and Noncredit Courses
  - Needs justification
  - Chancellor's Office data elements
  - Title 5 – standards for approval
  - Discipline assignment

Elements that Apply to Credit Courses
- Unit value – *Integrate the unit calculation method in the 6th edition PCAH/October 2015 memo, expand on unit calculation scenarios and effective practices, US Department of Education definition of the credit hour.*
- Contact hours
- Pre/co-requisites/advisories *and other limitations on enrollment*
- Catalog description
- Objectives

- o *Relation to Student Learning Outcomes as defined in 2010 Glossary, include reference to 2014 ACCJC standards*
- Content, *including distinguishing between levels within families*
- Methods of Instruction
- Methods of evaluation, *and course grading policies (letter grade vs. P/NP)*
- Assignments
- Required texts and other instructional materials
- *Determining levels below graduation/transfer - CB 21 coding rubrics*

Elements that Apply to Noncredit Courses
- Contact hours
- Catalog description
- Objectives
- Content
    - o CDCP vs. "regular" noncredit courses
- Methods of Instruction
- Methods of evaluation
- Assignments and/or activities

Relevant course outline elements
- Modality of instruction *(distance education)*
- Course calendar and class size
- Other local elements

General curriculum considerations
- Local Processes and Autonomy
- *Repeatability and Families (NEW)*
- Courses and Program Approval (Chancellor's Office), *including substantial vs. non-substantial changes*
- *C-ID and relation to ADTs (NEW)*
- Program Review and Revising the Course Outline
- Changes Which Would Trigger a Course Review
- California Education Segments, Roles, and Students
- CSU/GE Breadth and IGETC
- *Noncredit, including CDCP (NEW)*
- Contract Education, Not-for-Credit Courses and Community Service Offerings, *Co-enrollment of community service students in credit courses*
- *Experimental/special topics courses*
- *Cooperative work experience, directed clinical courses, clock hour programs, and other peculiarities*

Appendices

- Appendix 1 – Glossary
- Appendix 2 – Title 5 §55002, *55003*
- Appendix 3 –Course Outline of Record Additional Requirements
- Appendix 4 – Relevant Publication Sources
- Appendix 5 – Resource Links
- Appendix 6 – Course Outline Examples
- Appendix 7 – Descriptive Terms
- *Appendix 8 – MIS data elements, SAM codes, etc. (NEW)*
- *Appendix 9 – CB 21 rubrics*

Executive Committee Agenda Item

SUBJECT: *Minimum Qualifications and WFTF Recommendations*		Month: April	Year: 2016	
		Item No IV C		
		Attachment: YES		
DESIRED OUTCOME:	Inform and Seek Input	Urgent: YES		
		Time Requested: 15 minutes		
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**		
REQUESTED BY:	John Stanskas	Consent/Routine		
		First Reading		
STAFF REVIEW[1]:	Annie Wilcox-Barlettani	Action	X	
		Information		

Please note: Staff will complete the grey areas.

BACKGROUND:

The Board of Governor's Task Force on Workforce and a Strong Economy recommended we consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs. There is pressure from both within the ranks of faculty and external to address this recommendation. The Standards and Practices Committee devised the following structure to facilitate conversation:

- *April 2, 8: CTE Discipline Outreach at C-ID DIGs for CTE Disciplines*

- *April 13: Webinar*

- *April 21: Plenary Breakout Discussion*

- *May 5: in-person meeting to develop plans, Pre-Session to the CTE Leadership Academy*

The facilitation begins with increasing awareness of the current allowable mechanisms available to colleges. The meeting in May is from 10-4pm and will hopefully result in ideas and practices that can be shared.

DESIRED OUTCOME:

Inform the Executive Committee of these activities and solicit input and approval, as appropriate.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
for California Community Colleges

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Minimum Qualifications for Faculty in the California Community Colleges

March 2016

EDPAC/WEDPAC Meeting, Sacramento

John Stanskas, ASCCC Secretary

Academic Senate
for California Community Colleges

L E A D E R S H I P .　E M P O W E R M E N T .　V O I C E .

- CA Education Code Section 87357 states:

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.

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- Taskforce recommendations include:

- *Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.*

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Guiding Principles:

1. Colleges offering credit and noncredit instruction must have, as its focus, the education of students and development of career goals.

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Guiding Principles:

2. Faculty must have both a depth of knowledge in a discipline and a breadth of knowledge about how the principles of the discipline are applicable outside of the discipline.

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Colleges may offer short-term training through contract education (not-for-credit) or community service classes that are not appropriate for apportionment.

Colleges may incorporate guest lecturers, field trips, and work experience into credit and noncredit curriculum

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Equivalency to the minimum qualifications is possible for faculty who do not have the listed degree, but *possess qualifications at least equivalent to the minimum qualifications*

The ASCCC is aware that equivalency processes are locally determined and inconsistent across both a region and the state.

Academic Senate
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There is also a need to evaluate the minimum qualifications, equivalency processes, and educate the field about potential options to expand the current pool of faculty and improve credit and noncredit instructional delivery

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for California Community Colleges

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- To accomplish the recommendation, the ASCCC plans to:

- *April 2, 8: CTE Discipline Conversation*

- *April 13: Webinar*

- *April 21: Plenary Breakout Discussion*

- *May 5: in-person meeting to develop plans*
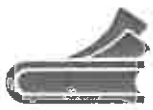
Executive Committee Agenda Item

SUBJECT: ASCCC Participation on COERC		Month: April	Year: 2016
		Item No: IV. D	
		Attachment: **NO**	
DESIRED OUTCOME:	Exec will discuss and recommend participation on the COER Council	Urgent: **YES**	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Davison	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Annie Wilcox-Barlettani	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In June 2015, three faculty (Cheryl Aschenbach, Dan Crump, and Dolores Davison) were appointed by the ASCCC President to serve as the CCC representatives on the California Open Educational Resources Council (COERC). COERC was created out of legislation (AB 1052/1053, Steinberg, 2012) to determine a list of 50 lower division courses in the CCC, CSU and UC, and identify OER textbooks and related materials appropriate for these courses, and to include links and reviews of these materials in a digital library. The legislation also noted that COERC would be under the administration of the Intersegmental Committee of Academic Senates (ICAS). In 2015, new legislation (AB 798, Bonilla, 2015) expanded the work of the Council to create an incentive process for CCC and CSU campuses to provide incentives and reward campus, staff, and faculty efforts to accelerate the adoption of OER materials. Applications for these incentives are due by the end of June and are to be read by the Council members over the summer.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute		Month: April	Year: 2016
		Item No: IV E	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the Faculty Leadership Institute Program.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno and Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	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 suggest breakouts and general sessions. Two suggested general session speakers are:

Changing the college culture: The following is the description of the presentation at the Academic Academy. This presentation was well received by the attendees, EDAC committee members, and Executive Committee members in attendance. EDAC members recommend that this presentation be provided to the new leadership of local senates, particularly because it discuss changing the culture of local senate around diversity.

Lead the Choir: How Local Academic Senate Leadership is Critical for Integrating Equity into the Campus Culture
Veronica Neal, Office of Equity Director, De Anza College
Mayra Cruz, Professor of ECE, Academic Senate President, De Anza College

Equity is the hot topic across the state as well as in our local academic senates. Many of the conversations center on student achievement, and for good reason, as they imply that we make a commitment that every student receives what she or he needs to succeed. However, student 4 March 18 success happens in the context of a healthy functioning system that has been made equitable as a means of transformation. Presenters will engage attendees in a new paradigm of excellence through equity. An essential aspect of equity is creating a framework for driving equity deeper into the institution and further leveraging the abilities of those working on equity from the top down, middle out, and bottom up.

The second general session would be on the CTE DataUnlocked presentations across the state for colleges and constituent groups but with a discussion of why local senates should be participating in this work.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Leadership, Empowerment and Voice
Faculty Leadership Institute
June 11-13, 2015
Thursday, June 11, 2015

11:30 AM   Lunch for PDC Pilot participants and Early Arrivers
Ballroom Salon I, II

12:30 PM – 1:00 PM General Session – State of the Senate
Ballroom Salon I, II
David Morse, Senate President

The ASCCC President provide an overview of important issues and developments affecting local senates at the state level.

1:00 PM – 1:30 PM Collegial Consultation: Why Participatory Governance Matters

Ballroom Salon I, II
Michelle Grimes-Hillman, South Representative, Facilitator
Wheeler North, Treasurer

Let's explore effective practices for collegial consultation. Participants will use their knowledge of policies, regulations, and law for appropriate participatory governance by analyzing scenarios.

1:30 PM – 2:30 PM Bases for Academic Senates: Who are we and What are our Roles?
Ballroom Salon I, II
Craig Rutan, Area D Representative
Cynthia Rico, South Representative

In order to serve their faculty effectively, academic senate leaders must have a clear understanding of the definitions and sections in Education Code and Title 5 that delineate the senate's purview and roles in college governance. This session will offer definitions of concepts such as academic and professional matters, the 10+1, and collegial consultation in order to form a basis for establishing the senate's role in college and district policies and processes. Participants will also engage in table discussions of specific hypothetical scenarios relating to senate purview.

2:30 PM - 2:45 PM   Coffee Break

2:45 PM – 3:45 PM   Resolution Writing
Ballroom Salon I, II
John Stanskas, Secretary
Dolores Davison, Area B Representative

This session will begin with a brief overview of the ASCCC resolutions process. Attendees will then work in groups to create resolutions on topics of statewide importance for the mock plenary session on Saturday.

4:00 PM – 5:15 PM Breakout Session

Empowering Local Senates
Willow Glen I
Michelle Grimes-Hillman, South Representative
Cynthia Rico, South Representative

Maintaining a relationship with the Statewide Academic Senate and developing familiarity with the 10+1 are imperative for all faculty leaders. This interactive discussion will review the resources available to help you navigate legislation, regulations, and local requirements regardless of your leadership role on your campus.

Keeping Your Senate Involved, Engaged and On Course
Willow Glen II

John Freitas, Area C Representative
Ginni May, North Representative

As senate president you are ultimately responsible for making sure that your senate operates efficiently. This includes preparing agendas, making committee appointments, ensuring committees work effectively, and supporting your senate membership to be involved and engaged in local and statewide matters. You must also work collaboratively with your administration and other constituencies to ensure that college processes in regard to academic and professional matters are followed and that faculty primacy under the 10+1 is respected. What strategies can be employed, without you doing all of the work, to keep your senate involved, engaged, and on course with the work of the senate? Join your presenters and colleagues for some ideas and a lively discussion about their experiences in keeping their senates involved, engaged, and on course.

Navigating Through the Challenges of Minimum Qualifications and Equivalency
Willow Glen III

Randy Beach, At Large Representative
Craig Rutan, Area D Representative

To maintain high academic standards, the Academic Senate and the Board of Governors have established minimum qualifications for instructors in all recognized disciplines. As a local senate president, you or your faculty may be asked to evaluate whether a candidate's qualifications are "equivalent" to those in the Disciplines List. Please join us for an interactive discussion about minimum qualifications and equivalency.

5:15 PM   Break

6:00 PM   Graduation Reception

Ballroom Salon V and VI

It is time to celebrate the graduates of the 2015 inaugural class of the Professional Development College Leadership Academy. Over the past year, our graduates attended numerous ASCCC events, completed assignments, consulted with their mentors, and became engaged leaders at their college and for the ASCCC. They have worked hard and accomplished much. Please join us in toasting their success!

Attendees will sign up for dinner at various restaurants near the hotel. Dinner groups will be led by Executive Committee members. Sponsored by the ASFoundation

Friday, June 13, 2015

8:30 AM   General Session: The Community College Budget
Ballroom Salon I, II
David Morse, President, Facilitator
Dan Troy, Vice-Chancellor of Finance, CCCCO

Vice-Chancellor Dan Troy will offer an overview and explanation of the current budget proposals for 2015-16 and will give tips for aspects of budget that local senate presidents should be aware of.

9:45 AM   Coffee Break

10:00 AM   Second Breakout
Dan's Budget Promise - It's Good Now But...: Budget Discussion Follow-up
Willow Glen I

Wheeler North, Treasurer
Dan Troy, Vice-Chancellor of Finance, CCCCO

This breakout is a followup discussion to the Budget General Session, providing an opportunity for some detailed dialog and questions. Time permitting, it will also provide some exploration of the many excellent fiscal resources available on the Chancellor's Office website about every district's fiscal status, which can help attendees engage in more meaningful and productive local planning conversations.

Representation Matters: Hiring Diverse Faculty and Building Diverse Leadership
Willow Glen II

Dolores Davison, Area B Representative
James Todd, Area A Representative

As our student populations continue to change, successful equity efforts increasingly depend on diversity and cultural competency. How might we best reflect the students we serve at our local institutions? What are the possibilities of ensuring diversity in our pools and hiring processes within

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the confines of Title 5, Education Code, and Equal Employment Opportunity mandates? Join us for an informative and intriguing discussion of these issues, and bring your questions, thoughts, and experiences as we look for effective practices in hiring diverse faculty and building diverse leadership.

Avoiding a Train Wreck: Ensuring Meetings Are Effective and Productive
Willow Glen III

Cheryl Aschenbach, At Large Representative
Craig Rutan, Area D Representative

Have you ever been in a meeting that devolved into nothing but one long argument? No one plans for a meeting to fall apart, but once it does coming to consensus is very difficult. What can you do as a faculty leader to ensure that your meetings remain professional and productive? Join us for a discussion about using planning and leveraging relationships to ensure that your meetings stay on track.

11:15 PM   Break

11:30 PM   Lunch
Ballroom Salon I, II

12:15 PM – 1:15 PM   Panel Discussion: It's Not Just Politics: The Importance of Establishing Strong Relationships
Ballroom Salon I, II

Julie Bruno, Vice President, Facilitator
Richard Hansen, CCCCI, Foothill College
David Morse, ASCCC
Thuy Nguyen, CCLC
Craig Justice, CIO, Irvine Valley
Bill Scroggins, CEO, Mt. San Antonio College

More often than not, being an effective senate leader is inextricably connected with the status of our relationships with CEOs, CIOs, union leaders, and board members, as well as other individuals and groups. Keeping these relationships cooperative and collegial ensures the effectiveness of the senate in representing faculty and makes the work of college leaders much more enjoyable. Join us for a panel discussion with experienced leaders from other constituencies as we discuss ways to engage in and sustain collaborative relationships to make life easier and support the work of the senate.

1:30 PM 2:45 PM Third Breakout
Willow Glen I

Developing Leadership Style: How to Be Strategic and Political Without Being Negative and Paranoid
David Morse, President
Julie Bruno, Vice-President

Serving as a faculty leader can be a complicated task. One must always be vigilant and ready to defend the rights and voice of faculty, but at the same time one rarely achieves good results by being adversarial or negative. This breakout will discuss ways to represent faculty perspectives and interests while still working collaboratively and positively with other constituent groups.

Faculty Recognition: Sharing Exemplary Practice
Willow Glen II

John Stanskas, Secretary
Julie Adams, Executive Director

We are taught at a very young age to say "thank you" and acknowledge the good things we get from other people. Yet, rarely do we feel or express gratitude at work. When was the last time someone thanked you for being a great instructor, a good leader, or just a terrific person? People like to hear "great job" or "job well done," particularly from their colleagues. One of the tenets of professional development is recognizing the successes of others. As a new senate leader, one way to build community among your faculty is to celebrate successes and hard work. Come to this session to learn ways to acknowledge your colleagues and the work they do and to enhance your applications for Senate awards.

Where is it Written? Ed. Code, Title 5, and Local Senates
Willow Glen III

Dolores Davison, Area B Representative
Ginni May, South Representative

In our roles as local senate leaders, we are often questioned by others, including administrators and fellow faculty, about the authority of the academic senate and the specifics found in regulations regarding academic and professional matters. Some may refer to the regulations to assert their own point of view, stating "It's in Title 5 (or Ed Code)", while others may ask, "Where is that written?" This breakout is designed to help local senate leaders decipher the woven worlds of code, regulation, and process to find the answers in writing that help our colleges move forward.

2:45 to 3:00 PM   Break

3:00 PM – 3:30 PM   Area Meetings: Building A Community

3:30 PM - 4:15 PM Resolution Amendments
Ballroom Salon I, II

4:15 PM – 5:30 PM   Fourth Breakout

SSSP/Student Equity Plan
Willow Glen I

Cynthia Rico, South Representative
Cheryl Aschenbach, At Large Representative

Senate leaders should be familiar with the SSSP and Student Equity Plans and should ensure there is broad faculty participation in development of both plans along with Senate approval before submission in the fall. Join us for an overview of SSSP and Equity Plans after last year's submissions and given the recent reviews that were received. We will also discuss what will be expected for 2015-2016 plans as well as hear how other colleges fared and are preparing.

