Academic Senate
for California Community Colleges

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EXECUTIVE COMMITTEE MEETING

Friday, September 28, 2018 to Saturday, September 29, 2018

Sheraton Mission Valley San Diego Hotel
1433 Camino del Rio S, San Diego, CA 92108
Meeting Room: Navigator

Friday, September 28, 2018
11:30 a.m. to 12:15 p.m. Executive Committee Meeting
12:15 p.m. to 12:45 p.m. Lunch
12:45 p.m. to 1:45 p.m. Executive Committee Meeting
2:00 p.m. to 6:00 p.m. Closed Session
7:00 p.m. to 9:00 p.m. Dinner
Osetra Seafood & Steaks
904 Fifth Ave, San Diego, CA 92101

Saturday, September 29, 2018
8:00 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Working Lunch
12:30 p.m. to 3:30 p.m. Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. 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 April Lonero 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. Executive Committee Norms, pg. 5
E. Calendar, pg. 7
F. Action Tracking, pg. 13

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G. Local Senate Visits, pg. 15
H. Dinner Arrangements
I. One Minute Check-In

II. CONSENT CALENDAR
   A. September 7-8, 2018 Meeting Minutes, Rutan, forthcoming

III. REPORTS
   A. President's Report – 20 mins., Stanskas
   B. Foundation President's Report – 10 mins., Aschenbach
   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, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.

IV. ACTION ITEMS
   A. Legislation and Government Update – 30 mins., Davison, pg. 23
   The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
      i. Legislative Priorities for 2018-2019 – Davison, pg. 41
      The Executive Committee will consider for approval the Legislative Priorities for 2018-2019.
   B. Strong Workforce Program Recommendations – 10 mins., Stanskas, pg. 43
   The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.
   C. Faculty Diversification – 20 mins., Stanskas, pg. 45
   The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
   D. AB 705 Update – 15 mins., Stanskas, pg. 47
   The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.
      i. CA Network for Achieving Equity in Mathematics – May, pg. 49
   E. CCC Guided Pathways Award Program – 10 mins., Stanskas, pg. 61
   The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
   F. Policy 40.00 (Honoring Faculty Leaders) – 30 mins., Eikey, pg. 63
   The Executive Committee will consider for approval revisions to Policy 40.00
   G. Honoring Faculty Leaders – 30 mins., Eikey, pg. 65
   The Executive Committee will consider for approval Honoring Faculty Leaders.
   H. Faculty Development Committee – 20 mins., Cruz/Eikey/Parker, pg. 67
   The Executive Committee will consider for approval the 2018-19 Faculty Development Committee Work Plan.
   I. Curriculum Regionals – 15 mins., May, pg. 69
   The Executive Committee will provide guidance and consider for approval the preliminary draft program for Curriculum Regional Meetings November 16 and 17, 2018.

J. TASSC Outline for Updating ASCCC Papers on Library Faculty and Libraries in the California Community Colleges – 15 mins., McKay, pg. 73
The Executive Committee will consider for approval the outline for Updating ASCCC Papers on Library Faculty and Libraries in the California Community Colleges.

K. Fall Plenary Planning – 20 mins., Mica, pg. 75
The Executive Committee will be updated on the keynote presentations and consider for approval any changes to the preliminary program.

L. Fall 2018 Resolutions – 90 mins., Dyer, pg. 77
The Executive Committee will consider for approval the pre-session resolutions to go forward for discussion at the Area Meetings in October 2018.3

M. Online Oral Communication Survey – 10 mins., Dyer, pg. 79
The Executive Committee will provide feedback and consider for approval the survey to communication faculty.

N. Board of Governors Interviews – Closed Session, Stanskas, pg. 81
The Executive Committee will conduct Board of Governors interviews in a closed session and consider action on which candidates to send forward to the Governor.

O. Executive Director Hiring Process – Closed Session, Stanskas, pg. 83
The Executive Committee will discuss the Executive Director hiring process.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. pg. 85
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. Board of Governors/Consultation Council – 15 mins., Stanskas/Davison, pg. 87
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. Meeting Debrief – 15 mins., Stanskas, pg. 89
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

A. Standing Committee Minutes
   i. Basic Skills Committee, Rutan, pg. 91
   ii. Curriculum Committee, May, pg. 93
   iii. Educational Policies Committee, Bruzzese, pg. 101
   iv. Guided Pathways Task Force, Roberson, pg. 103
   v. Legislative and Advocacy Committee, Davison, pg. 107
   vi. Noncredit Committee, Rutan, pg. 111
   vii. Online Education Committee, Dyer, pg. 113
   viii. Part-time Committee, Rutan, pg. 115

B. Liaison Reports
   i. California Community Colleges Chancellor's Office's Currently and Formerly Incarcerated Advisory Committee, Davison, pg. 117
   ii. California Community Colleges Curriculum Committee (5C), May, pg.