Building a Vibrant Future: Recruiting and Developing New Faculty Leaders
Willow Glen II

Dolores Davison, Area **B** Representative
Wheeler North, Treasurer

The first rule of good leadership is "recruit and develop your replacement." Another key concept is "diverse representation leads to stronger healthier communities." Join us as we explore ways to engage and recruit faculty into leadership roles, both on your campus and in your Senate. Additionally, we will discuss involving those who are otherwise challenged in their ability to participate, including part-time, student services and CTE faculty.

Keeping It Legal: the Brown Act
Willow Glen III

Michelle Grimes-Hillman, South Representative
Randy Beach, At Large Representative

As legislatively-created bodies, local senates are required to comply with The Brown Act for Open Meetings for Local Legislative Bodies. So, what does this mean for you as a local senate leader? Is it just postings, deadlines, and minutes or is there more to think about? Whether you're a veteran with motions and debates or are just getting your parliamentary feet wet, this workshop will establish for you the basis for this requirement, effective practices when conducting meetings, and things to remember when complying with the requirement.

5:30   PM   Dinner on your own

8:30 AM   Fifth Breakout
Senate Resources at your Finger Tips
Willow Glen I
Julie Adams, Executive Director
John Stanskas, Secretary

Whether you are a new or seasoned leader, you will need resources to effectively guide your senate through the work of the college. The ASCCC website has a vast array of resources to help local senates as they deliberate and make informed decisions about academic and professional matters. Come and learn how to maximize use of the Academic Senate website to locate specific information in papers, resolutions, and the *Rostrum,* as well as how to request technical assistance and volunteer to State Service. Bring your questions.

Looking in the Rear View Mirror: Leadership Wisdom for the Road Ahead
Willow Glen II

Michelle Grimes-Hillman, South Representative, Facilitator
John Freitas, Area C Representative
James Todd, Area A Representative

It's easy to feel overwhelmed as new senate president or curriculum chair. All of a sudden you are the person everyone expects to find all the answers, solve all the problems and work effectively with your administration, all without losing sight of the faculty perspective. There are going to be times you say, "If only I had known that beforehand!" While it is said that with experience comes wisdom, wouldn't it be nice to gain some of that wisdom now? Join your presenters, freshly "retired" as local senate presidents and curriculum chairs, as they take a look in the rear view mirror of their local leadership careers and provide advice for your leadership journey on the road ahead.

Conversation with the ASCCC Leadership
Willow Glen III

David Morse, President
Julie Bruno, Vice-President

Have a question on some current issue at the state or local level? Have input you would like to give about an initiative or a piece of legislation that you have heard about? Confused about how a particular state level mandate might affect your college locally? Bring your questions, comments, and suggestions to this conversation with the ASCCC president and vice-president. All topics are fair game, so come ready to engage in the discussion.

9:45 AM   Break

<u>10:00 AM</u>   <u>General Session: Mock Plenary Session</u>
Ballroom Salon I, II

David Morse, Chair
Resolutions Committee Members
Joh Freitas, Parliamentarian

<u>1:00 PM</u>   <u>Adjournment</u>

<u>2015 – 2016 Executive Committee</u>
David Morse, President (Long Beach City College)
Julie Bruno, Vice President (Sierra College)
John Stanskas, Secretary (San Bernardino Valley College)
Wheeler North, Treasurer (San Diego Miramar College)
James Todd, Area A Representative (Modesto Junior College)
Dolores Davison, Area B Representative (Foothill College)
John Freitas, Area C Representative (Los Angeles City College)
Craig Rutan, Area D Representative (Santiago Canyon College)
Kale Braden, North Representative (Cosumnes River College)
Ginni May, North Representative (Sacramento City College)
Michelle Grimes-Hillman, South Representative (Mt. San Antonio College)
Cynthia Rico, South Representative (San Diego Mesa College)
Cheryl Aschenbach, At Large Representative (Lassen College)
Randy Beach, At Large Representative (Southwestern College)
Julie Adams, Executive Director

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Executive Committee Agenda Item

SUBJECT: Final Review - Spring Session Planning		Month: April	Year: 2016	
		Item No: IV. F		
		Attachment: NO		
DESIRED OUTCOME:	The Executive Committee will approve the final program 2016 Spring Session	Urgent: YES		
		Time Requested: 30 minutes		
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**		
REQUESTED BY:	Julie Adams	Consent/Routine		
		First Reading		
STAFF REVIEW[1]:	Annie Wilcox-Barlettani	Action	X	
		Information		

Please note: Staff will complete the grey areas.

BACKGROUND:

Members will discuss the final program for Spring Plenary 2016 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.

---

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: April	Year: 2016
		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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	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.

---

[1] 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: 2016
		Item No: V. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1].	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Morse and Vice President Bruno will highlight the recent Board of Governors and Consultation meetings. 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

---

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

NOTICE OF MEETING

of the
Board of Governors of the California Community Colleges
Chancellor Search Committee

Friday, March 11, 2016
10:00 a.m. – 4:00 p.m.

NOTE: The meeting location listed below is open to the public.

Board of Governors Chambers
1102 Q Street, 6th Floor
Sacramento, CA 95811

NOTICE IS HEREBY GIVEN that the Chancellor Search Committee will hold a meeting on Friday, March 11, 2016. The meeting will commence at 10:00 a.m. The agenda is as follows:

1. Welcome and Introductions – Cecilia Estolano, Chair of Chancellor Search Committee

2. Adjournment into Closed Session – Personnel Matters

   Topic: Public Employment - Government Code Section 11126(a)
   Title: Chancellor

   The Chancellor Search Committee will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).

3. Reconvene Open Session/Report From Closed Session (if applicable)

4. Public Comment

All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations such as alternate media materials, sign language interpreters, or real-time transcription will be provided to persons with disabilities upon request. Persons requesting such accommodations should contact Christina N. Castro, 1102 Q Street, Sacramento, CA, 95814-6511, ccastro@cccco.edu, (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

For further information, call
Christina Castro, Board Liaison
California Community Colleges
(916) 323-5889
This Notice is available online at www.cccco.edu

STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President's Report

Chancellor's Report

CONSENT CALENDAR

January 19-20, 2016, Board Meeting Minutes (Erik Skinner)   Item 1.1
    This item presents the minutes from the January 19-20, 2016 board meeting.

Relocation and Name Change of Middlefield Education Center, Foothill-DeAnza   Item 1.2
Community College District (Dan Troy)
    This item seeks approval for the Foothill–De Anza Community College District to relocate the existing programs at Foothill College's Middlefield Center to a new location to be called the Foothill College Education Center.

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 2016 agenda.

Moving to a new Model of Accreditation for California Community Colleges   Item 2.2
(Brice W. Harris)
    This item requests approval of Resolution 2016-03 stating their intention to seek another accreditor for the California community colleges.

Approval of the 2016-17 Expenditure Plan of the Workforce & Economic Development   Item 2.3
Division; Update on Workforce Data & Outcomes (Van Ton-Quinlivan)
    This item requests the approval of the Workforce and Economic Development Division 2016-17 expenditure plan for seven funding streams and provides an update on Workforce Data and Outcomes.

Approval of Los Rios Community College District's Rancho Cordova Educational Center   Item 2.4
(Dan Troy)
    This item requests state approval of the Rancho Cordova Educational Center in the Los Rios Community College District.

Update to the 1991 Long-Range Growth Plan (Dan Troy)   Item 2.5
    This item recommends that the Board of Governors approve the update to the 1991 Long-Range Growth Plan and the name change to the "Long-Range Master Plan."

All times are approximate and subject to change. Order of items is subject to change

California Community Colleges-University of California (CCC-UC) Transfer Partnership   Item 2.6
(Pamela D. Walker)
> This item recommends that the Board of Governors approves the proposed strategies and funding to build upon and strengthen California Community College transfer pathways to the University of California, with special emphasis towards serving under-represented students.

Regulations Authorizing the Establishment of the Baccalaureate Degree Pilot Program   Item 2.7
Handbook (Pamela D. Walker)
> This item requests the approval of proposed regulations authorizing the establishment of the Baccalaureate Degree Pilot Program Handbook.

Minimum Qualifications for Disabled Students Programs and Services Employees   Item 2.8
(Pamela D. Walker)
> This item recommends the adoption of proposed changes to California Code of Regulations (CCR) title 5, section 53414, to create minimum qualifications for a faculty Learning Disability Specialist position, and to amend the current minimum qualifications for a Disabled Student Programs and Services (DSPS) Counselor position.

California and Nevada Interstate Attendance Agreement – Lake Tahoe Community   Item 2.9
College (Thuy T. Nguyen)
> This item requests approval of the proposed Interstate Attendance Agreement between the Board of Governors of the California Community Colleges and the Board of Regents of the Nevada System of Higher Education ("Agreement").

Chancellor Emeritus   Item 2.10
(Geoffrey L. Baum)
> This item requests approval of the proposed Resolution No. 2016-04 conferring the title of Chancellor Emeritus upon Dr. Brice W. Harris.

INFORMATION AND REPORTS

"I *Can* Afford College" Financial Aid Awareness Campaign Update and Preview   Item 3.1
of New Ad Campaign (Paul Feist)
> This item presents an Update on The California Community Colleges "I *Can* Afford College" Financial Aid Awareness Campaign and a Screening of the New TV/Online Video & Radio Ad.

State & Federal Legislative Update (Vincent Stewart)   Item 3.2
> This item presents the Board of Governors an update on recent state and federal activities.

Inmate and Re-Entry Education (Pamela D. Walker)   Item 3.3
> This item provides the Board of Governors an update on the Inmate Education Pilot Program.

Update—Demonstration of Professional Learning Network (Paul Steenhausen)   Item 3.4
> This item provides an update on the Professional Learning Network, and will include a demonstration of its features and functionalities.

The Foundation for California Community Colleges' CollegeBuys Program: Item 3.5
Expanding Engagement, Partnerships, and Collaboration in Cooperative Purchasing (Keetha Mills)
> This item provides information on the Foundation's CollegeBuys purchasing program.

2016 Hayward Awards For Excellence In Education (Pamela D. Walker)   Item 3.6

    This item announces the 2016 Hayward Award for Excellence in Education recipients representing the best of California's community college educators.

Recognition of Mario Camara, founding member of the Board of Directors for the   Item 3.7
Foundation for California Community Colleges (Keetha Mills)

    This item recognizes the long-standing service of Mario Camara, founding member of the Board of Directors for the Foundation for California Community Colleges, and former Board of Governors Member.

Board Member Reports   Item 3.8

    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

All times are approximate and subject to change. Order of items is subject to change

Monday, March 21, 2016
10:00 AM*
Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811

CLOSED SESSION AGENDA

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:

- *Lopez. v. San Bernardino Community College District, et al.,* San Bernardino Superior Court of California, Case No. CIVDS1511495

Conference with Legal Counsel – Anticipated Litigation: Under Government Code section 11126(e), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide whether there is significant exposure to litigation, and to consider and act in connection with matters for which there is significant exposure to litigation. Under Government Code sections 11126(e)(1) and (e)(2), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Personnel Matters: Under Government Code section 11126(a), the Board of Governors hereby provides public notice that it may meet in Closed Session regarding the appointment, employment, evaluation of performance, or dismissal, discipline, or release of public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.

- Topic: Public Employment - Government Code Section 11126(a)
  Title: Chancellor

  The Board of Governors will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).

- Topic: Public Employment - Government Code Section 11126(a)
  Title: Acting Chancellor

  The Board of Governors will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).

CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE
1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
http://www.cccco.edu

AGENDA
Consultation Council
Thursday, March 17, 2016
Chancellor's Office, Room: 6ABC
9:30 a.m. to 2:00 p.m.
1102 Q St, 6th Floor
Sacramento, CA 95811

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

1. **Student Senate Update**

2. **Accreditation**

3. **Regulations Workgroup**

4. **DSPS Funding Formula**

5. **State and Federal Legislative Update**

6. **Other**

Future 2016 Meeting Dates:

April 21, 2016
May 19, 2016
June 16, 2016
July 21, 2016
August – No Meeting
September 15, 2016
October 20, 2016
November 17, 2016 (Riverside)
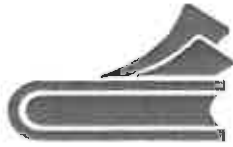
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LEGISLATIVE AND ADVOCACY COMMITTEE
Tuesday, February 2, 2016
12:30pm – 2:30pm
Minutes

I. Call to Order at 12:35pm
II. Welcome
III. Members present: Julie Adams, Julie Bruno, Dolores Davison, Sam Foster, Kelsey Iino, David Morse, Stacey Searl-Chapin
IV. Approval of the Agenda – by consensus
V. Approval of the December Minutes (Attachment: December minutes) by consensus
VI. Discussion items, with action as needed
   a. Legislative Agenda Update
      i. Audit Fee – The Chancellor's Office has determined that it would be best to pursue a change through budget trailer language rather than separate legislation; Bruno will touch base with Vice Chancellor Vince Stewart to obtain an update.
      ii. Stand Alone Course Approval – The System Advisory Committee on Curriculum is working this issue. The Chancellor's Office is considering a change in regulation or legislation.
      iii. Mental Health Service – AB 2017 (McCarty) is a grant program mental health services to be funded by moving money from counties to the colleges. (FACCC supports)
      iv. Additional items
         1. OER – Morse assisted on a breakout at CCLC with a representative from Open Stax to get colleges onboard in using OERs. Dan Crump also attended the breakout and alleviated concerns regarding deadlines and grant funds. The ASCCC Executive Committee convened an OER task force to work with CCLC and students to create an initiative on OER without the involvement of the CSUs. Additionally, the task force will analyze Z Degrees proposals. ASCCC leadership is in conversations with staff in the Governor's Office regarding the $5 million in budget for Z degrees. Staff clarified that the money is for the development of Z degrees but OER is necessary for those, so if the ASCCC develops a proposal on OER and it is something that the Governor could support, funding could follow.
         2. Campus Safety – This seems to have stalled. The Chancellor's Office has not convened a task force although it has been part of the mental health discussion. Bruno will get an update.
         3. AA to MA – The task force is meeting on 9 February although the issue is still in preliminary stages in discussion. A program might not require legislation because there might not be legal barriers. The Chancellor's Office is reviewing Ed Code section 61698 that outlines the loan

forgiveness programs for those who return to teach at our public institutions.

b. FACCC Update (D. Davison) – Davison provided an update on the FACCC meeting. FACCC is focused on the mental health legislation (AB 2017, McCarty) and part time working conditions (AB 1690, Medina; AB 2069, Medina; and AB 626, Low). FACCC leadership traveled to Washington, DC to meet with legislators)

c. CCLC – The CCLC Advisory Committee on Legislation met during the CCLC conference. The League will oppose AB 1690 (Medina) as currently written. However, they are willing to consider alternative options to support part time faculty. The League's leadership is reaching out to the author to see if there is common ground. The League is sponsoring three new bills -- all have to do with Cal Grants and BoG fee waivers (all carried by Medina).

d. Proposed Legislation and conversations with government officials
    i. Z-Degrees – There is significant interest from a number of organizations and individuals on establishing Z degrees in the CCCs. Morse and Bruno were contacted by the Governor's staff to review the language in the budget trailer bill. The intent is to move students through with minimal costs however the language was concerning for a few reasons especially regarding local implementation. The Governor's Office is open to suggestions and Morse and Bruno will continue to work with the staff as well as the Chancellor's Office.
    ii. UCTP – Bruno and Erik Shearer presented on the UCTPs at CCLC and were approached by legislator's staff who is very interested in the implementation and results of the UCTP. The legislator wants to see if the pathways make a difference for students and is trying to figure out how the legislature can help ensure a successful result.
    iii. Other –
        1. Morse and Bruno spoke with the LAO and suggested that the CCCs might need to think about creation rather than promotion of OER. It would be useful to get faculty together to work towards creation of appropriate materials.
        2. Morse updated the committee on legislation regarding equalizing service credits for non-credit faculty with regular faculty
        3. Morse has been in conversation with Bonilla's office regarding student access codes for instructional materials.
        4. The committee discussed the implementation of Workforce Task Force recommendations including how the implementation will work and whether to expect legislation.

e. ASCCC Advocacy Day – Jonathan Lightman will be training the Executive and Legislative Committee on 29 April. Adams suggested having the training at the Chancellor's Office. Bruno will reach out to Vice Chancellor Vince Stewart to see if he can attend in the morning. Bruno spoke with Dean Flores (Senator) who suggested that the ASCCC focus advocacy efforts on professional development (legislators don't know how much we do with and for faculty). Committee members discussed having an all day event with teams (probably 10-3 in Sacramento).

f. Resolutions and Priorities (Attachment: LAC Priorities and Resolutions) – Committee members reviewed the spreadsheet.

g. Legislative Liaison Position Update – Bruno wrote an article in Rostrum for all three

liaison positions; page on all liaisons on website (is live). The committee will discuss how to use the liaisons at the next meeting.