C. Senate and Grant Reports
D. Local Senate Visits

VII. ADJOURNMENT

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Executive Committee Community Norms
Approved February 2-3, 2018

Authenticity
- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or ideas and share the air to allow time for others to speak.

Practice Self-Awareness, Presence, and Patience
- Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind.
- Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Be mindful of behaviors that may appear to be a macroaggression and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and be open to other possibilities.

Collegiality, Criticism, and Feedback
- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

Honor the Space and the Dedication of The Committee
- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.

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Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2018-2019 Events •Reminders/Due Dates		Month: September 28-29	Year: 2018
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	April Lonero	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings
- **Executive Committee Meeting** – Irvine – October 31, 2018
- **Fall Plenary Session** – Irvine –November 1-3, 2018
- **Executive Committee Meeting** – Sacramento – December 7-8, 2018
- **Executive Committee Meeting** – Riverside – January 11-12, 2019

Please see the 2018-2019 Executive Committee Meeting Calendar on the next page for August 2018 – June 2019 ASCCC executive committee meetings and institutes.

Reminders/Due Dates

October 11, 2018
- Agenda items for October 31 meeting
- Reports
- Action Tracking Updates

November 20, 2018
- Agenda items for December 7-8 meeting
- Reports
- Action Tracking Updates

Fall Plenary Session
October 3, 2018
- Final resolutions due to Krystinne for circulation to Area Meetings.
October 6, 20183
- Presenter list and breakout session descriptions due to Krystinne.

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

October 12, 2018
- Final Program to Krystinne.

October 22, 2018
- Final program to printer.

October 26, 2018
- Materials posted to ASCCC website.

Rostrum Timeline

To Krystinne	To David	To John	To Rita	To the Field
September 21	September 28	October 8	October 15	October 31
January 7	January 14	January 21	January 28	February 15
March 4	March 11	March 18	March 25	April 10

Academic Senate

2018 - 2019

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 9 – 11, 2018	July 23, 2018	July 30, 2018
September 7 – 8, 2018	August 21, 2018	August 28, 2018
September 28 -29, 2018	September 11, 2018	September 18, 2018
October 31, 2018	October 11, 2018	October 19, 2018
December 7 – 8, 2018	November 20, 2018	November 27, 2018
January 11 – 12, 2019	December 14, 2018	December 21, 2018
February 1 – 2, 2019	January 15, 2019	January 22, 2019
March 1 – 2, 2019	February 12, 2019	February 19, 2019
April 10, 2019	March 22, 2019	March 29, 2019
June 7 – 9, 2019	May 21, 2019	May 28, 2019

REGIONAL MEETINGS DATES

*September 20 – Fall AB 705 Regional South
*October 6 – Fall AB 705 Regional North
*November 16/17 – Fall Curriculum Regional North/South

*Approved

2018-2019 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	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 9 – 11, 2018		Mission Inn, Riverside CA	July 23, 2018
Executive Meeting	September 7-8, 2018	Area B Gavilan College	Residence Inn San Jose Airport, San Jose CA	August 21, 2018
Executive Meeting	September 28 – 29, 2018		Sheraton San Diego Mission Valley, San Diego CA	September 11, 2018
Area Meetings	October 12 -13, 2018		Various Locations	
Executive Meeting	October 31, 2018		Irvine Marriott	October 12, 2018
Fall Plenary Session	November 1 – 3, 2018		Irvine Marriott	
Executive Meeting	December 7 – 8, 2018		Residence Inn Sacramento Downtown, Sacramento CA	November 20, 2018
Executive Meeting	January 11 – 12, 2019		Mission Inn, Riverside CA	December 14, 2018
Executive Meeting	February 1 - 2, 2019		Oakland Marriott City Center, Oakland CA	January 15, 2019
Executive Meeting	March 1 -2, 2019	Area C LA Southwest	DoubleTree Hotel LAX – EL Segundo	February 12. 2019
Area Meetings	March 22 – 23, 2019		Various Locations	
Executive Meeting	April 10, 2019		Westin San Francisco Airport, Millbrae CA	March 22, 2019
Spring Plenary Session	April 11 – 13, 2019		Westin San Francisco Airport, Millbrae CA	
Executive Committee/Orientation	June 7-9, 2019		The Pines Resort, Bass Lake CA	May 21, 2019
EVENTS				
Event Type[2]	**Date**		**Hotel Location[+]**	
Part-Time Faculty Institute	August 2 – 4, 2018		Westin San Francisco Airport	
Academic Academy	September 14-15, 2018		Embassy Suites South San Francisco	
Fall Plenary Session	November 1-3, 2018		Irvine Marriott	
Part-Time Faculty Institute (2019)	February 21-23, 2019		Newport Beach Marriott Hotel & Spa	
Spring Plenary Session	April 11-13, 2019		Westin San Francisco Airport	
Accreditation Institute (with ACCJC Conference)	April 29 – May 3, 2019		Hyatt San Francisco Airport	
Career and Noncredit Institute	April 25-27, 2019		DoubleTree by Hilton San Diego Mission Valley	San Diego
Faculty Leadership Institute	June 13-15, 2019		Sheraton Grand	Sacramento
Curriculum Institute	July 10-13, 2019		Hyatt San Francisco Airport	

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

[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute.

[+]North or South location may changes based on hotel availability.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Henderson	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Rutan	February & March	In Progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Stanskas	Spring/Summer	N/A			The Operational Committee will agendize this policy.
ASCCC Professional Development	June	2017	IV. L	Cruz	September	In Progress			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
Executive Committee Participation at Events	June	2017	IV.M	Standards and Practices Committee	September	Assigned			A policy will be brought back to a future meeting for consideration for approval. The policy is on the September 8 - 9 agenda for consideration. The policy will go to the Operational Committee for revision based on recommendations at the September 8th Executive Committee meeting.
Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.
Executive Director Succession Planning	December 1-2	2017	IV. D.	Stanskas	February 2018	In Progress			Four officers and two volunteer members to conduct research and provide recommendations to the group in February. Group also needs to make edits to the ED job description and bring to February meeting for review, discussion, and possible action.
"Effective Practices for Online Tutoring" Paper	March	2018	IV. O.	McKay	Summer 2018	Assigned			Transfer, Articulation, and Student Services Committee is to bring a recommendation to the Committee on how to best disseminate this information.
Part Time Faculty Regional Meeting Planning	March	2018	IV. R.	Rutan	May 2018	Assigned			The Part-time Committee will bring back a recommendation of dates, locations, and topics to the May Executive Committee meeting for approval.
Revise Publication Policies	March	2018	IV. U.	Davison	Fall 2018	In Progress			Davison to revise the publication policies and bring forth to the Executive Commit
Review and Revise Executive Committee Policy 40.00	March	2018	IV. W.	Eikey	Fall 2018	Assigned			The Standards and Practices Committee to review and revise Executive Committee Policy 40.00 for discussion at a future Executive Committee meeting.
Leadership Academy	June	2018	IV. D.	Standing Committee	Spring 2019	Assigned			The Committee is to bring recommendation regarding the Leadership Academy.
SLO Symposium	June	2018	IV. G.	Ad Hoc Committee	Spring 2019	In Progress			The Ad Hoc Comittee will develop the SLO Syposium with the current event partner.
Awards Handbook	August	2018	IV. I.	Standards and Practic	October 2018	In Progress			The Committee is to bring an updated Awards Handbook based on conversations

LOCAL SENATE CAMPUS VISITS
2016 – 2019

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/2016			
Bakersfield	Bruno	11/28/2017			Collegiality in Action
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/2016	Davison; Executive Committee	05/12/2017 03/02/2018	1. Butte Chico Center/ Curriculum Streamlining Workshop 2. Executive Committee Meeting
Cerro Coso					
Clovis	Davison	8/29/2016	Davison	05/3/2017	1. IEPI PRT 2. Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River			Beach/Parker	03/08/2018	TASCC Regional
Feather River			Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/2016 11/22/2016	Aschenbach/Rutan	11/17/2017	1. Area A meeting 2. Discipline Conversation 3. Curriculum Regional – North
Fresno					
Lake Tahoe					
Lassen	Bruno	4/25/2018			Collegiality in Action
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto	May	3/2017			Area A Meeting
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster,	2/19/2017	Freitas/Slattery-	04/03/2018	1. Diversity in Hiring Regional