VII. Spring 2016 Plenary
   a. Breakouts – Bruno submitted a Legislation and Advocacy Breakout for spring plenary.
   b. Resolutions – none at this point '

VIII. Events:
   a. Accreditation Institute – February 19-20, Marriott Mission Valley - San Diego
   b. Academic Academy – March 17-19, Sheraton Sacramento
   c. ASCCC Spring Plenary – April 21-23, Sacramento Convention Center

IX. Other

X. Adjournment – 1:40pm
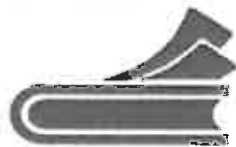
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ASCCC Noncredit Committee
Agenda
February 29, 2016
9:00am-10:00am

CCC Call Confer
888-450-4821
Participant Passcode: 734319
Presenter Passcode: 2739106

1. Agenda approved; Julie Nuzum agreed to take notes.
   Present: Madelyn Arballo (ACCE), Diane Edwards-LiPera, Alicia Munoz, Melody Nightingale, Julie Nuzum, John Stanskas, Jan Young
2. February 1, 2016 minutes will be approved at the next meeting.
3. Important Dates and Events
   a. Chancellor's Office Student Success Conference Mar 14-16 (Sacramento)
   b. Academic Academy March 17-19, 2016 (Sacramento)
   c. ASCCC Noncredit Committee April 4 @ 9am, CCC Confer
   d. ASCCC Noncredit Regional – North April 15 9am-3pm (TBD)
   e. ASCCC Noncredit Regional – South April 16 9am-3pm (Mt. San Antonio College)
   f. Spring Plenary April 21-23 (Sacramento)
   g. ASCCC Noncredit Committee May 2 @ 9am, CCC Confer
4. Updates:
   a. *ACCE Annual Convention (Jan and Madelyn): Citrus College and Gavelin College presented. She was impressed with the pharmacy tech program, which provided a pathway from ESL to a career. She also discussed a software program that mapped pathways for students to achieve their desired career goals. The software provided an overview of occupations, real-time labor data, and which classes are needed for career attainment. Madelyn was impressed with the automotive program at San Diego, and she mentioned that there is a real commitment from the district to operate this program.*
   b. *Madelyn stated that some districts are using their AEBG money to operate noncredit to career pathway programs and to do vocational ESL, as at North Orange.*
   c. *Diane will be presenting at a 3CSN-sponsored noncredit event at LA City College. Jan is also involved.*
   d. *Basic Skills Advisory Committee (Madelyn and Cheryl) Cheryl provided an update on the Basic Skills Transformation Grant. Grants due March 25; BSAC will be reading and scoring.*
   e. *John Stanskas shared that the year 3 of noncredit progress indicators are being finalized. They are for 2017-2018 but will be disseminated this year*
   f. *John also shared that there is resolution for Spring Plenary asking Senate to work with Chancellor's Office to clarify and develop best practices for noncredit as prerequisites to credit courses*
5. Looking forward:
   a. *Noncredit regionals – develop topics, presentation ideas*
      Ideas were generated for north and south noncredit breakouts. Cheryl will follow up.
   b. *Spring Plenary*
      Thinking Outside the Box: Using Noncredit Courses and Programs to Increase Equity, Access, and Success
      Cheryl Aschenbach, Executive Committee, Facilitator
      Alicia, Julie, and Jan will be at plenary and will do this presentation.

      c. *Senate Noncredit Paper Update – Cheryl is working on the outline.*

      d. *Rostrum article(s) – Cheryl is working on a Rostrum article highlighting how noncredit can be used to address equity.*

6. Next Steps: Tasks & Future Agenda Items
7. Adjourn at 9:45am.
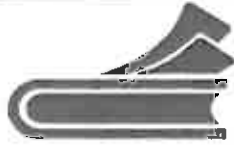
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ASCCC Noncredit Committee
Minutes
February 1, 2016 at 9:00am

CCC Call Confer

1. Agenda approved. Cheryl will take notes.
   Present: Cheryl Aschenbach, Madelyn Arballo (ACCE), Diane Edwards-LiPera, Alicia Munoz, Julie Nuzum, Jan Young
2. Approved December 4, 2015 minutes
3. Important Dates and Events
   a. ASCCC Noncredit Committee February 29 @ 9am, CCC Confer
   b. ACCE Statewide Conference Feb 24-26 (Monterey)
   c. Chancellor's Office Student Success Conference Mar 14-16 (Sacramento)
   d. Academic Academy March 17-19, 2016 (Sacramento)
   e. ASCCC Noncredit Committee April 4 @ 9am, CCC Confer
   f. Spring Plenary April 21-23 (Sacramento)
   g. ASCCC Noncredit Committee May 2 @ 9am, CCC Confer
4. Updates:
   a. Instructional Design and Innovation Institute (Diane and Cheryl)
      Cheryl and Diane reported that the noncredit-related breakout went well and that IDII was an event that seem to be enjoyed by participants.
   b. ACCE (Madelyn)
      Madelyn reported that the ACCE Annual Meeting/Conference is in Monterey at the end of February. Career Ladders will be presenting as will other noncredit and community service practitioners. They also expect an updated on legislative issues related to noncredit and community service.
   c. Basic Skills Advisory Committee (Madelyn and Cheryl)
      The BSAC committee has not met since December. The Basic Skills Transformation Grant RFP is available and colleges can attend informational meetings or webinars.
   d. Other: Madelyn shared that there was a group meeting to discuss the Chancellor's Office Noncredit at a Glance document. We need to find out how to get involved in the discussion.
5. Looking forward:
   a. Noncredit regionals – develop topics, presentation ideas
      Discussion focused on ideas for locations, breakouts, and possible presenters.
   b. Spring Plenary - presentation ideas
      Ideas included structural pathways for CTE, ESL, and Adult Basic and Secondary Education.
   c. Senate Noncredit Paper Update
      Officially assigned to Noncredit committee by Executive Committee in January. We'll need to work on an outline based on discussions at the December meeting.
   d. Rostrum article(s)
      There is an opportunity to do a Rostrum article about some aspect of noncredit. Ideas should be passed along to Cheryl.
6. Next Steps: Tasks & Future Agenda Items
   Next meeting is February 29. We need to be working on presenter/breakout ideas for noncredit regionals until then.
7. Adjourn

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ONLINE EDUCATION COMMITTEE
Thursday, 25 February 2016
11:00 AM – 3:00 PM
Pierce College
Distance Education Building
CCC Confer – 888.450.4821
Passcode: 899634
MINUTES

I.   Call to Order – 11:05 (by Wheeler on phone)

II.   Approval of the Agenda – approved
        -Members present: Dolores Davison, Wheeler North, Joe Perret, Fabiola Torres, Laurie
        Vasquez (by phone)
        -Guests: Wendy Bass, John Freitas (by phone)

III.   Discussion items, with action as needed
        a. Report out on Instructional Design and Innovations Institute
            i.   Good responses from attendees
        b. Report out on Accreditation Institute breakout on DE and Accreditation
            i.   Presentation was well attended and should be a focus going forward both at the
                 OE regionals and at plenary
        c. Plenary breakout on Hot Topics (probably with Accreditation) – unlikely that any
            committee members will be able to attend
        d. OE Regionals (8 and 9 April)
            i.   Structure and breakouts/general session – change structure slightly
                 9:00-10:00   Continental Breakfast and Registration
                 10-10:45   Welcome, Dolores Davison, Online Education Chair
                                         Update: Online Education Initiative
                                         Introduction of new TRIS VC
                 10:45-10:55   Break
                 10:55-11:45   What to Expect When You're Expecting...the Accreditation
                                         Visiting Team
                 11:50-12:35   Lunch
                 12:40-1:40   Breakout Session #1
                      --Accreditation Panel and Follow Up
                      --Expanding Choices in OE – CTE, labs, noncredit
                      --Professional Development Online
                 1:45-2:45   Breakout Session #2
                      --Accreditation Panel and Follow Up (repeat of session #1)
                      --Accessibility and OE
                      --Effective Online Practices
            ii. Who will be participating? – Dolores, John Freitas, Ginni May, Wheeler, Fabiola
                 at both north and south; Laurie at south

        e. Annual Report
            i.   The Online Education Committee has been actively engaged in assisting faculty
   in pedagogy and other issues surrounding online education. The OE committee

participated in multiple breakouts at the Fall Plenary session as well as the Instructional Design and Innovations Institute, completed the last Rostrum article to complete resolution 11.01 (S12) regarding effective online education practices, and authored several resolutions regarding online education as an academic and professional matter. Most significantly, the OE committee will be hosting a pair on Online Education Regional meetings, to be held 8 and 9 April, to assist faculty and others in the issues that are currently facing colleges, including the Online Education Initiative, textbooks and Open Educational Resources, and curriculum for online courses. – will be submitted by Dolores

    f. Best of the Rostrum – Faculty Primacy in Online Ed (September 2015)
    g. Laurie reported that concerns about accessibility continue to be significant; she will forward the message that former Chancellor Scott sent out and will ask that the ASCCC discuss ways to work with that

IV.   Announcements
    a. Area Meetings, 1 (Areas A and B) and 2 April (Areas C and D)
    b. Online Education, 8 April (College of San Mateo) and 9 April (Glendale)
    c. Noncredit Regionals, 15 April (San Joaquin Delta) and 16 April (Mt. SAC)
    d. Spring Plenary, 21-23 April (Sacramento)
    e. CTE Leadership, 6-7 May (Anaheim)
    f. Faculty Leadership, 9-11 June (Riverside)
    g. Curriculum Institute, 7-9 July (Anaheim)

V.   Adjournment
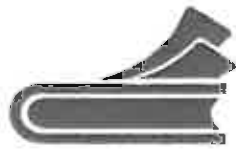
Academic Senate for California Community Colleges

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Relations with Local Senates Committee
2-26-2016
1:00pm - 2:00 pm
1-719-785-4469*
Participant Passcode: 851980

MINUTES

Present: Cynthia Rico (Chair), Ginni May, Nancy Golz, Alicia Muñoz, Rochelle Olive, Mary Rees, Julie Oliver, John Zarske, Leigh Anne Shaw

Cynthia began meeting at 1:02 pm.

Cynthia will be stepping down from the senate executive committee, she has an interim VPSS position at San Diego Continuing Ed – Congratulations!

1. Follow-up on the outreach to Senate Presidents and next steps
   Cuesta is going to have a Technical Visit with David Morse.
   Napa is trying to figure out how they are going to proceed.
   San Diego Continuing Ed needs assistance at changing the culture in the senate and establishing. leadership roles, increasing engagement, picking up the tasks.
   Skyline is ready.
   Merritt...
   Reedley...
   College of the Siskiyous...
   LA Trade Tech...
   Moreno Valley College...Leigh Anne is contacting

2. Julie A, will provide more information about the PDC module on Senate Basics
   Ginni will find out from Julie A to find out exactly what is needed from the committee.

3. Follow-up on Spring plenary, session and ambassador
   a. INFORMATION IS POWER: A Guide for First time attendees and first time delegates (in place of I'm new, now what?) John Stanskas needs to add his part. – Alicia, Nancy, Julie, Ginni, John S

   b. DEVELOPING HEALTHY AND PRODUCTIVE RELATIONS: Faculty and Administrative Leaders – John, Mary, Rochelle, Leigh Anne

   c. **Breakout Descriptions are due March 16.**

   d. Bring extra Handbooks,

    e. Remind Julie A about letter to new plenary attendees

    f. Seek more prominent badges or insignia for serving as ambassadors

4. ASCCC Strategic Plan Goal 4
   How do we devise a plan to assist local senates? We did the survey to see what the body wanted in order to begin a plan.
   Possible Goals:
   - Work on website
   - Visit remote colleges
   - Post a few model constitutions and bylaws-conversation a to how, what, and if took place

5. Follow up on the results of the Needs assessment—one more look
   There were three themes of needs:
   - Website needs better search feature
   - Better outreach to remote and distant areas
   - More models, more training, more mentorship on how to be a good senate

   Other thoughts:
   Assistance in updating senate constitution

6. Next meeting: Tuesday, April 5, 2016, 11:00-12:00
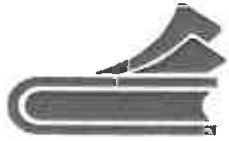
Academic Senate
for California Community Colleges

L E A D E R S H I P .   E M P O W E R M E N T .   V O I C E .

RELATIONS TO LOCAL SENATES COMMITTEE
January 30, 2016
10:00 PM – 3:00 PM   Santa Ana College
Minutes

Members Present: Rochelle Olive, Mary Rees, John Zarske, Cynthia Rico (Chair), Leigh Anne Shaw, Julie Oliver, Ginni May (2nd), Nancy Golz. Members Absent: Alicia Muñoz

I. Call to Order at 10:00 am
    Cynthia gave an overview of the Relations with Local Senates Committee

II. Approval of the Agenda – agenda approved as is

III. Discussion items, with action as needed
    a. Debrief from Fall Plenary, what worked, suggestions for Spring
       The committee did two breakouts, and received lots of "thank you's". The committee made badge flags to indicated ambassadors for those that were new to senate.

    b. Results of Needs Assessment Survey; Next Steps
       The committee reviewed this survey that came in from the fall plenary session
       Cynthia discussed the different types of visits to colleges
       Committee members divvied up colleges to contact that asked for assistance
       ACTION: We will start out communication with, "Thank you for completing the survey, you indicated a need for assistance from ASCCC could you elaborate on your needs?" Collect responses by Feb.22, 2016. (It is understood that committee members will stay away to offer advice on issues, the contact is just to gather information to see if the college issues are something that the committee can address or maybe suggest that the campus submit for a technical visit.)Look into the possibility of soliciting updated Constitution models for local senate's by-laws and policies (like hiring processes)

       ACTION: Write a Rostrum article about the survey and how we are responding – Cynthia will write a shell and send to Leigh Anne (cc committee) and then distribute to the rest of the committee to review.

       ACTION: Follow up with Julie Adams regarding the many recommendations given about ASCCC website. It was also suggested that ASCCC maybe consider making a tutorial about navigating the website. In addition, look into the possibility of coordinating a Welcome Package for new Senate Presidents, which includes the listservs sign ups, the Senate Handbook, Contact numbers, etc.

       ACTION: Send PDF of "10+1" cards along with information for requesting hard copies from ASCCC

c. ASCCC Strategic Implementation Plan 15-16
    i. Goal 4: Enhance engagement, communication and partnerships with local senates and system partners and other constituent groups.
        a. Objective 4.3 Visits all CCC Colleges
            1. Develop short and long-range plan for local senates visits by ASCCC
d. The Best of the Rostrum – this would be a compilation of past Rostrum Articles that philosophical, apply to any time period, deal with standing issues
    The committee considered past Rostrum Articles to determine which should be included in the Best of Rostrum
    Committee found several articles worth recommending for this issue. A concern was raised that parts of the articles are pertinent and parts are outdated.
    ACTION: So committee wanted Cynthia to look into the possibility if the original authors of the article would be willing to update their article. Members are to pick out the top 5 and send to Cynthia by March 15
e. Review of PPT for Professional Development Committee: Basics of Academic Senate
    The committee went through ppt to update information. There was some discussion of the goal and purpose of the presentation. A possible but only a draft outline was suggested: 1) Being with the history/philosophy or intent of ASCCC--law 2) the representation of ASCCC 3) Local vs. state representation 4) 10+1 5) Governance 5) resolutions or democracy in action
    ACTION: Cynthia will talk with Julie A on turnaround time and (pedagogy) mode of delivery (is this module a training or is it a resource) regarding including this ppt in the Professional Development website. Concerns were voiced regarding the current PD modules. Do we really want a PPT on the website or do we do a video?
    John Zarske shared a PPT that he used in his District regarding the Basics of Academic Senate and Rochelle Olive forwarded a PPT that was previous presented at Plenary by Wheeler north and others. The two PPT will be forward to the committee for review. Cynthia will have to bring this agenda item back for discussion after speaking with Julie Adams.
f. FAQ's -given questions that appear on GOOGLE Listserv
    Committee had a brief discussion on the possibility to archive the kinds of questions that appear on this unofficial listserv and understand that the task to monitor is huge, however; if there was some way to pick a few of the common FAQ's where these questions, answers and pertinent examples to the questions could be made available on the website.
g. Spring 2016 Plenary Bringing to Scale Ambassador:
    Discussed the impact of having ambassadors during the fall plenary, members would like to continue with this for spring, but by using a more prominent "advertising" tool so the first time plenary attendees can locate ambassadors more easily.
    Also briefly discuss the format for spring plenary, as it is more of a mega-conference to take place at the Sacramento Convention Center
    Proposal for Plenary Breakout:
    ACTION:
        • New Attendee Orientation – Pointers for Faculty or the REDBOOK...session title is still being worked out (combine the two presentations offered in the fall for this session)
        (Cynthia submitted this one to Exec in January)
        NOTE: That all committee members can be part of the session at Plenary.