	Smith		Farrell/Stanskas		Meeting 2. CTE MQ Workgroup Faculty Meeting
San Joaquin Delta	Smith	11/18/2016	Rutan	1/29-30/2018	1. Formerly Incarcerated Regional Mtg. 2. Curriculum Visit
Sequoias, College of the					
Shasta					
Sierra	Freitas/May	10/4/2017	May/Aschenbach/Bruno/Roberson	10/13/2017	1. 10+1 2. Area A Meeting
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/2016	Beach/Parker Davison/Foster May	02/10/2018 04/06/2018 5/30/2018	1. MQ North Regional 2. TASCC Committee Meeting 3. EDAC Regionals 4. MQRFT Meeting
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/2016	Aschenbach	10/20/2017	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison	4/28/2017	Bruno	2/5/2018	1. Curriculum Streamlining Workshop 2. Collegiality in Action
Cañada	Rutan	02/09/2018			Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/2017			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018			Guided Pathways Regional Meeting
Foothill	Executive Committee	3/3/2017			

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	Meeting				
Gavilan	Executive Committee	9/6-7/2018			Executive Committee Meeting
Hartnell					
Laney	May	3/6/2017	Corrina Evett Stanskas	 8/28/18	1. District (PCCD) Enrollment Mgmt. 2. Peralta District Collegiality in Action
Las Positas	May	9/16/2016	May	8/16/18	1. SLO vs. Objectives 2. CLCCD Speaker at Convocation
Los Medanos					
Marin, College of	Davison	3/17/2017	Davison	9/15/2017	1. Curriculum Streamlining 2. OER Regional
Mendocino	Bruno	9/22/2017			Collegiality in Action
Merritt	Davison	3/17/2017			Curriculum Streamlining
Mission	Davison/Freitas	12/08/2016			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/2016	McKay	02/07/2018	1. Local Visit 2. IEPI PRT
Napa Valley	Beach	11/14/2016			IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/2017			Local Senate Visit
San Francisco, City College of	Davison	3/8/2017			Technical Curriculum
San José City	Davison	5/24/2017	Rutan/May	5/18/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional
San Mateo, College of					
Santa Rosa Junior	Beach Slattery-Farrell/Foster	12/21/2016 3/10/2017	May/Roberson McKay	1/24/2018 3/23/2018	1. EDAC Strategic Plan Meeting 2. MQ 3. GP Resource Team 4. Area B Meeting
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/2016	John Stanskas; McKay/Davison	1/25/2017 10/13/2017	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stanskas/McKay/Smith/Davison	10/14/2016	Rutan; Foster/Davison	2/16/2017 10/27/2017	1. Area B Meeting 2. BDP Accreditation

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					3. EDAC Regional
West Valley	Davison Aschenbach	11/8/2016 12/07/2016	Bruno	2/6/2018	1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force) 3. Collegiality in Action
			Davison	8/24/18	4. Local Senate Accreditation

AREA C					
Allan Hancock					
Antelope Valley	Freitas/Slattery-Farrell	11/29/2016			Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas	10/21/2016	Davison May/Roberson/Eikey	10/5-6/2017 12/18/2017	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit 3. Resolutions Committee Mtg.
Cerritos	Rutan/May	5/19/2018			Curriculum Regional
Citrus	Roberson	8/23/2018			Guided Pathways Visit
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/2017	Davison		1. Area C 2. Mini PRT
El Camino	Executive Committee Meeting	2/3/2017	Freitas May/Roberson	10/20/2017 1/18/2018	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting 3. GP Resource Team
Compton College	May/Roberson	8/25/2017			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/2016 12/08/2016	Freitas/Slattery-Farrell/Stanskas Freitas/Eikey/Bruno	6/9/2017 3/24/2018	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg. 3. Area C Meeting
LA District	Davison	3/10/2017			Curriculum Workshop
LA City	Rutan	9/22/2017	McKay/Freitas	1/5/2018	1. LACCD District Academic Senate Summit 2. Online Education Committee

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					Mtg. 3. TASCC Regional
			Beach	3/9/2018	
LA Harbor	Rutan	5/5/2017			TOP Code Alignment
LA Mission					
LA Pierce	Roberson	8/22/2018			Guided Pathways Visit
LA Southwest					
LA Trade-Technical	Smith	10/21/2016			Formerly Incarcerated Regional Meeting
LA Valley	Rutan/Aschenbach	12/9/2017	Rutan/Aschenbach	3/17/2018	1. Curriculum Committee Meeting 2. Curriculum Committee Meeting
Moorpark	Freitas/Stanskas/Eikey	10/14/2017			Area C Meeting
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/2016 2/23/2017	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/2017 6/7/17, 7/19/18	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/2016	Roberson, Beach, Eikey, May	5/11/18	1. Area C Meeting 2. Guided Pathways Regional Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura	Freitas	4/2/2016	Freitas/Beach	1/18/2018	1. Area C Meeting 2. Noncredit Presentation
West LA					

AREA D					
Barstow	Rutan/Stanskas/	3/25/2017	Slattery-	8/29/2017	1. Area D Meeting

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	S. Foster/Beach/ Slattery-Farrell		Farrell/Stanskas		2. Technical Visit
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/2017	Slattery-Farrell/Aschenbach Beach/Eikey	10/21/2017 12/13/2017	1. MQ Regional 2. CTE Regional 3. Educational Policies Committee Mtg.
Coastline					
Copper Mountain					
Crafton Hills			Rutan/Beach/Foster/ Parker/Slattery-Farrell/Stanskas	03/24/2018	Area D Meeting
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/2017			
Desert, College of the					
Fullerton	Beach	9/20-21/2016	Davison/Foster	10/28/2017	1. SLO Presentation 2. EDAC Regional
Golden West					
Grossmont	May/Eikey	4/30/2018			Governance
Imperial Valley	Beach	4/7/2017			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/2017			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/2017	Aschenbach/Rutan Beach/Pilati	11/18/2017 03/23/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South 3. Guided Pathways
MiraCosta	Foster/Freitas	8/10/2017	May/Beach	9/28/2016	Educational Policies
Moreno Valley	McKay/Stanskas	1/27/2017	Executive Committee	9/29-30/2017	1. Online Education Committee 2. Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/2017			SI Institute
Norco	Davison/Slattery-Farrell/Eikey/Aschenbach	1/11/2018			RwLS Meeting

North Orange - Noncredit						
Orange Coast	Aschenbach	02/09/2018	Beach/Pilati	03/16/2018	1. SLO Symposium 2. Guided Pathways	
Palo Verde	Rutan	8/31/2017			Top Code Alignment	
Palomar	Aschenbach/McKay	12/03/2016			Noncredit South Regional Meeting	
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/2016	Davison/Rutan	5/30/2017	1. MQ South Regional Meeting 2. Curriculum Streamlining Workshop	
Saddleback	Davison	3/15/2017			Curriculum Tech Visit	
San Bernardino Valley	Executive Committee Meeting	9/9/2016	Rutan	5/11/2018	2. AB 705 Implementation	
San Diego City			Beach	1/19/2018	FACCC Board	
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/2016 11/19/2016	Stanskas/A. Foster Foster/Davison	5/2/2017	1. Area D Meeting 2. Top Code Alignment 3. Tech. Visit 4. PT Faculty Meeting	
San Diego Mesa	Davison/Rutan	5/22/2017			Curriculum Streamlining Workshop	
San Diego Miramar	Bruno	5/1/2018			Collegiality in Action	
Santa Ana	Beach	8/23/2017			Presentation on Role of Local ASCCC Senates Governance	
Santiago Canyon	Davison/Beach/Rutan	12/8/2017			Basic Skills Committee Meeting	
Southwestern	Rutan	12/12/2016	Beach/A.Foster/Smith Davison/Foster/Beach	2/10/2017 04/07/2018	1. TOP Code Alignment 2. Diversity in Faculty Hiring Regional Mtg. 3. EDAC Regional	
Victor Valley						

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: September 28-29	2018
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated on recent legislative activities.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

This is the end of the two-year cycle for legislation. All bills must be signed or vetoed by the Governor by 30 September 2018; the new cycle will begin in January.

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

Legislation with implications for academic and professional matters
Changed since 7 September 2018 meeting = <mark>*highlighted*</mark>
Assembly Bills

ACA 14 (Melendez) Campus Free Speech Act
This act would require the governing boards of institutions of higher education to develop policy regarding freedom of expression. The act would require the appropriate governing board or body of the institution to establish a Committee on Free Expression, consisting of no less than 15 members, as specified. The act would require each committee to report, on or before September 1 of each year, to the governing board or body, the Legislature, and the Governor specified information regarding the status of free expression at the campus, or at each campus of the segment, as applicable. The act would require each higher education institution to include in its freshman orientation programs a section describing to its students the institution's policies and regulations regarding free expression consistent with the measure's provisions.

> **Status:** Referred to Committees of Higher Ed. and Judiciary. Set for hearing, cancelled by the author. 1/30/18

> **ASCCC Position/Resolutions**: The ASCCC Executive Committee is committed to freedom of expression but this act is rather proscriptive and perhaps not in a form to support at this time.