However, there will be a lead and a small group to organize the presentation: Julie Oliver, Ginni May, Alicia Muñoz, and Nancy Golz

- Collegial Consultation and the "10+1" –
  The idea for this session as since there are various constituencies groups in attendance they might be good to bring all constituencies to this breakout so that all groups understand the work and purpose of the senate
  (Cynthia will bring this one to Exec. in February)
  Again, all committee members can be part of the session at Plenary. The lead and small group to organize the presentation: John Zarske, Rochelle Olive, Leigh Ann Shaw, Mary Rees

h. Scheduling next meeting (s)
  i. ACTION: CCC CONFER CALL for Friday, February 26, 2016 from 1:00 to 2:00 p.m.

IV. Announcement

a. Meetings/Institutes – Registration Now Open!
  i. Accreditation Institute, February 19-20, 2016, Marriott Mission Valley – San Diego
  ii. Academic Academy, March 17-19, 2016, Sheraton Grand Sacramento
  iii. Spring Plenary, April 21-23, 2015, Sacramento Convention Center

b. Upcoming Executive Committee Meetings
  i. February 5-6, 2016 , Folsom Lake College
  ii. March 4-5, 2016, Mt. San Antonio College
  iii. April 1 and 2, Area Meetings

V. Adjournment – 2:15 pm

NOTE: College and contact names redacted for confidentiality purposes.

#	School	Contact	Issue
1	████████ Send an e-mail thanking the faculty for responding to Survey	████████	Well, I'm not sure what would be helpful or if we're the people to do it. Our Senate communicates well with the administration but has had its ups and downs with the local faculty association/union. I am only in my second year as president at Shasta College, but would be willing to do what I can to help anyone. I usually turn to our past president, who knows much more than I do about the processes of senate governance. The biggest help I have is in being at my school 26 years, and knowing the people there. But this is an internal resource and not of much help to others outside our schools

2	[redacted] RWLS Contact: 1) Cynthia Rico 2) John Zarske	[redacted]	To clarify Senate authority, and how to implement on campus by clarifying the roles of different committees in the Governance process, Strategies regarding communicating and engaging faculty. Overall orientation to typical challenges that Academic Senate President face
3	[redacted] RWLS Contact: 1) John Zarske 2) Rochelle Olive	[redacted]	Leadership Institute in Miniature
4	[redacted] RWLS Contact: 1) Leigh Anne Shaw 2) Nancy Golz	[redacted]	Mentor ongoing, question of Senate role in determining equivilancy in the hiring process
5	[redacted] RWLS Contact: 1) Mary Rees 2) Rochelle Olive	[redacted]	My college would benefit by a local visit and/or technical assistance to educated faculty, especially union leadership and senate reps, and administration about 10+1 issues with examples on how to handle different issues
6	Send an e-mail thanking the faculty for responding to Survey	[redacted]	I have already talked to Julie Bruno and David Morse but we are having a faculty leadership institute all day on February 3, 2016. Away to improve local understanding of faculty responsibility in 10+1 in getting more faculty involved in governance and would like ASCCC involved.
7	[redacted] RWLS Contact: 1) Ginni May 2) Julie Oliver	[redacted]	Me! Board training, equivalencies CTE, SSSP maybe everything!
8	[redacted] RWLS Contact: 1) Cynthia Rico 2) Julie Oliver	[redacted]	
9	[redacted] RWLS Contact: 1) Ginni May 2) Nancy Golz	[redacted]	Do you have any resources on compressed calenders
10	[redacted] RWLS Contact:	[redacted]	Need input regarding how to resolve disagreements regarding

	1) Leigh Anne Shaw 2) Mary Rees		10+1
11	███████ RWLS Contact: 1) Rochelle Olive 2) Mary Rees	███████████	Run a mini retreat for Academic Senate for best practices follow up with a similar ½ curriculum committee
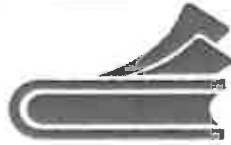
**Academic Senate
for California Community Colleges**

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**ASCCC Standards and Practices Committee
Agenda
April 4, 2016
2:00PM-3:00PM**

**CCC Call Confer
888-450-4821
Participant Passcode: 879947
Presenter Passcode: 6097173**

Present:
Missing:

1. Important Dates and Events
   a. CCC-Confer Webinar April 13, noon
   b. Spring Plenary April 21-23 (Sacramento) (Michelle and Alicia, Lisa too?)
   b. CTE Leadership Pre-Session May 5 (Anaheim)

2. Updates:
   a. *Equivalence to the Minimum Qualifications* Approved by Exec!
   b. *Rostrum* article published!
   c. Diversity Awards Done!
   d. Plenary Breakout Assignment (John, Michelle, and Alicia)
   e. Discipline List Hearing (Paul, Julie and John)

3. Looking forward:
   a. Review and Revise the BoG Interview Process – Paul Setziol
      Review resume and have an interview, is there a way to include other information
      April conference call to look over proposed language
      Add a background check? List of references?

   b. Review and Revise the Caucus Expectations – Michelle Sampat
      http://asccc.org/communities/caucuses
      April conference call to look over proposed language

   c. Minimum Qualifications for CTE and Equivalency (Workforce Task Force Recommendations)

   d. Recency added to Minimum Qualifications http://asccc.org/resolutions/adding-currency-requirements-disciplines-list

4. Next Steps: Tasks & Future Agenda Items

5. Adjourn
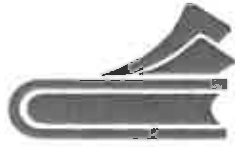
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ASCCC Standards and Practices Committee
Agenda
March 7, 2016
10:00AM-11:00AM

CCC Call Confer
888-450-4821

Participant Passcode: 544732

Presenter Passcode: 9742038

1. Important Dates and Events
   a. Spring Plenary April 21-23 (Sacramento)
   b. Next S&P Meeting Date

2. Updates:
   a. *Equivalence to the Minimum Qualifications* Approved by Exec!
   b. *Rostrum* article published!
   c. Diversity Awards
   d. Plenary Breakout Assignment

3. Looking forward:
   a. Review and Revise the BoG Interview Process
   b. Review and Revise the Caucus Expectations http://asccc.org/communities/caucuses
   c. Work Force Task Force Assignments – see attachment
   d. Recency added to Minimum Qualifications http://asccc.org/resolutions/adding-currency-requirements-disciplines-list

4. Next Steps: Tasks & Future Agenda Items

5. Adjourn

Academic Senate
for California Community Colleges

ASCCC Standards and Practices Committee
Agenda
March 7, 2016
10:00AM-11:00AM

CCC Call Confer
888-450-4821

Participant Passcode: 544732

Presenter Passcode: 9742038

Present: Alicia Rodriquez, Julie Adams, John Stanskas, Randy Beach, Julie Bruno, Michelle Sampat, Paul Setziol
Missing: Lisa Cook

1. Important Dates and Events
   a. Spring Plenary April 21-23 (Sacramento) (Michelle and Alicia, Lisa too?)
   b. Next S&P Meeting Date
      (April 4, 2pm)

2. Updates:
   a. *Equivalence to the Minimum Qualifications* Approved by Exec!
   b. *Rostrum* article published!
   c. Diversity Awards
   d. Plenary Breakout Assignment (John, Michelle, and Alicia)
   e. Discipline List Hearing (Paul, Julie and John)

3. Looking forward:
   a. Review and Revise the BoG Interview Process
      Review resume and have an interview, is there a way to include other information
      April conference call to look over proposed language
      Add a background check? List of references?
      Paul Setziol, first draft

   b. Review and Revise the Caucus Expectations http://asccc.org/communities/caucuses
      April conference call to look over proposed language
      Michelle Sampat, first draft

   c. Work Force Task Force Assignments – see attachment
      CTE Liaisons working with discipline faculty to talk about how equivalency could work
      Maybe two meetings with discipline faculty to talk about equivalency
      May 5 (Thursday) before CTE Leadership
      CCC-Confer – Webinar
      Plenary Session Breakout
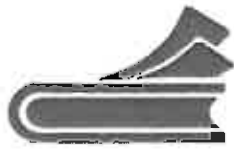   John, Rostrum

      Nuances of equivalency and minimum qualifications
      Need strong facilitators

      Need to avoid legislative intrusion

      d.   Recency added to Minimum Qualifications http://asccc.org/resolutions/adding-currency-requirements-disciplines-list

4. Next Steps: Tasks & Future Agenda Items

5. Adjourn

Academic Senate
for California Community Colleges

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Transfer, Articulation, and Student Services Committee (TASSC)
March 7, 2016 – 12:00-1:00
CCC Confer
Dial your telephone conference line: 1-913-312-3202*
Participant Passcode: 701790
*Toll free number available: 1-888-886-3951

MINUTES

Members Present: Ginni May (Chair), Dolores Davison (2nd), Michael Wyly, Trevor Rodriguez, April Pavlik, Shuntay Taylor, Vicki Maheu

Members Absent:

1. Select note taker – Dolores

2. Approval of the Agenda -- approved

3. Approval of the Minutes from January 27, 2016 – done by email

4. Survey and article on **Services for Disenfranchised Students** – update
   a. Will ask to have survey sent out to counselors as well so that we can get more information
   b. Article and survey have been sent out
   c. Results will be used by next year's committee, as results will probably not be available in time for us to use this year.

5. Academic Academy 2016 – EDAC and TASSC
   - Contact presenters: Power Points and other materials due Monday, March 14:
   - Next Steps: send PPTs to Ginni for posting; please get presenter bios

6. Spring Plenary Session 2016
   - Who is going? Michael; Vicki (possibly); April; Shuntay
   - Breakout from TASSC – Disenfranchised Students, Thursday, April 21, 3:45-5:00 Description due March 16 – Ginni has written up a brief paragraph and title for the breakout; should we reference equity in the description? How and where is it appropriate to connect these conversations? Address in the PPT rather than the description
   - Spring Fling – Thursday, April 21, 6:00-9:30 at MIX Downtown -- $75.00 tickets include appetizers and two drink coupons
   - Auction – need donations
   - ASCCC Elections: At-Large, South Rep, North Rep, Area B, Area C, all officers

7. **TASSC Meetings**
    - April 11, 12:00-1:30 (Monday) disenfranchised students breakout, AP scores
    - **May 2, 12:00-1:30** (Monday) wrap up, summarize work this year, direction for next year
    - Future Agenda Items – possible AP scores resolution or Rostrum article coming forward

8. Events
    Academic Academy – March 18-19, Sheraton Sacramento
    Area Meetings – April 1 (North-Areas A, B), April 2 (South-Areas C, D)
        Area A—Butte College
        Area B—College of Marin
        Area C—Ventura College
        Area D—Cypress College
    Online Education Regionals – April 8 (North—College of San Mateo), April 9 (South—Glendale College)
    Noncredit Regionals – April 15 (North—TBA), April 16 (South—TBA)
    Spring Plenary Session – April 21-23, Sacramento Convention Center
    CTE Institute – May 6-7, Double Tree, Anaheim
    Faculty Leadership Institute – June 9-11, Riverside
    Curriculum Institute – July 7-9, Anaheim

CSU **The California State University**
OFFICE OF THE CHANCELLOR

Chancellor's General Education Advisory Committee
Agenda for March 1, 2016

11:00 a.m. to 4:00 p.m.
Anacapa Room, CSU Office of the Chancellor

Contact the CSU Academic <u>Senate</u> to participate by phone or video conference.

Time	#	Item	Presenter
11:00	1	Approval of agenda for meeting of 3/1/2016 and minutes of 1/19/2016	Bill Eadie
11:15	2	Liberal Learning Partnerships (Debra David report)	Ken O'Donnell
11:30 Time Certain	3	Online pilots for Oral Communication	Bill Eadie
Noon		Lunch	
1:00	4	CSU Institute for Teaching and Learning	Emily Magruder
1:30	5	Update on annual review of CCC courses proposed for GE	Ken O'Donnell
2:30	6	Quantitative Reasoning	Ken O'Donnell
3:00	7	WICHE project	Mark Van Selst
3:30	8	Other items, open forum	Bill Eadie
4:00		Adjourn	

GEAC MEETING
Jan. 19, 2016

Call to order at 11 am.
Present: *Members:* **Chair Bill Eadie; Vice Chair Mary Ann Creadon; Barry Pasternack; Mark Van Selst; David Hood; Catherine Nelson; Susan Gubernat; Jeff Spano; Terri Eden; Mark Wheeler; Ken O'Donnell; John Stanskas Guests: Steven Filling; Emily Magruder; Denise Fleming; Eric Forbes; Christine Miller; Carolina Cardenas**

Approval of agenda for meeting of 1/19/2016 and Review of Minutes of 11/3/2015

- Agenda approved
- Minutes approved with minor corrections

Liberal Learning Partnerships

- Ken O'Donnell reporting for Debra David, summarizing Debra's written report on Faculty Collaboratives. The object of the Collaboratives is to get us in touch with colleges in other states about what we want liberal learning to look like. Thus, they are tied to, for instance, AAC&U rubrics, with an effort to get more explicit about outcomes. There is a skeletal online site for reporting on work on this. We should look at Debra's written report while examining the sites.
- Emily Magruder added that the CSU is coming together with CC faculty to look at what liberal learning looks like in conjunction with threshold concepts.
- Ken suggested that maybe discipline councils can have a hand in this kind of initiative.
- Barry Pasternack said that discipline councils should be started by working with chairs.
- Bill offered that the CSU wants discipline councils to be formed. Susan Gubernat said that money has been the issue for English Council. She added that, in looking at the hub site for the Faculty Collaboratives, it has to be curated, so money is an issue there, too, for continuing these discussions and their outputs.

- Mark Van Selst said he did not envision discipline councils tied to liberal learning. Perhaps department chairs should be involved with discipline councils, but there are also other communities of interest for liberal learning.
- Mary Ann Creadon asked Emily who was at the meeting she went to, and Emily said it was the Fellows in Debra's report, and faculty from CSUs and CCs with many adjunct faculty.
- Ken said there has been a core of about 30 or 40 people who have gone to the meetings, and he thinks it's very useful, but doesn't know how to make it go further, or how to continue it. Will the hub website be the end of it?
- Bill said he came away from the 2nd meeting of this group wondering about equity—how to engage equally all learners.

Math Education and CSU GE Area B4

- Ken explained that he invited Eric Forbes to come for this item because GEAC has been talking about entry-level math and ELM and quantitative reasoning.
- Eric: preparation in math has been a concern with a question of how to transform senior year to help with math preparation. We are leaders in this kind of possible reform as a result of EAP. EAP is now piggybacked onto Smarter Balanced results and schools are using both of them to look at math preparation. If we couple the poor results of EAP with Smarter Balanced results and we talk about statistics as math preparation, and note the UC's suggestion that this must improve, we might conclude that perhaps there is a need for 4 years of math in high school. Eric and Carolina Cardenas think now is the time for us to think seriously about a 4 years recommendation.
- Caro said there is concern in K-12 about resources for such a change. It is important to keep in mind that there are other stakeholders.
- Ken said this is just an information item. As we look at quantitative reasoning in the baccalaureate and what we expect of a college graduate, we need to be careful about overstating that expectation. Possible solutions: see if there are other pathways to what we want; strengthen our calculus curriculum; look at the

12th year of high school. What about this free space? Something equivalent to ERWC, perhaps, might work as a model.

- Mark Van Selst said that while he is a fan of these possible approaches, our direction in the last 6 months has been the opposite, towards weakening standards. Won't we look like we're contradicting ourselves?
- Ken said that he worries about the same thing: do we want students to do calculus better, or just do CAP (California Acceleration Project)?
- Barry said the legislature would say stats because it's cheaper and students can graduate faster.
- John Stanskas asked if all students now take EAP. Caro and Eric said yes, now they all do.
- John said that simply pursuing a stats pathway doesn't capture all students, since it is designed for non-STEM majors. The American Math Council of two-year colleges said that if your goal is not calculus, it is possible not to take intermediate algebra. What is the floor of basic knowledge for math?
- Denise Fleming said that after considering the APEP meeting in September where a number of people started thinking about quantitative reasoning initiatives, we might do well to reframe the premises. First, the question is not 3 or 4 years, but what do students need and why? Second, what is the capacity in each of our systems, and how do we share the burden and where do the resources come from? We should not ask high school juniors: STEM or not STEM? That's too early. Math is extremely important and 4 years is necessary for both kinds of students. The question is: what do they need? If they have a junior year assessment, and we can determine what they need upon entrance, then senior year can be a place for them to get to where they need to be.
- John said there has been an effort to get CCs to go to the high school and cover just the gaps, but that now CCs can go and offer courses to high schools to get them ready in English and Math.
- Susan said that the 4th year maybe should not be calculus, but a 4th year is necessary. We need language to talk about math through the 4th year.
- John said that EAP assesses algebra and geometry, not calculus.