AB204 (Medina) Community colleges: waiver of enrollment fees
This bill would require the ~~board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to~~ Office of the Chancellor of the California Community Colleges to review, for general consistency, each community college district's due process procedures, including any subsequent modifications of the procedures, adopted to appeal the loss of a fee waiver under these provisions, and comment on the procedures, as appropriate. The bill would require that the district's procedures allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan. Amended in the Assembly 3/17/17 Non-substantive amendment in Senate, 6/28/17.

Status: Referred to Appropriations Suspense, Held by Appropriations 9/1/17

ASCCC Position/Resolutions: The ASCCC Executive Committee voted at its February meeting to support this legislation. The legislation is sponsored by FACCC.   The ASCCC approved resolution SP17 6.01 to support.

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

This bill would also authorize CalWORKs recipients' eligibility to apply for educational stipends totaling no more than $2400 per year for enrollment in an associate's degree, CTE certificate, or bachelor's degree program. The bill appropriates $20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients. Amended 4/27/17

Status: Passed Assembly, Referred to Senate Committee on Human Services, 6/14/17.

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

==*AB310 (Medina) Part-time Faculty Office Hours==
Requires each community college district to report total part-time hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and posted each year on the district website. Re-introduced 1/18/18. Non-substantive Amendments 5/7/18.

Status: Passed Senate Education. Assigned to Senate Appropriations 5/07/18. In committee: Referred to APPR. suspense file. 6/25/18. Passed Appropriations; 3rd reading in Assembly 8/20/18. ==Governor's desk 09/06/18.==

ASCCC Position/Resolutions: This bill was vetoed by the Governor last year.

*AB 809 (Quirk-Silva) ~~Veterans: public postsecondary education: veterans' priority registration for enrollment.~~ Pupil instruction: Cyber Secure Youth Act.

Completely rewritten bill providing technology instruction, including "instruction in cyber hygiene education, as specified, to be provided by school districts and county offices of

education to pupils at least once during kindergarten and grades 1 to 6, inclusive, and at least once during grades 7 to 12, inclusive."

~~AB 809 clarifies that veterans are granted priority enrollment for California Community Colleges and California State University nursing programs.~~

Status: Passed Assembly. Referred to Senate Committees on Education and Veterans Affairs 4/19/18. Amended 6/18/18. Referred to committee and hearing canceled at author's request. 6/25/18

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

AB847 (Bocanegra) Academic Senates: Membership Rosters
~~This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.~~ The bill would also require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to make the demographic data of its members, including gender and race or ethnicity, as specified, available to the public upon request. Amended 4/3/17

Status: Passed Assembly, pulled by the author. This has become a two-year bill. 6/07/17

ASCCC Position/Resolutions: Currently local academic senates are required to comply with the Brown Act that demands published agendas and membership. We have significant concerns regarding the limited demographic profile specified and the ability to target individual members – especially for smaller senates. IF the goal is to improve the diversity of our faculty, we would welcome the opportunity to work with the author toward that end. The ASCCC adopted resolution SP17 6.03 in opposition to this bill. The status of this bill is in question with the resignation of the author.

AB 1037 (Limon) Public Postsecondary Education: Student Financial Aid.
AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant, a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or private, non-profit campus, and perform a ~~minimum of 300 hours of~~

~~community service or volunteer work in each academic year a grant is provided. The student shall~~ perform at least 100 hours ~~of community service or volunteer work per quarter or at least 150 hours of community service or volunteer work per semester,~~ per quarter or 150 hours per semester of community or volunteer service,

Recent amendments to the bill limit the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term.

> **Status:** Passed in the Assembly. Referred to Senate Education, 3/15/18. Amended 6/13/18. In committee: Referred to APPR. suspense file. 6/25/18. Held in Appropriation Suspense file 8/17/18

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

<mark>*AB 1786 (Cervantes) Community Colleges: ~~Veterans~~ Academic Credit for Prior Military Experience</mark>

This bill would ~~express the intent to create an articulation platform for the California Community Colleges to facilitate the transition of recent veterans to state institutions for higher education. require a statewide articulation officer at the Office of~~ the Chancellor of the California Community Colleges to establish by March 31, 2019, an initiative to expand the use of course credit for students with prior learning. ~~who would be designated by the chancellor under the bill's provisions by March 31, 2019, to, using common course descriptors and pertinent recommendations of the American Council on Education, determine, by July 1, 2019, for which courses credit should be awarded for prior military experience~~. Amended 3/20/18. Revised by author 4/04/18. Amended 4/26/18

> **Status:** Passed Assembly. Referred to Senate Education. 5/30/18. In committee: Referred to APPR. suspense file 6/25/18. Passed and sent for 3rd reading 8/17/18. <mark>Governor's desk 9/10/18</mark>

> **ASCCC Position/Resolutions**: The ASCCC supports the application of credit for prior military experience toward the associate degree (18.04 S11) and generally supports resources for veterans.