- Eric said that we had a recent dialogue about basic subjects and developing courses, and a concern was that the restrictions have not in fact been lifted, and we are still trying to get math and English taught by CCs in high school. Also, we do need a CSU-sponsored course like ERWC. What CSU wants is A-G 4th year math. One idea was Algebra 1.5 for 4th year.
- Barry said he does see value of knowing concepts of calculus. Shortage of high school counselors, so directing students to correct math may not be possible now. How about a financial planning directed course or curriculum?
- Mark said there is a danger here of tracking people out of possibilities and careers.
- Catherine Nelson posed a process question: is this something that will go through APEP as a resolution?
- Denise said this was the second conversation on this topic. We need to proceed very carefully if we craft a resolution.
- Mark said it seems as though it ought to be APEP because of admissions advisory, and it certainly should emerge from the ASCSU.
- Ken asked what the resolution would most need to clarify. If the resolution is mostly about admissions and readiness, then APEP seems right. If it is about what a college graduate needs to know, then it should be AA from GEAC.
- Bill said it probably will be a combination of APEP and AA.

CSU Institute for Teaching and Learning

- Report by Emily Magruder: The work of ITL now is around assessment. Jodie Ullman is doing some of this work by working on a guide for assessment. They are also looking at revising a now-defunct Assessment Council. If we have ideas for needs about assessment, she would like to hear about them. She went to the WASC Big Five conference about assessment. One session was devoted to quantitative reasoning as part of the Big Five. This looks like a venue for faculty development.
- Mark said regarding quantitative reasoning and course redesign, e.g., at San Jose State the Udacity course is still there in a form. How do we deal with this?

- Ken said that the conversations on WASC are about assessing a Big Five which are mostly GE related. GEAC should be in on these conversations. There will be a meeting on April 22. Left on its own, it will just be administrators and accreditors. GE faculty should be there. Also, there is an ongoing assessment conference at Fullerton—it has been going on for years. This year the April 22 WASC meeting is the same day as this Fullerton meeting. How do we coordinate and get these groups working with each other?
- Emily said she keeps hearing that there are many resources and groups interested in assessment.
- David Hood said that the ARC (Academic Research Conference) group has a meeting, also, that usually has CSU people attending it. The CC people might want to go, too. That meeting is on April 6, 7, 8.
- Barry said that more of our faculty should serve on accreditation teams.
- Emily said that one of her takeaways from the WASC workshop was that she was struck by how many faculty do have insight into how assessment can work for them and for their classes. ITL will do a Summer Institute and would like topic, format, and audience suggestions. One very informal possibility is for how learning works, or about inclusive pedagogy. This year's Teaching and Learning Symposium will be held at San Jose State in April. The deadline for proposals is January 29.

Annual review of CCC courses proposed for GE

- Ken said that the CCs every year submit course outlines for GE. This year there were 1600 submissions. We have 45 articulation officers to work on this. When their first reviewers get stuck, it goes to other senior reviewers, and then if still stuck, to discipline faculty. Right now, we're about a fifth done. Have done arts, and oral comm. Complicated to some extent by movement from Assist to Assist Nex Gen. Ken is keeping a list of questions that they might need more guidance on, and will bring those, probably in March, to GEAC.
- Terri Eden said they are still having trouble with Music Theory.
- Ken said that with C-ID there is more pressure to have the CCs come up with courses. They've also noticed that there is at least

one place where the policy and the Guiding Notes diverge. Ken said that in his experience it is often better to look at the spirit rather than the letter of 1100, though he's happy to have us look at how it is written.

Upper division GE in California Community Colleges

- John Stanskas reported that the CC Academic Senate meets only twice a year, and the last meeting took up the issue of upper division GE. There were some competing resolutions, and there was vigorous debate, and they came up with resolutions about the baccalaureate degree, and about upper division GE. He summarized the resolutions: minimum 120 semester units; upper division requirement is for 24 units for the baccalaureate. For GE, at lower division for the baccalaureate degree they would follow IGETC. This was debated. Many pilot colleges thought they should be able to develop their own lower division patterns. They wanted locally determined patterns, not patterns within defined system requirements. This was defeated, though. Upper division GE will have 6 units remote from the degree area, and at least one course must be communication, computation, or writing.
- Terri asked why they required only 24 units of upper division. That is not even a whole academic year, or just barely.
- John said they were thinking about the lower division scope being broad in some programs, but more narrow in others. 24 is a minimum, but they wanted to allow for flexibility.
- Mark asked if the American Institutions requirement would be the same. John said that it is not in Title V.
- Catherine said that requirement came from the Board of Trustees and is not in Title V.
- Mark said he was feeling a tension in how this is and isn't a true 4-year degree. The 24-unit thing is an example of this. What is the depth of the degree expected? Another question he has is about money.
- John said the legislature gave 6 million to the CCs and said use this. The resolution says make sure this money goes to degree programs, and not just to the colleges. As for what goes into making a 4 year degree? For example, a BA in Chemistry from

Berkeley and from CSUF are both 17 units of upper division. So that lens might be ineffective for looking at this question.

- Mark said, however, that you can't graduate from CSUF without 40 upper division units.
- John said, however, that you need to think about what you need for the degree.
- Barry said if a CSU student wants to transfer to a CC, how will you need in order to make that work? John said that was why they tried to stick with the IGETC pattern.
- Catherine said she understands the point about constructing degrees differently, but when one of those students looks at graduate school, will the fewer upper division units hurt their grad school admissions?
- Christine Miller said she remembered early proposals in which some lower division existing course would just be re-numbered as upper division. So how many courses have really been conceived at the upper division level, and how many just re-numbered? What is the standard for upper division courses?
- John said they had this concern. In the curriculum process for CCs, course proposals all go to the Chancellor's office for mostly pro forma approval. In this case all the baccalaureate proposal courses must go through Senate and they will have to show how they are upper division. Also, some of what was initially in the proposals is being altered now, with new requirements. The CC Senate is determined to do this well, and make it have integrity.
- Susan—these are career tech degrees. These appear to be terminal degrees, and that may be part of the confusion and concern. As you develop upper division GE, will there be pressure from the legislature to accept whatever you come up with? When your students go beyond what they've done at the CC, will there come a point where the students we accept and even our curriculum will have to be something that we don't want?
- John said that UCLA already is discussing ways to create a path from certain of these degrees to a public health masters there. They worry also about mandates from the legislature, and they worry about transferability even within their own system.
- John said there is an investigation about who their accreditor should be.

- Terri Eden said she wanted to correct the number of CSUF upper division requirements being talked about It has 40 upper division, including 34 in Chem. We will eventually be asked to review transfers of these students to our programs, and to our grad programs.
- John said, but most of our faculty are being told not to offer a content-upper division course that won't do any good for transfer anyway. We have always tried to look for what will work for transfer. This is different. While we did our homework in looking at this, we are not looking for transfer possibilities.
- Mark predicted that the largest user of these courses would be upper division transfer students and we will be pressed to accept them, because this always becomes a race to the bottom. If it can be done more cheaply, we will be forced to accept it. As for upper division GE, what kinds of things are being floated so that you get your cohort of bac students to encounter other well educated students outside of their degree?
- John said that it is true that when the pilot starts, they will have a cohort of students coming through together into upper division courses. They ensure diversity of thought by making the upper division GE course be remote from the major. The course can't be taught by discipline faculty in the major. So maybe not students, but faculty will be different.
- Chris said this was a way of passing off the cohort model for a rationalization as to why they might graduate a good citizen of the world.
- John said that with these pilots, there is no other way to get this diversity of thought.
- Mark asked if the 24 vs. 40 units question had come up.
- John said yes, it had, but the lens rather than the units, they decided, should be the issue—that this should be the question to ask about the requirement. Also, none of the pilot colleges are going to do the minimum.
- Chris asked if John knew what might come up at the next Senate meeting related to baccalaureate degrees or GE?
- John said they may see a push related to quantitative reasoning. The Statway people feel very empowered by the CSU memo about extending pilots, and may push something.

Quantitative Reasoning

- In Ken's absence, Steven reported instead on the potential structure of the quantitative reasoning task force, and its charge.

C-ID

- Mark Van Selst reported that it looks like there's been a lot of turnover in the review lately, with some forgetting that there must be concurrence of CSU and CC faculty on courses for approval and programs. Assist Nex Gen is being postponed for another year.
- Jeff Spano said that part of the delay is that it has to be rolled out in a calendar year that works for articulation. There was the usual plea for reviewers. Not much happened that had to do with GE.

Other items, open forum

- Susan said that at CSUEB as they change to semesters, they are working on GE assessment, and came up with new GE outcomes presented to the Senate. The GE subcommittee chair said, in spite of objections about the language of some of the outcomes, that they were following EO 1100. Susan looked at the 1100 language and, indeed, it is poor in places. She wonders if we should look at the unclear language of the EO. We can recommend revisions, but we don't have power.
- Mark said that also, if you look at outcomes for labs, e.g., there really aren't any. Historically, we say what we really mean in the Guiding Notes. We ought to coordinate the language and decide what the correct language is. John said he hoped we don't want the EO to list the outcomes. Just say what the areas are, and let the campuses devise outcomes.
- Susan said she didn't want more language, just more clear language.
- Mark asked how units for CLEP get updated?
- Terri said that Ken sent out a coded memo reducing the units. It came out in November after our meeting.

Meeting adjourned at 4 pm

Report on Curriculum Technical Assistance Visit to Pasadena City College
March 24, 2016

Submitted by John Freitas, ASCCC Executive Committee and Lori Bennet, CCCCCIO
Executive Committee

At the invitation of PCC CIO Kathleen Scott and PCC Senate President Valerie Foster,
ASCCC and CCCCIO provided a curriculum technical assistance visit to the PCC
Curriculum and Instruction Committee on March 24, 2016. This was the inaugural
curriculum technical assistance visit since the program was first announced in January
2016. We prepared to cover the following topics:

- Curriculum Committee Basics – roles and responsibilities
- Statewide updates – <u>Brief</u> overviews of the Strong Workforce Task Force
  recommendations related to curriculum, open educational resources, UC
  Transfer Pathways, accreditation task force, CDCP noncredit, C-ID and ADTs,
  faculty recruitment and diversity, statewide "technology" initiatives, and the
  funded plans (SSSP, Basic Skills, Equity)
- Relationship between units and hours and considerations for changing units
- C-ID and ADT basics
- Basic Skills issues – moving basic skills to noncredit and the role of CDCP
- UC Transfer pathways

We started around 1:30 and finished around 4:30. We did provide the statewide
updates and reviewed the roles and responsibilities of the curriculum committee,
stressing the importance of faculty and administration working collegially and
addressing issues with proposals early in the process before they get to the curriculum
committee.

We then discussed units and hours and considerations for assigning/changing unit loads,
and the importance of understanding the potential impacts on students and enrollment
management. This comprised the bulk of our conversation. Course units and
compliance with the hours-to-units relationship has become a hot topic at PCC, and
there were a fair number of ESL faculty. Part of the issue has to do with the differences
between the credit hour definition in title 5 compared to the federal definition. We
reviewed the new formula that was distributed to the field in fall 2015 as well as the
federal definition of the credit, discussed what regional accreditors are looking for in
terms of compliance, and acknowledged the confusion and concern caused by the
Chancellor's Office memo from fall 2014. In the end it was a healthy conversation with
very good questions asked. Examples of conversations on units and hours from the
experiences of the presenters were also shared. It is important to note that the
concerns raised regarding units and hours are not unique to PCC.

In conversations immediately following the meeting, and in a subsequent email exchange, it was noted that there are different understandings of what "compliance" means. Part of that difference in understanding may be due to restrictions imposed by the fall 2014 Chancellor's Office memo on the common understanding of what is allowed in title 5 and in the 5th edition of the PCAH. It was also noted that PCC does not currently have a board policy and administrative procedure that defines locally the relationship between the credit hour and student learning hours, and it was suggested that a conversation start locally on that issue.

Overall, the session was productive and provided much food for thought for the attendees. Going forward, it would be beneficial for the ASCCC and CCCCIO leadership to develop a more structured process for assessing the needs and key concerns of the college that requests a visit, for building the mutually agreeable content for the presentations, for identifying the best individuals to send to the college, and providing for follow-up with the college that was visited.

Institutional Effectiveness Partnership Initiative Advisory Committee
Courtyard by Marriott Midtown, Sacramento
January 29, 2016, 10:00 am-3:30 pm
Meeting Summary

Members in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Bellisimo	Yolanda	TA	Lamanque	Andrew	PPP
Benson	Mitchel	Ind	Lee	Matthew C.	TA
Blackwood	Kathy	Ind	Leong	Tim	PD/PPP
Brown	Aaron	TA	Ly	Pearl	PD
Buckley	Jerry	PD	May	Ginnie	PPP/PD
Carr	Leslie	PD	McGinnis	William G.	TA
Christian	Sonya	PPP	Murillo	Kindred	Ind
Coleman	Laura	Ind	Randall	Meridith	PD
Cox	Jana	PPP	Rutan	Craig	PD
Dieckmeyer	Diane	TA	Scallion	Brooke	PD
Ferguson	Chris	PPP/Ind	Schardt	Jan	PD
Garcia	Valentin	TA	Scroggins	Bill	PD
Goold	Grant	Ind	Sokenu	Julius	TA
Greaney	KC	Ind	Stanskas	John	Ind
Gribbons	Barry	Ind	Steenhausen	Paul	PD
Hayward	Craig	Ind	Tena	Theresa	PPP
Howell	Lisa	Ind	Van Hook	Dianne	Ind/PD
Jaffe	Louise	Ind	Warren-Marlatt	Rebeccah K.	Ind
Johnson	Joyce	PD	Webb	Catherine	PD
Kovrig	Neill	PPP			

Resource Persons/Evaluators in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adams	Gary	Ind	Kinney	Terry	NA
Atalig	Christina	Ind	Pacheco	Robert	NA
Baker	Karen	PD	Rodriguez	Mario	Ind
Bianchi	Rico	PD	Slimp	Ronnie	PPP
Cox-Otto	Pamela	NA	Spano	Jeff	TA
Fisher	Stacy	Ind	Stirling	Anna	PD
Harnish	Eric	PPP	Van Ommeren	Alice	Ind

Guests in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Fuller	Ryan	Ind	Tyson	Sarah	Ind
Leufgen	Jillianne	Ind	Wagner	Natalie	PD
Roberts	Matthew	Ind			

*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

I. General Session 1

A. The session opened with introductions and Education Moments from Jeff, Bill Scroggins, Dianne, and Matthew.

B. IEPI Evaluation

1. Barry briefly described the recent transition in the evaluation process for IEPI, and introduced the new evaluator Bob Pacheco.

C. Specialized Training Project
   1. Theresa introduced Brooke Scallion, who is project manager of the CLPCCD Specialized Training project. She noted that this projects fits well with the existing IEPI structure—particularly the Professional Development Workgroup.
D. Theresa identified the three people who recently joined the CCCCO Institutional Effectiveness division: Karen Baker, Mia Keeley, and Scott Valverde. Karen was helping with Advisory Committee logistics, while Mia was at the SLO Symposium and Scott was at a Diversity in Hiring workshop.
E. Communication Plan Update
   1. Pamela Cox-Otto summarized the findings of the research done to date by Interact Communications. The original idea of focus groups did not work out due to travel and time issues, and was replaced by a series of deeper interviews with faculty, executive leaders, deans, and students, as well as CCCCO staff. One recommendation that resulted was putting a personal face on IEPI through the use of success stories. (See the PPP Workgroup section below for more details.)
F. Best Practices Framework Update
   1. Ginnie reported briefly on the Best Practices Framework concept developed originally in the PPP Workgroup. This project envisions creating a nonprescriptive repository of resources that colleges can use to implement effective practices on their campuses in a variety of areas. It is focusing first on two areas: Integrated planning and disaggregation of data. Ginnie and Andrew will be making presentations to the Academic Senate Accreditation Institute, ACCCA, and other groups to solicit feedback on their approach, and PPP will be working with the RP Group on the project. Ginnie concluded by walking through a tentative timeline for the work. (See the PPP Workgroup section below for more details on the project.)
G. Reflections on the Governor's Budget
   1. Theresa summarized the aspects of the Governor's Budget related to IEPI.
H. Reports on IEPI progress to date were postponed due to lack of time.