AB 1978 (Chavez) Cal Grant Program. Spot bill related to financial aid.

> **Status**: Introduced 1/31/2018.

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

AB 1803 (Choi) Postsecondary Education: career placement and job search services for graduates

This bill would require any public or private institution that offers a bachelor's degree program to provide career placement and job search services for five years to students in order to receive state funds for student financial assistance. Because services should be offered at no cost to the student, this would be an additional cost to colleges that offer baccalaureate degrees.

> **Status:** Introduced. Held in Assembly Appropriations Suspense file 5/25/18

> **ASCCC Position/Resolutions**: None. Supported by the Student Senate.

*AB 1805 (Irwin) Community College Placement Policies

This bill would require *provide that, as a condition for receiving funding pursuant to the Student Equity and Achievement Program,* a community college *would be required* to *do all of the following:* inform students of their rights to access transfer-level coursework and academic credit ESL coursework, and of the multiple measures placement policies developed by the community college, as provided. The bill would require a community college to *provided;* annually report to the Office of the Chancellor of the California Community Colleges the community college's placement policies and placement results, and would require a community college to *results;* publicly post its placement results. The bill would require its provisions to be implemented *results; and implement these provisions* by a specified date. To the extent the bill would impose additional duties on community college districts, the bill would impose a state mandated local program. *The bill would state the intent of the Legislature that the chancellor's office make the collected placement policies and placement data publicly available, except for personally identifiable information, by posting the data on its Internet Web site or making it publicly available upon request.*

Amended 2/28/18. Amended 4/5/18. Amended 5/29/18. Amended 8/17/18.

> **Status:** Passed Assembly. Referred to Senate Education. 5/29/18. In committee: Referred to APPR. suspense file 6/25/18. Amended and referred to 3rd Reading 8/20/18. Governor's Desk 09/06/18.

> **ASCCC Position/Resolutions**: Watch this bill.

AB 1858 (Calderon) Student financial aid: Financial Aid Shopping Sheet. AB 1858 adds a provision to the Donahoe Higher Education Act that would require public and private California colleges and universities to use the Financial Aid Shopping Sheet as developed by the U.S. Department of Education or a successor document identified by the Student Aid Commission to inform students about financial aid award packages.   "In the event that the Financial Aid Shopping Sheet developed by the United States Department of Education is no longer available, develop, in consultation with the Bureau for Private Postsecondary Education, a similar form that a postsecondary educational institution subject to the requirements of either

Section 66021.3 or 94912.5 shall use. The form shall provide students and their families with information including, but not necessarily limited to, grant and scholarship opportunities and net costs associated with attendance at an institution."

> **Status:** Passed Assembly. Referred to Senate 5/30/18. Amended 7/02/18 and 7/03/18, re-referred to Com on APPR. Ordered to 3rd reading 8/07/18. Governor's Desk 09/08/18.

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

AB 1935 (Irwin) Community Colleges: Tutoring. Existing law identifies nine allowable areas for noncredit instruction. AB 1935 adds supervised tutoring for basic skills and for degree-applicable and transfer-level courses as a noncredit category. Noncredit supervised tutoring would be eligible for state apportionment funding. This bill may be merged with SB 1009 (Wilk), which is similar. Amended 4/05/18

> **Status**: Passed Assembly. Referred to Senate 5/30/18. Held in Appropriation Suspense file 8/17/18

> **ASCCC Positions/Resolutions**: The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12). The Board of Governors agreed to sponsor this bill with the addition of basic skills as requested by the ASCCC.

AB 1936 (Low) Postsecondary Education: Office of Higher Education Performance and Accountability. This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity. The bill would provide for the appointment by the Governor, subject to confirmation by a majority of the membership of the Senate, of an executive director of the office. and an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties. This is basically the same as AB 1837 (Low, 2016) which died.

> **Status:** Held in Assembly Appropriations Suspense. 5/25/18.

> **ASCCC Positions**: This bill is basically the same as AB 1837 (Low, 2016), which died. The ASCCC opposes the creation of such a body as a reformed version of CPEC (6.02 S15).