II. **Workgroup Sessions**
   A. *Institutional Effectiveness Indicators (Barry)*
      1. The summary of this Workgroup meeting will be provided at a later date.
   B. *Technical Assistance Process (Matthew)*
      1. Matthew updated the workgroup in some detail on the status of the Spring/Summer 2015 (Cycle 1), Fall 2015 (Cycle 2A), and Spring 2016 (Cycle 2B) PRTs. Highlights included the following:
         a. 35 PRTs are now active, counting all three cycles.
         b. In Cycle 1, the very first follow-up visit is scheduled for Shasta College on February 22, and should complete the PRT process there. Follow-up visits for Barstow, Berkeley, CCSF, and Merced are scheduled this Spring, and Matthew has asked the Allan Hancock and Solano leads to schedule their follow-up visits as soon as possible. The Yuba follow-up visit will likely occur in Fall 2016.
         c. In Cycle 2A, initial visits delayed due to weather at Lake Tahoe and Lassen are scheduled to take place on Feb. 29 and Feb. 5 respectively. Initial visits have taken place at all 15 other institutions, and the scheduling of second visits is underway.
         d. In Cycle 2B, we are trying to schedule both initial and second visits up front, and are in the process of obtaining date options from all the client institutions. Several PRTs remain incomplete, and recruitment efforts are underway.
      2. The workgroup continued discussion of collecting and disseminating candidate best practices identified during the PRT process.
         a. Other useful sources for best practices were suggested, including private nonprofits, such as the Aspen Institute, Complete College America, Achieving the Dream, and the Carnegie Foundation, along with research organizations such as the Educational Advisory Board, Community College Research Center, and the Institute for Higher Education Leadership and Policy at Sacramento State.

b. Members suggested creating a "new and emerging issues" website (to cover issues such as the use of the new workforce development dollars, spending restrictions on Student Equity dollars, preparing for the inevitable economic downturns and accompanying reductions, accreditation changes, and funding-formula proposals), and providing comparative data for the CCCs and other higher education systems.

3. Members also discussed gathering best practices for the PRT process itself. Suggested methods included the following:

   a. Asking each PRT or PRT member for one paragraph on a procedure or operation or logistical action that helped make the PRT successful in rendering assistance to the client institution.

   b. Asking each client institution (probably the CEO) to provide a brief answer to the question, "How did the PRT process help you succeed?"

   c. Following up with the client institution one year after the final visit, and asking the CEO or other well-informed person to answer the question, "What was the main lasting consequence of the PRT process?" or "What stayed with you as a result of the PRT process?"

   d. Soliciting best PRT practices from the PRT-based communities of practice.

C. *Professional Development (Paul)*

1. Review of Notes from November Meeting

2. Professional Learning Network (PLN)

   a. Update on the project

      i. The PLN is "live" (prolearningnetwork.cccco.edu) but still needs to undergo accessibility testing before it can be officially launched. Workgroup members were given a demonstration of the PLN's newly added features (such as a series of videos on CCC data tools). Workgroup members were encouraged to register, explore the site, and provide feedback at their convenience.

      ii. The PLN includes thousands of videos on using digital tools and enhancing professional skills. The videos are produced by Grovo (a national workplace training firm) as part of the PLN's Learn Academy. Workgroup members suggested partnering with Lynda.com for additional training videos.

      iii. Workgroup members made other suggestions for the PLN, including (1) housing an archive of past webinars, (2) adding a disclaimer in the speakers bureau that the Chancellor's Office does not necessarily endorse the speakers, (3) installing a "help me"-type button on the Chancellor's Office website that would take users to the PLN for assistance, (4) allowing users to "subscribe" to certain topics and alerting them as resources in that area are added to the PLN.

      iv. More than 100 faculty, administrators, and staff have volunteered to serve as content reviewers. The plan is for @ONE to manage the review process (something @ONE is already doing for courses as part of the Online Education Initiative).

3. Regional Workshops

   a. Workgroup members briefly reviewed a list of IEPI-sponsored regional workshops that have occurred since the last advisory committee meeting (which was in mid-November) or are scheduled to happen over the next couple of months. These include:

      i. Inmate/Re-entry Education
         (A) December 7-8

      ii. Diversity in Hiring
         (A) November, 2, November 4, January 8, January 14, January 25
         (B) Scheduled: January 29 (Chabot), February 10 (Clovis Community College), February 16 (Yuba College). Another Diversity in Hiring workshop has been added for February 19 at L.A. Trade-Tech College.

      iii. Student Learning Outcomes
         (A) January 21 (session at ASCCC Innovation Institute)
         (B) Scheduled: February 19 and February 20 (sessions at ASCCC Accreditation Institute, San Diego)

iv. Audit/Fiscal Compliance
    (A) Scheduled: February 19 (College of the Canyons)
v. Integrated Planning
    (A) December 17, January 22
    (B) Scheduled: February 26 (College of the Canyons)
vi. Basic Skills
    (A) Scheduled: February 11 (Clovis Community College—Herndon Campus), February 16 (Hilton Orange County/Costa Mesa), February 22 (Hilton Oakland Airport), March 2 (Marriott Hotel Riverside)
    (B) The goal of these workshops is for participants (attending the workshops in teams) to leave with a set of evidence-based strategies to include in their application for the state-funded basic skills transformation grants. The workshops will be highly interactive, with college teams encouraged to reflect on each strategy and whether it might be a good fit for their college. Workgroup members reviewed a matrix of questions posed to attendees at the August 2015 enrollment management workshops and agreed that a similar approach would be helpful at the basic skills workshops.
vii. Student Support (Re)defined
    (A) Scheduled: March 18 (CCSF)

4. Update on recent survey by 4C/SD on professional development
    a. Leslie Carr provided a summary of preliminary survey results pertaining to professional development and flex policies at colleges. The survey closes on February 5th. Leslie will write an executive summary after the survey closes and will share it with the workgroup.

5. Ideas for future workshops/specialized training
    a. Craig Rutan facilitated a discussion by workgroup members on possible topics for future IEPI workshops and training. Topics suggested by workgroup members included:
       i. Collaborative approaches to leadership training with faculty and administrators
       ii. Emergency preparedness/incident command training
       iii. Funding and budgets for CCC, including the various categorical pots of money and what they can/cannot be spent on
       iv. Examples of exemplary campus professional development programs and how they fund such efforts using flex, categorical, and other funding sources
       v. Student learning outcomes (SLO) assessment, particularly for new faculty members. This could include examples from departments that write and analyze SLOs well.

6. Demo of Zoom
    a. Rico Bianchi provided a demo of Zoom, an online video conferencing service that is available for free to CCC personnel. Zoom can be accessed at http://confernow.org/.

D. *Policy, Procedure, and Practice (Theresa)*
1. Strategic Communications Update from Interact Communications, Inc.
    a. Overview of One-on-One Interviews
       i. Focus groups did not work, so they conducted one-on-one interviews
         (A) 51 people interviewed
         (B) Who was interviewed?
            (1) 16 Deans
            (2) 13 Faculty
            (3) 11 Students
            (4) 11 CEOs, CIOs, CSSOs, etc.
    b. Interview findings
       i. We need to develop a framework for communicating
         (A) IEPI needs a metaphor to simply explain our efforts
         (B) The metaphor will be clear, concise and engaging
         (C) Branding and marketing could flow from this metaphor

        ii.   Communications vis-à-vis stratification of organizations
            (A) Focusing our communications for various roles in the Colleges
            (B) IEPI components and interest among different roles
                (1) Comprehensive interest: best practices and professional development
                (2) CEOs, CIOs, CSSOs: technical assistance
                (3) Deans and Faculty: professional development
       iii.   Concerns among interviewees
            (A) IEPI as a punitive effort
            (B) IEPI may create more work for them
            (C) IEPI exists to punish colleges on sanctions with ACCJC
            (D) Colleges will be held accountable for the data and goals they set in the IE indicator portal
            (E) Because IEPI is a CCCCO effort, colleges are concerned that IEPI's activities may impact their college's funding
       iv.   Survey
            (A) Measurement instruments for assessing survey responses and attitudes
                (1) Inductive instrument
                (2) Theoretically derived instruments: diffusion of data innovations
            (B) The survey will be sent to CEOs and disseminated from the top down
                (1) The survey will reach people in nearly every role within the college/district
                (2) The instruments will categorize these peoples' responses

c. Next steps
     i.   Requests for branding/ marketing/ information
            (A) Colleges need a clear 1-page description of the IEPI initiative
            (B) We need visuals to clearly describe our efforts:
                (1) IEPI's connection with all of the other initiatives
                (2) IEPI's composition and efforts within each component
                (3) Resources available through IEPI
     ii.   Communication strategy using institutions' stories
            (A) Communicate stories from the field
                (1) Stories of colleges implementing innovative ideas that were inspired by Specialized Training opportunities
                (2) Stories of effective practices shared though PRT visits
            (B) Narratives must be authentic and shared across various media
                (1) Communications must be authentic
                    (a) People can easily sniff-out inauthenticity
                    (b) We don't need to account for all the major stories; we need a spectrum of IEPI experiences
                (2) We will share these "ground-level" stories across various media
    iii.   Legislative, BOG, and Administration Interviews
            (A) Interviews will be completed by March 1
            (B) Anticipated questions:
                (1) What does success look like?
                (2) What are your thoughts on the IEPI initiatives
     iv.   IEPI website and brand
            (A) IEPI website
                (1) The new website will functionally replace the College of the Canyons website and the CCCCO's IEPI websites
                (2) A cluster analysis will be used when developing the website
            (B) The IEPI brand
                (1) All the research will inform how to develop the IEPI brand
                (2) After all the research, the brand will come together very quickly

(3) Marketing will be delineated when the brand is released

2. Effective practices resource development
   a. Focus Areas
      i. Integrated planning
      ii. Disaggregation of data
      iii. Enrollment management
      iv. Resources allocation
      v. Participatory/ shared governance
   b. Template and framework for the effective practices resources
      i. Provides clear definitions for focus areas
         (A) We cannot assume that colleges clearly understand these focus areas or that they are conscious of their local constraints
         (B) Focus area definitions and descriptions must be clear
         (C) Develop definitions that are broad enough so that users can easily interpreted them in light of their institution
      ii. The template/framework for effective practices resource must account for college/district governance processes
         (A) Institutions that use effect practices resource will need guidance on how to implement new practices within the confines of their institution's shared governance processes, taskforces, or committees.
            (1) We have to answer the question: "How do I work with my campus climate to implement effective practices?"
            (2) Provide examples and models for moving effective practices through local processes
               (a) E.g., Encourage the use of a method like S.W.O.T. analysis (strengths, weaknesses, opportunities and threats) in a shared governance setting to demonstrate how their institution may augment their current practice
         (B) The effective practices resource cannot be prescriptive
            (1) Template/ frameworks should be presented as recommendations or guidelines
            (2) We should refer to these practices as "effective practices", not "best practices"
            (3) We need to distinguish between requirements (e.g., Title 5) and recommendations in the effective practices template
   c. Solicitation of feedback for effective practices resources
      i. We need to be prepared for inquiries that seek to know how the "effective practices" we are authoring are, in fact, "effective practices"
      ii. Enlist the support of external evaluators to analyze these effective practices resources
         (A) RP Group
         (B) 3 CSN
      iii. Additionally, CCC professional associations will need to participate in the development of the effective practices resource content
         (A) Effective practices resources will come from the field
         (B) Associations provide an additional layer of content vetting
      iv. PRTs' insights on effective practices resources
         (A) PRT member should evaluate best practices resource
         (B) PRT micro-teams (new) will be able to provide specific information about issues colleges are encountering, and they may be able to articulate best practices with deeper insight
         (C) The Communities of Practice may be able to provide insight from having received PRT visits
      v. Solicitation of feedback from association conferences
         (A) Describe what the effective practices resource is
            (1) Describe the focus areas

          (2) Non-prescriptive approach: recommendations, not requirements

          (3) Explain how the tool is going to be used

      (B) Seek initial impressions through guided discussion

          (1) What do you like?

          (2) What else would you like?

          (3) Are these focus areas a good fit for your institution?

  d. Sustaining a Community of Practice

      i. Create listservs to maintain momentum

        (A) Listservs for specific topic areas

          (1) Accreditation

          (2) Credit/non-credit

          (3) Integrated planning

          (4) SLOs

        (B) Maintaining listervs

          (1) Newsletters

          (2) Should we have a listserv moderator?

          (3) Archive conversations

      ii. Creating a wiki-type resource

        (A) Let the community define the topic areas

        (B) Would this be redundant, bearing in mind the PLN?

      iii. How do we communicate in order to create the momentum?

        (A) Use established channels of communication

          (1) Websites

          (2) Any connected listserv

        (B) IEPI will need to create a newsletter or another attractive method of communication

III. General Session 2

A. Matthew, Barry, Paul, and Theresa shared highlights of their respective Workgroup sessions (see above).

B. Barry and Theresa announced that IEPI had now passed our one-year anniversary, since January 26, 2015 was our first Advisory Committee meeting. They noted that the initiative had made extraordinary progress over the past year, due in large part to the quality of this Advisory Committee, whose rich and robust discussions have formed the cornerstone of so much that IEPI is doing. They cited in particular the Partnership Resource Teams, the fact that over 2000 people had attended IEPI regional workshops on topic of great importance, and the fact that IEPI had built an Indicators system, including a web portal, from scratch, and that all 112 colleges (at the time) had adopted the framework locally and entered their targets by the required June 30 deadline.

IV. Adjournment

Location for all meetings: Sacramento
Day and time for all meetings: Friday, 10:00am-3:30pm

July 22, 2016
Sept. 9
Dec. 2
Jan. 20, 2017
March 10
May 12
July 14

ICAS

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

IGETC Standards Committee Meeting
Minutes
March 9, 2016
2:00PM-3:00PM

1. Introductions

    a. Committee

	CCC	**UC**	**CSU**
Articulation officer	Estela Narrie Santa Monica College	Cynthia Bevic UC Davis	Ceci Herrmann San Francisco State University
Instructional faculty	John Stanskas (chair) San Bernardino Valley College	Henry Sanchez UC San Francisco	Mary Ann Creadon Humboldt State University
System officer	Bob Quinn CCCCO	Nancy Purcille UCOP	Ken O'Donnell CSUCO

    Absent: Nancy Purcille, Bob Quinn

    b. Guests

    Ralph Aldridge (UC BOARS)   Evera Spears (UCOP) (proxy for Nancy Purcille)

2. 2015 IGETC Standards Document Overview
    http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf

3. 2016 Proposed Revisions

    a. Quantitative reasoning general education requirement (p 16)

    John Stanskas will revise the paragraph on indicating that math courses with prerequisites of intermediate algebra OR statistics courses that are part of the Carnegie model *Statway* are acceptable to fulfill the quantitative reasoning requirement through 2019.

    b. AP Exam Chart http://www.calstate.edu/acadaff/codedmemos/AA-2015-19.pdf (p 9)

    Estela Narrie will add Physics 1 and Physics 2 to the list in the first sentence of the paragraph above the AP credit table to ensure students completing Physics 1 or Physics 2 are awarded at least 4 units of credit.

    c. eTranscript and partial certification (p 28)

    No revision needed. Clarification to individual colleges and the eTranscript group of importance of adhering to the standards regarding partial certifaction.

4. Next Steps: Tasks & Future Meeting

   a. John Stanskas will send out a doodle poll for the last week of March for our next meeting.
   b. Any further revisions need to be brought to the attention of the committee at the next meeting for inclusion in this year's revisions.

5. Adjourn 2:52pm

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

IGETC Standards Committee Meeting
Agenda
March 28, 2016
1:00PM-2:00PM

CCC Call Confer
888-450-4821

Participant Passcode: 612863

Presenter Passcode: 8332609

1. Committee Membership

   a. Committee

	CCC	**UC**	**CSU**
Articulation officer	Estela Narrie Santa Monica College	**Cynthia Bevic** UC Davis	**Ceci Herrmann** San Francisco State University
Instructional faculty	**John Stanskas** (chair) San Bernardino Valley College	**Henry Sanchez** UC San Francisco	**Mary Ann Creadon** Humboldt State University
System officer	Bob Quinn CCCCO	**Nancy Purcille** UCOP	**Ken O'Donnell** CSUCO

   b. Guests - none

2. 2015 IGETC Standards Document Overview
   http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf

3. 2016 Proposed Revisions

   a. Quantitative reasoning general education requirement (p16)

   Current Language with revisions:
   The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. Until 2019, math courses with prerequisites of intermediate algebra OR statistics courses that are part of the Carnegie model *Statway* are acceptable to fulfill the quantitative reasoning requirement. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

b. AP Exam Chart http://www.calstate.edu/acadaff/codedmemos/AA-2015-19.pdf (p 9)

Current Language with revisions:
AP exams in Biology, Chemistry, Physics 1, Physics 2 or Physics B allow CCC campuses to apply 4 semester or 5 quarter units to IGETC certification. For Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification; therefore, students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.

c. eTranscript and partial certification (p28)

~~No revision required. Consistent messaging to colleges is necessary to ensure partial certification is noted.~~
The committee discussed modifying the language beginning on page 28 regarding partial certification because the form is not important, but the information about what is complete and incomplete must be sent.

Partial certification is defined as completing all but two (2) courses on the IGETC pattern. The student petitions for certification and either the complete or partial certification is sent by the CCC to the UC or CSU. Partial Certifications must be accompanied by *one of the following:* ~~a separate IGETC Certification Form, which clearly indicates that the certification is "Partial", and identifies which requirement(s) remain to be completed.~~ (See section 12.5 for a sample IGETC Certification form).

i. A separate form, with all areas completed and areas incomplete (see section 12.5 for a sample IGETC Certification form) or

ii. A notation of partial IGETC certification on the official transcript, either hard copy or electronic, that explicitly states what areas are incomplete.

Each UC or CSU campus will inform a student that has submitted a partial certified IGETC of the specific timelines and courses needed to complete the IGETC. The UC or CSU is responsible for verifying that the missing IGETC course(s) has been completed.

d. Update years in the examples for *IGETC COURSE SUBMISSION AND REVIEW PROCESS* (p4) Just change the years from 2014 by +2. Update URL information for CSU Executive Order for GE.

4. Next Steps: Tasks & Future Meeting

Email dialog and approval over the next two weeks.

5. Adjourn
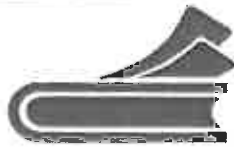
Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Open Educational Resources Task Force
Wednesday, 23 March 2016
CCC Confer
MINUTES

I. Called to order at 10:05am.

II. Agenda approved by consensus.

III. Introductions and Notetaker
Present: Cheryl Aschenbach, Randy Beach, Dan Crump, Dolores Davison, John Freitas, Cleavon Smith– ASCCC; Lizette Navarette - CCLC; Naeema Kaleem, SSCCC
Cheryl agreed to take notes.

IV. Discussion items, with action as needed
- Charge of the committee
  - History – committee created at Executive Committee meeting in January 2016 in response to the initial proposal for $5 million in Governor's January budget.
  - Focus is to help create an understanding of what to do with OER materials, how to get information out to the field, and what policy and resolutions may need to be created for the field to consider. Membership includes chairs of ASCCC Curriculum, Equity and Diversity Action committee, and Accreditation and Assessment Committee, CA OER Council, CCLC, and SSCCC Taskforce on Textbook Affordability.
  - It would help CCLC understand how they and other external organizations can help ASCCC with OER efforts, advocacy, and policy discussions.
  - Dan Crump pointed out that it would be good to communicate to legislature that many CCC faculty don't have an understanding of OER yet, which has been a frustration given the implementation timeline for AB 798.
  - Naeema suggested that a draft plan be developed; to help with this, COERC is working on Toolkit #2 and has office hours in May and June to review drafts.
- Trailer Bill Language on Z-Degrees/OER
  - Trailer bill language is available. Dan sent out a link to the LAO report.
  - There is language in it about professional development as well as for up to 10% of the funds available to a college who would support professional development efforts. Dan suggested that ASCCC work together with a college who will handle the funds with ASCCC providing professional development. No matter where funds end up, ASCCC should be involved in professional development, so ASCCC needs to be proactive in trying to get directly involved or RFPs should include plan for fiscal agent to work with ASCCC.

- o There is also info in bill language about grants for up to $500,000 for each Z-degree developed. The language may need to be made clearer to make more clear that new degrees wouldn't need to be developed, but rather pathways would need to be established within existing degrees. The amount, $500,000, may also be too much since so there would only be funding for nine degrees/nine colleges if the maximum was applied for. The LAO suggested smaller grants.
  - o The conversation needs to be reframed to be about Z pathways rather than Z degrees since community colleges provide opportunities for different awards and outcomes than universities. Perhaps CCLC and other organizations can help with that reframing as they speak to legislators. ASCCC shared this need for a change in language with Lark Park when she attended the ASCCC Executive Committee meeting in February. This may even be a charge of the committee.
  - o Low cost also needs to be considered rather than only free; there are cases where a student needs to have a physical copy of a resource for a class (ie. lab supplies in sciences, art supplies in art, readers in English). A strand on the OER Consortium list serve right now highlights conversation about how low cost can be defined; some define it as less than $40 or $50 dollars, while others simply suggest anything lower than regular cost. Perhaps a threshold of 30% like with AB 798 could be suggested. A suggested term is "lowest" or "minimal" cost rather than low cost. Lizette suggested that if we try to promote "lowest" or "minimal" cost, it wouldn't likely survive; legislators want to hear "free". It may need to be communicated to the legislature that zero cost really doesn't mean absolutely no cost, but may be the lowest possible cost.
- - Resolutions for Plenary?
  - o Legislation & Policy Committee is working on a resolution regarding z degrees, curriculum being solely the purview of the faculty, and local control.
- - Topics/Tasks Going Forward
  - o Dan is going to do some research on what's being done in Virginia. He'll report back.
  - o Resolution about local control being developed by Legislative & Policy Committee.
  - o My mid-May we'll get a sense of how many colleges are applying for AB 798 funds. So far we're hearing that some colleges aren't applying because of grants are low and work must be done prior to knowing about grant awards. However, there is a sense that interest in OER is growing through AB 798 conversations even if colleges choose not to apply.
  - o Textbook cost is an equity issue, so that needs to be something we continue to talk about when talking about textbook affordability. Accessibility also needs to be part of the conversation.
  - o CCLC could communicate to CEOs that support for OER is helpful, especially if they're willing to identify other resources to help with OER adoption on campuses. However, we don't want them forcing OER upon faculty. They should be working with their faculty leadership.
- - Future Meetings
  - o Dolores proposed meeting in May as the trailer bill language is further developed and the May revise is published.

V. Announcements

VI. Adjournment at 11:18am.

Academic Senate
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PART TIME FACULTY TASK FORCE
Saturday, 26 March 2016, 11:00 AM – 3:00 PM, Sacramento
Notes (note taker: W. North)

I.   Call to Order *1105, present – Roseann Berg, Lorraine Slattery-Farrell, Arnita Porter, John Freitas, Kristen Huyck, Julie Adams, Wheeler North. Guests – Oscar Berg*

II. Approval of the Agenda *no additions*

III. Discussion items/Old Business, with action as needed - *The committee discussed this item for the bulk of the meeting, see notes captured below for building a committee plan. Julie Adams to construct strategic plan based upon the context of existing ASCCC committees and current planning efforts.*
In response to resolution 1.04 S15 the ASCCC Part Time Faculty Task Force was "*charged with studying how to increase part-time participation in college governance.*" The Task Force needs to further flesh each of these areas out into a comprehensive plan for submission to the ASCCC Executive Committee in May, 2016.

- Develop a plan to increase the participation of part time faculty (which includes the establishment of a standing part time faculty ASCCC committee).
  - Develop plans for recruiting part time faculty who may be interested in participating in local and state level governance.
  - Operational plans should also provide for innovative solutions to accommodate the extremely divergent working schedules of part time faculty through a variety of communication media in lieu of synchronous face-to-face and phone meetings.
- Identify areas of professional development most needed by part time faculty.
- Develop some initial ideas on research needed to better understand part time faculty issues and the impact caused by a high reliance on part time faculty.
- Assist in developing a sustainable means to provide some fiscal support for part time faculty to better engage in these activities.

IV. New Business
Preparation for Plenary Session Breakout *Lorraine, Arnita, John and Wheeler will be presenting – breakout objectives will be to both gain input on proposed plans for part time faculty standing committee and for professional development needs as well as any high priority research needs. Breakout will be an opportunity to begin recruiting potential membership for the PTF Committee.*

General flow will be to: Start out with a conversation about the issues we've been discussing. Use this as an opportunity to build momentum.

Activity to identify attendees and engage discussion about what state level opportunities exist to

improve academic and professional matters for PTF.

V.   Upcoming Events

Online Education Regionals	8-9 April	College of San Mateo/Glendale College
Noncredit Regionals	15-16 April	Delta College/Mt. San Antonio
Spring Plenary Session	21-23 April	Sacramento Convention Center
Faculty Leadership Institute	9-11 June	Riverside Mission Inn

VI.   Adjournment *1430*

Notes: Build a strategic plan for the committee.
Make this a standing committee.
Charge statements/ideas
Empower the part time faculty voice in academic and professional matters.
Provide professional development for part time faculty.
Assist in developing policy recommendations regarding academic and professional matters that impact part time faculty.
Make recommendations that sustain high standards of academic rigor in all discipline areas and teaching areas regardless of employment status.
Provide and increase opportunities for part time faculty.
Strive to ensure a majority of its membership are part time faculty from a broad representation of community college faculty

Professional Development brainstorming
Develop annual events for part time faculty professional development. Summer institute/academy, (mock interviews, teaching and learning, effective processes and changing processes and culture, etc – two days, free to attendees – possible mid august fit it between summer and fall), regional institutes for Fall.

Potentially need a resolution about appropriate evaluation and feedback processes to ensure consistency and efficacy for part time faculty.

Noncredit is pedagogically very different from credit but these professional development needs are a part time faculty issue since 95% of noncredit is part time. Committee charter may benefit from specifically calling for the inclusion of noncredit membership and the professional development needs that may be specific to noncredit education.

Pathway processes/design and other support efforts for students within each district are often entirely unknown to part time faculty.

Request revision to CCCCO equity planning to include/require PTF in professional development.

Our guest Oscar mentioned aaaah, arrghh bubble, burp, and make it so.

Sponsor training events for improving the qualitative aspect of faculty evaluation, both part time and full time faculty. Might be another committee – Fac Dev

Portfolios for eval and/or advancement both as a part time faculty and transitioning into full time.

Potential for ASCCC prof dev efforts to fulfill locally negotiated professional advancement requirements, where it exists (step and column).

Research agenda – best practices on local professional development and support of professional development for part time faculty – e.g. stipends, support to attend events, etc.
Where do we rely heavily on part time faculty and does this create equity problems?
Develop a more accurate sense of what PTF aspirations are. Become full time versus teaching as an ancillary role to their personal and professional life. Ratios of PTF to student's success. Relationship of PTF ratio to economic conditions.

Other topics to explore: Some PTF get paid some for participation in governance, others don't.

Academic ranking for part time faculty - under senate purview, is practiced in some districts.

Operational needs
What is the best way to consistently get this group together that provides for effective representation?
> Polls and surveys, Heavy reliance on asynchronous means of interaction.
> Varied and flexible meeting times. Chain or round robin, serial meeting.
> Zoom – subset of CCC Confer – mindful of accessibility concerns.

Recommend the use of Canvas and its related tools to manage meeting process.
Reliance on communication tools, will need to be intentionally cognizant of accessibility needs, do not introduce barriers to participation.

Formalize support for attendance of part time faculty at ASCCC events as needed/possible.

Needs to be a larger group and participation may vary based upon availability/capacity to serve due to congested teaching schedules.

Committee needs to have a greater online presence to expand all types of opportunities for part time faculty – both engagement/participation and deployment of resources such as professional development opportunities.

Recruitment and Outreach
Means to outreach to a broader group of part time faculty, will be initially challenging until part time faculty specific events occur to build better connections.
Outreach message has to set clear expectations and delineate clear separation between academic and professional matters from working conditions.
Outreach needs to fully inform on roles of the ASCCC and common local senate roles. Central Outreach message: "All faculty are ASCCC members."

Faculty Orientation Toolkit
Julie Adams is working on this.

Report on Visit to Irvine Valley College
March 10, 2016
Submitted by John Freitas and Wheeler North

At the invitation of Irvine Valley College Dean Corrine Doughty, we attended the IVC CTE Committee meeting to take part in a conversation with committee members about curriculum and CTE. A PowerPoint presentation was prepared, but rather than being a formal presentation, this was instead an informal conversation. The main topics of conversation were:

- Curriculum development within the context of CTE, particularly about the importance of intentionality of curriculum and providing clear pathways for students
- The current status and future of CTE at Irvine Valley College
- What constitutes a CTE program
- Ideas for increasing the engagement of CTE faculty in college governance, raising the profile of CTE around the campus, and recruiting students from local high schools into the CTE programs

One concern that was discussed, and a concern that is not unique to IVC, was the feeling among CTE faculty that non-CTE faculty don't fully understand the value of CTE. One symptom of this perception of CTE is resource allocation processes that may not account for emerging trends in CTE and assuring that CTE programs have the resources and support to grow and adapt. This highlights the importance of the Academic Senate taking the leadership role in advocating for CTE and educating the field of the importance of CTE.

C-ID Advisory Committee Minutes Final
December 11, 2015
Academic Senate Office – 2nd Floor Conference Room
One Capitol Mall, Sacramento, CA
10a-3p

In Attendance
Deanna Abma, Articulation Officer, City College of San Francisco
Ralph Aldredge, Discipline Faculty, UC Davis
Gloria Arevalo, C-ID Grant Operations Director, Mt. San Antonio College
Julie Bruno, Communication Studies, Sierra College/ASCCC
Robert Cabral, C-ID CTE Director, Oxnard College
Grant Goold, CTE Faculty, American River College
Mary Legner, Mathematics, Riverside City College
Aurelia Long, Articulation Officer, UC Berkeley
Barry Pasternack, Discipline Faculty, CSU Fullerton
Michelle Pilati, C-ID Faculty Coordinator, Rio Hondo College
Nancy Purcille, UC Office Representative, University of California – Office of the President
Bob Quinn, Transfer and Articulation Coordinator – C-ID Project Monitor, Chancellor's Office
Craig Rutan, Area D Representative/Executive Committee Liaison ASCCC, Santiago Canyon College
Erik Shearer, Incoming C-ID Curriculum Director, Napa Valley College
Barbara Swerkes, Consultant, CSU System Office

Via Phone:
Joanne Benschop, Articulation Officer, Mira Costa College

Staff:
Krystinne Mica, C-ID Program Manager, ASCCC
Mai Choua Vang, Administrative Assistant, ASCCC

I. **Announcements and Approval of the Agenda**
   One additional topic was added to the agenda, under General Discipline Update:
   - Math Prerequisites

II. **Approval of May 28, 2015 Meeting Minutes**
   By consensus, the minutes were approved with no corrections.

III. **Review of Roster and Charge of C-ID Committee**
   Shearer began the meeting by starting with introductions. The group was updated on Pilati's transition out of the C-ID Faculty Coordinator role.

   The committee reviewed the updated roster. Some questions were raised regarding how the committee operates and how appointments are made. In reviewing the tasks and role of the Advisory Committee, members suggested bringing forth the roster to the next meeting for further discussion.

IV. **Processes and Policies**
   A. Process for Overruling Primary Reviewer
      Previous instances have occurred where a Primary Reviewer disagreed with changing determinations, even if it was determined through the appeal process that the initial review status was incorrect. The committee suggested it may be necessary to draft a formal process by which a primary reviewer's determination can be overturned. The committee was amenable to drafting a policy. It was also noted that the group agreed the appeal process is the appropriate venue by which CCC notify C-ID of any issues with the review process and allows for corrections to be made to reviews, while providing training opportunities for the review team.

      A draft process will be presented during the next Advisory meeting.

      ACTION:
      Pilati/Shearer will draft a process to share during the next meeting.

   B. Policy on Lowering Status on a Previously Approved COR
      As people conduct the review process, there are instances when an incorrect approval is given to a course submission. A mechanism was suggested to be put in place to address when approvals need to be changed to a lower status. Questions to consider includes catalog rights for students (what happens when a local college prints the approval on the catalog?) and should there be a period of time to allow the college to have the approval in place while they work to correct the issue. The committee agreed that changing an approval to a lower status could be detrimental to students who take that course believing it is C-ID approved and therefore agreed to have a grace period. In addition, the committee believed that colleges can also use existing catalog rights for determining what to do with lowered course standing for C-ID.

      A draft process/policy will be presented during the next meeting.

      ACTION:
      A draft document addressing how to lower course status will be presented during the next meeting.

   C. Review of Current C-ID Policies
      The group was reminded that currently approved policies are available on the C-ID website. A request was made to review the breakdown of the policies page to denote which committee drafted and finalized the policy. A broader question on which body approves policies and implications of approval was noted.

      ACTION:
      Members were tasked with reviewing the policies page to discuss for the next meeting.

   D. Creation of Non-Credit Descriptors

i. Basic skills

Pilati presented to the group the difference between a credit course and a non-credit course for basic skills. The discussion around allowing non-credit courses into C-ID and developing descriptors, was posed. One idea presented was to consider using hours for non-credit courses instead of credits. Members ultimately decided that it is up to each discipline FDRG to determine what the minimum hours would be for this type of descriptor.

E. Sunset Policy on Descriptors

Shearer gave a brief summary of the Studio Arts FDRG that is currently going through the 5-year review process. It was shared that seven of the current descriptors do not have CSU reviewers and therefore have had no movement with reviewing submitted courses. Upon review of the colleges that submitted courses for the descriptor, all but one college carries major preparation articulation. The FDRG is considering the removal of the seven descriptors; as there have previously been no formal process by which descriptors are archived, the question was asked to the committee on creating a policy specific to the archiving of descriptors. The committee agreed on drafting a policy; Shearer volunteered to start the draft and will be presented at the next meeting.

ACTION:
Shearer volunteered to craft a policy to address this issue and will bring forth during the next meeting.

F. CORE Removal Process

Currently, there is no formal process to remove appointed course reviewers for C-ID. It was noted that a process may be necessary given that issues with reviewers not reviewing continues to happen across disciplines. Primary Reviewers around the table concurred that this is an issue that delays the review of submissions. The committee suggested with continuing the weekly reminders to reviewers, as well as segment specific reminders (either conducted by Swerkes for CSU, or Mica/Vang for CCC). A general guidance portion should also be included in the CORE Training. A draft policy will be presented for the next meeting.

ACTION:
Shearer will draft the document and bring it back to the members during the next meeting.

G. Documentation of Descriptor Vetting Process

Recently, more faculty are contacting C-ID and requesting additional information on the vetting of descriptors, particularly, how a discipline FDRG arrived to the final descriptor. The current descriptor review process does not call for the FDRG to provide a summary of the changes made to descriptors, unlike the TMC process, which documents any changes made. This issue was presented to the group to consider adding a formal documentation for descriptor changes. A consensus was not reached during the meeting; this topic will be revisited during the next Advisory meeting.

An additional idea was presented to permit and encourage the FDRG Leads to have a greater role in the C-ID process by having them publicly answer discipline related questions and to provide a list of all FDRG Leads on the C-ID website. At present, FDRG members and reviewers are anonymous; it may lend to greater transparency with the C-ID process if the FDRG Lead's were able to provide responses to queries from the field, in addition to the C-ID leadership team. It was noted that some FDRG Leads might not want to be outed in their role, and it may be best to individually seek participation from the leads prior to implementing.

H. Resubmission Language
Shearer alerted the committee that an update to the *AO Guide to Submitting* document would be made to include language specific to types of resubmissions needed (or not needed) for C-ID.

I. Consideration of Regional Descriptors
During the last round of DIG meetings, faculty members in CTE disciplines shared their desire to have regional descriptors, in addition to the statewide descriptors. Numerous reasons were provided as to why C-ID should remain as statewide descriptors. There was strong, unanimous opposition to this proposal, as the committee stated that regional descriptors would directly conflict with that work of C-ID.

J. FDRG Composition – Intra- and Intersegmental
A question was posed to the committee on what the appropriate composition of the faculty group should be for intrasegmental FDRGs (CCC only). CSU committee members reiterated their desire to be invited to the DIG meetings, and requested at least one month in advance in order to help recruit faculty to attend. The committee continued with a broader discussion on involvement of CSU with CTE disciplines and the role of industry partners at the DIG meetings. C-ID must remain first and foremost a faculty-driven system. Consideration for the involvement of industry partners will be discussed by the Model Curriculum Workgroup.

As C-ID continues to expand into CTE disciplines, additional staffing is required to help facilitate the C-ID process. As the new grant is now in place, additional resources can be allocated.

V. **Regional Consortium Partnership – Pathways**
Adams asked the committee to consider DSN involvement with development of model curriculum and descriptors, as there is pressure from industry to have their perspective included in the development of products. Regions are concerned with DSN's not being a part of these meetings. Goold stated the differing roles between the faculty and the DSN. Adams emphasized the importance of this program to remain faculty-driven. The committee then suggested creating separate vetting to control the leadership and perspective of industry partners and faculty.

VI. CTE C-ID Next Disciplines
   A. This segment was merged with *Consideration of Regional Descriptors*

VII. C-ID and New Grant Update
   Mt. San Antonio College (Mt. SAC) was awarded with the C-ID grant and will serve as the new fiscal grantee for C-ID. C-ID will work with Mt. SAC for the upcoming year's work plan to figure out allocation of funding. Members strongly reinforced the understanding that C-ID is a faculty-driven system and faculty committees, in partnership with the ASCCC, are in charge of the curriculum processes.

VIII. C-ID and Marketing
   The committee will work with Mt. SAC to find public marketing ways and branding for C-ID help build reputation. A goal in marketing is a C-ID brochure, similar to IMPAC, to share with legislature stating our mission and how it is being accomplished.

IX. C-ID Technology Update
   A. ASSIST NG and C-ID 2.0
      Mica provided an update on the development of the new website for C-ID 2.0 and its relationship to ASSIST NextGen (NG). It was also shared that a new C-ID Technology Advisory Group was convened by Arevalo to discuss the relationship of C-ID 2.0, ASSIST NG, and the CCC Chancellor's Office Curriculum Inventory (COCI). This group is reviewing integration points to all three systems and will make recommendations to the C-ID Executive Team regarding changes to technology.

      On another note, Rutan was appointed by the committee as requested from the Chancellor's office to ensure a voice for this committee and make sure the decisions from the technology group to inadvertently make new standards and criteria for the curriculum system.

   B. User Group for Testing
      Once a working prototype is available, a user group for testing will be convened, consisting of reviewers, primary reviewers, and Articulation Officers.

X. General Discipline Update
   A. Discipline Input Group (DIG) Update
      Members were provided an excel sheet summary of this Fall's DIG meeting total up to 3 DIGs and another at LA Trade Tech for Hospitality. Additional DIGs will be convened in the spring for CTE disciplines.

   B. Area of Emphasis Update
      The recent ICW meeting discussed the topic of area of emphasis disciplines and the need to identify two additional disciplines to meet the SB 440 mandate. The CCCCO templates for the recently developed TMCs for Social Justice Studies and Global will be available by February 1, 2016.

   C. Basic Skills Update
      Descriptors are currently vetting for English and math basic skills. The Reading FDRG is close to finalizing descriptors for the discipline.

D. UC Transfer Pathways

Aldredge informed the group on the work of the <u>UC Transfer Pathway</u> program and the current developmental status since its creation in 2012. A function of the pathway is to provide consistency in lower division premajor preparation courses for some of the UC's most popular majors at the 9 undergraduate UC campuses. This would help guide students in choosing courses and preparation for their major, by providing a baseline for what is needed in order for the student to transfer. C-ID is being considered for use within the UC Transfer Pathways, and BOARS is conducting extensive research to determine comparability of the descriptors to existing UC courses.

E. Math Prerequisites – Update and Information

In light of the recent CSU GE memo, members were informed of the on-going discussion to add alternative pathways as a prerequisite on the statistics descriptor. Some suggestion to have Math FDRG change but not sure if CSU's would embrace alternate courses to algebra and/or having Math FDRG consider the questions in their meetings to discuss. The MATH FDRG is slated to meet in-person in January to address this concern. An update will be provided to the committee after the meeting.

ACTION:
This topic will be agendized for the next meeting.

F. Return to Charge of Committee

Shearer encouraged members to review the attachment *Charge and Composition of C-ID Committee* and to bring back thoughts and ideas for discussion during the next meeting.

ACTION:
- This topic will be agendized for the next meeting.

XI. Future Agenda Items and Next Meeting Time/Place
A. Processes and Policies –
B. Update on Math Prerequisite Issue
C. CTE Process – Information

XII. Adjournment
A. Time of meeting adjourned: 2:40pm

Respectfully submitted by,
Mai Choua Vang
C-ID Administrative Assistant

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Intersegmental Curriculum Workgroup Minutes Final
December 8, 2015
Academic Senate Office – 2nd Floor Conference Room
One Capitol Mall, Sacramento, CA
10a-3p

In Attendance:
Deanna Abma, Articulation Officer, City College of San Francisco
Kevin Baaske, Faculty Affairs ASCSU, CSU Los Angeles
Julie Bruno, Communication Studies, Sierra College/ASCCC
Jackie Escajeda, Interim Dean of Curriculum and Instruction, Chancellor's Office
Mary Legner, Mathematics, Riverside City College
J. Ken Nishita, Discipline Faculty, CSU Monterey Bay
Ken O'Donnell, Senior Director Student Engagement & Academic Initiative & Partnership, CSU Chancellor's Office
Michelle Pilati, C-ID Faculty Coordinator, Rio Hondo College
Craig Rutan, Area D Representative/Executive Committee Liaison ASCCC, Santiago Canyon College
Erik Shearer, Incoming C-ID Curriculum Director, Napa Valley College
Barbara Swerkes, Consultant, CSU System Office
Mary K. Turner, CCCCIO Representative, Sacramento City College

Guests:
Gloria Arevalo, C-ID Grant Operations Director, Mt. San Antonio College
Bob Quinn, Transfer and Articulation Coordinator – C-ID Project Monitor, Chancellor's Office
Jim Postma, CSU Chancellor's Office
Stephanie Ricks-Albert, CCC Chancellor's Office
Karen Simpson-Alisca, CSU Chancellor's Office

Staff:
Krystinne Mica, C-ID Program Manager, ASCCC
Mai Choua Vang, Administrative Assistant, ASCCC

I. **Announcements and approval of Agenda**
   Introductions were made and it was noted that the CSU Academic Senate appointed Postma to the ICW in a consultant capacity.

II. **Approval of the Minutes**
   By consensus, the minutes were approved without changes.

III. **Review of Roster and Charge of ICW**
   Members discussed the composition and charge of the ICW Committee in relationship to the C-ID Advisory Committee. The question was posed on whether or not the committee is needed, as it is believed that a majority of the work for SB 1440 is near completion, and that topics discussed during ICW are also discussed during the C-ID Advisory Committee meetings. As work still needs to be done for the 5-year review of existing disciplines, and the additional work on the creation for areas and emphasis TMC's, it was suggested that ICW and its composition remain the same and that the topic be revisited in the future.

IV. Review of Composition and Charge of ICFW

ICFW is comprised of CCC and CSU faculty members from the larger ICW Committee and is the faculty body that accepts the TMC as final. ICW discussed who the voting members are of ICFW and it was noted that only faculty have voting rights on this group.

V. General Discipline Updates

A. Discipline Input Group (DIG)

Shearer and Mica gave a summary of the DIG meetings that occurred in October and December and reminded the committee that disciplines were convened specifically to determine if the creation of a model curriculum is appropriate for their discipline. To note, 12 CTE disciplines were brought together, based on Vice Chancellor, Ton-Quinlivan's, list. Additional disciplines from the list will be convened in Spring 2016

B. FDRGs Convening

A brief summary of all FDRGs that are currently convening or will be convened in fall was provided to the committee such as, Radiologic Technology, Office Technology/Office Computer Applications, Small Business and Entrepreneurship, Business Information Worker, Hospitality/Culinary, Welding Technology, Medical Assisting, Respiratory Care/Therapy, Diagnostic Medical Sonography, Manufacturing and Industrial Technology, Alternative Fuels and Advanced Transportation Technology, Fire Technology. This includes new FDRG's for CTE disciplines, in addition to disciplines that are undergoing that 5-year review. Swerkes noted that CSU representatives on the FDRGs undergoing the 5-year review might need to be contacted prior to their first meeting to determine if they are still available to participate or would need to be replaced.

C. Area of Emphasis

Shearer provided an update to the committee regarding the Social Justice Studies and Global Studies finalized AOE TMCs approved in September. The Chancellor's Office template will be available beginning February 1, 2016 for colleges to begin submitting their degree. As the degrees could potentially transfer into many different areas at the CSU, an expanded distribution list for AOE degrees is being used to determine whether departments could deem similar. There is a standing question on how the CCC Chancellor's Office is handling submissions of degrees for the templates, as a variety of different degrees could fit within the AOE model.

D. Basic Skills

Currently, the math and English basic-skills FDRGs are vetting descriptors through the end of January 2016. Shearer shared with the committee that there is ongoing conversations regarding the use of alternative pathways as a prerequisite for Statistics. As the existing descriptor does not allow the use of the alternative pathway, the math FDRG will convene in early spring to determine how to move forward with the descriptor (adding the alternative pathways prerequisite, creating a new descriptor, or no change).

E. General Course Review

A copy of the November C-ID Newsletter, which highlighted the course review status of the disciplines was shared. While some disciplines were behind, it was noted that these are disciplines that are known to have issues, mainly because of lack of CSU reviewers. A majority of the disciplines are in good shape. It was shared that the Studio Arts FDRG is looking to archive seven descriptors. In addition, Shearer shared with the committee the successful course training and course review for the Engineering discipline last October. C-ID will convene a mass reviewer training for disciplines that are backlogged in early spring.

F. 5-Year Review

The group discussed the process and inquired as to how information regarding the survey of the descriptors and TMC are disseminated to the public. It was shared that the ASCCC uses discipline listservs to disseminate the surveys and the listservs are opt-in; any faculty (CCC/CSU/UC or private) can sign up. In addition to the discipline listservs, CIAC (the AO listserv) is also utilized. There is inconsistency with how colleges identify ADTs, as some colleges use "transfer" to denote regular Associate Degrees.

VI. **C-ID and New Grant**

It was shared that the new C-ID grant was awarded to Mt. San Antonio College (Mt. SAC). The ASCCC and Mt. San Antonio College are working on a new work plan for the upcoming year.

VII. **C-ID and UC**

A presentation by C-ID was made to the UC Academic Senate, as the UC senate is in discussion regarding the use of C-ID. There is an ICAS meeting the week after the Advisory meeting, where continued discussion on the use of C-ID for UC will occur.

VIII. **C-ID and Technology**

A. General Discussion on ASSIST NG/C-ID Curriculum Inventory Relationship

The committee was provided with an update on the development of the new C-ID website, named C-ID 2.0. In addition, an advisory group was convened to review the integration of the three systems: ASSIST Next Gen, Curriculum Inventory, and C-ID.

IX. **Next AOE Disciplines to Convene**

A. ICW reviewed the various disciplines that may fit into the areas of emphasis model. This included Religious Studies, Social Work, Applied Arts, linguistics and modern languages, and law school preparation. It was noted that both Religious Studies and Applied Arts do not have consistency across programs and would not be good candidates for an AOE TMC. Additional research will be conducted on the viability of law school preparations and linguistics and modern languages.

ACTION:

Shearer will research law school preparation, linguistics and modern languages and social work to determine if they are appropriate candidates for an AOE TMC.

X. TMC Discussion

A. Chemistry TMC and Units
Rutan is requesting a formal review of the Chemistry TMC as many colleges continue to have issues with creating a degree. To note, only 28 colleges have submitted for the Chemistry degree, with an additional 28 struggling to create.

B. Business TMC and Calculus Addition
The question was brought forth regarding the use of Calculus in addition to the specified Business Calculus on the Business TMC. Inquiries to the BUS FDRG noted support of the use of the additional Calculus descriptors, but a formal statement has not been made. There was concern from some members of the group regarding a message stating that substitution of the Calculus courses was appropriate. It was also noted that the Business discipline will undergo 5-year review next year and that would be the appropriate time to make the change.

C. Child and Adolescent Development CCCCO Template Release
Shearer reminded ICW that the template will be released on February 1st.

D. Homeland Security TMC Development
Shearer summarized the proposal sent from Chair Clement from CSU Fresno for the development of a TMC for California Emergency Management and Homeland Security. Members are unsure whether the discipline meets the criteria for the creation of a TMC and suggested that this proposal may be good for a model curriculum.

ACTION:
Additional research will be conducted on the Homeland Security discipline to determine if it is appropriate for creation of model curriculum.

XI. Creation of Engineering Certificate
Rutan gave a brief overview of the Engineering Certificate to the committee. ICW approved the creation of the Engineering certificate to move forward once a document is drafted and a process codified for the Intra-segmental model curriculum (CCC MC).

ACTION:
Rutan will take the lead on drafting a document for CCC MC

XII. Model Curriculum

A. Update on implementation of MC's
Rutan summarized the three existing ISMCs for Nursing, ICT, and Engineering. In addition to the ISMCs, C-ID is also in the process of creating CCC MCs for use within the community college system. The question revolved around what the CSU role is within the creation of CCC MCs, as well as agreeing to a time frame by which

the invitation for CSU to participate on the creation of the CCC MCs is sent. It was agreed that the CSU Liaison will receive the invitation to the DIGs and the FDRG convening at least 1 month in advance. Additionally, it was requested that information regarding model curriculum be separated on the C-ID TMC page, as it is causing confusion in the field.

ACTION:

Mica will investigate if it is possible to create an additional webpage for the model curriculum.

B. Biotechnology and Connecting MC with BA degrees
Rutan provided general information to the committee regarding the development of a model curriculum that would fit into the BA degree that is in development for a pilot program at Solano College.

C. Course Substitutions
Shearer reiterated the C-ID policies on the website and how some local policies want more direction instead of a guideline. Members suggested to add concrete examples, as faculty were concerned with the policies and that it needed more descriptive revisions.

XIII. Policies and Processes
A. Guideline on Course Substitutions for CCC's
Refer to *Business TMC* segment

B. For consideration: When do we stop creating new TMC's?
Rutan asked the members to consider the question of when TMC creation will end. Because of the existing policy, local colleges want more direction as to what the policy states.

XIV. Reports
A. Senate Updates
No official report was provided from the Senates.

B. CCC CO Report *(CCCCO Representative)*
As of now to date, 20,000 degrees were awarded by local community colleges.

C. CSU CO Report *(O'Donnell)*
CSU CO reported on the admission status of transfer students who came in with an ADT.

XV. Future Agenda Items and next meeting time/place
A. TMC Review Document from Kevin to be ready for approval at the next meeting. Meeting to be determined via Doodle poll.

XVI.   Adjournment
Meeting adjourned 1:55pm.

Respectfully submitted by,

Mai Choua Vang
C-ID Administrative Assistant