AB 2027 (Fong) Career Technical Education. This is a spot bill related to career and technical education.

Status: Read first time 2/5/18.

ASCCC Positions/Resolutions: Watch.

*AB 2070 (Reyes) Sexual Assault and Sexual Violence Prevention
This bill would require governing boards to adopt, as a condition of receiving state funds for financial aid, detailed and victim-centered policies and protocols, and outreach programs, regarding sexual assault, domestic violence, dating violence, and stalking involving a student that comport with best practices and current professional standards, covering specified topics, including a comprehensive, trauma-informed training program for campus officials involved in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases. This bill would provide that the outreach programming required by this provision would include informing students about specified topics relating to ~~domestic~~ intimate partner and dating violence. Amended 4/09/18

> **Status:** Passed Assembly. Referred to Senate Education. 5/24/18. Passed by Assembly and Senate, vetoed by Governor 7/18/18. Explanation: "Last year, following the veto of Senate Bill 169, I convened a small panel of experts to review state and federal law and regulations on sexual assault and sexual harassment at postsecondary institutions, in order to better understand what more, if anything, was needed in our state laws.
>
> I would like to see the panel's review and recommendations before considering additional changes to existing law. Parenthetically, I would note that the essential elements of AB 2070 appear to be covered by existing law."

> **ASCCC Positions/Resolutions:** The ASCCC has no position of record but, barring fiscal considerations, this seems like a timely and appropriate bill.

^AB 2081 (Melendez) Postsecondary Education: Campus Free Speech Act
This bill would establish the Campus Free Speech Act, which would require the governing board or body of each higher education institution to develop and adopt a policy on free expression that contains specified components. The would policy supersede any provisions in the policies and regulations of the institution that restrict speech on campus and are inconsistent with the policy. The establishment of a Committee on Free Expression would be required, and noncompliance would result in the loss of public funds except Cal Grant. The focus of this bill is the protection of student speech. This appears to replace ACA 14 (Melendez, 2017) which sought to amend the California Constitution.

> **Status:** Failed Passage of Higher Education and Judiciary Committees 4/03/18. No further action.

ASCCC Positions/Resolutions: Watch. The ASCCC generally supports freedom of speech. However, it is not clear what effect this bill would have on the classroom environment. The Student Senate supports this bill.

AB2166 (Caballero) Agricultural Technology

This bill is mostly about agricultural technology and water usage, however; there is a section that states this bill would require the Board of Governors to direct the statewide **Academic Senate for California Community Colleges** to engage in the Course Identification Numbering System process to explore the feasibility of developing a transfer model curricula for agriculture disciplines and a model curriculum in the subdiscipline of Agricultural Business and Technology ~~Program or similar program that may be adopted by the community college districts and offered to its students, as specified~~. Amended 5/09/18

> **Status:** Held by Assembly Appropriations Suspense File 5/25/18

> **ASCCC Positions/Resolutions**: The ASCCC has no position regarding most of the content of this bill. The ASCCC appreciates the amendments.

*AB2248 (McCarty) Student Financial Aid: Cal Grant Program

~~This bill would change the Cal Grant definition of a full time student from 12 units per semester and 24 units per year to 15 units per semester and 30 units per year.~~ This bill would require the commission, upon the initial awarding and the renewal of a Cal Grant award, to notify in writing a Cal Grant award recipient that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent or less than 30 semester units or the equivalent per academic year, he or she will not graduate in 4 years, except as specified. The bill also would require a qualifying institution, as defined, to notify in writing a student during new student orientation and annual registration that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent, or less than 30 semester units or the equivalent per academic year, he or she will not graduate in 4 years, except as specified. Amended 4/16/18. Amended 4/26/18.

> **Status:** Passed Assembly. Ordered to Senate Education. 5/30/18. Amended 7/05/18 to state "4 <u>academic</u> years". Passed 8/20/18; in assembly as of 8/21/18. Governor's desk 09/05/18.

> **ASCCC Positions/Resolutions**: This bill has been modified to a version that is simply requiring information transmission.

AB2621 (Medina) Exclusively Online College Feasibility

This bill would require the Legislative Analyst's Office to conduct a study on the feasibility of creating an exclusively online community college and to report its findings to the Legislature on or before July 1, 2019.

> **Status:** Referred to Committee on Higher Education. Hearing cancelled at request of the author. 4/24/18

> **ASCCC Positions/Resolutions**: The ASCCC supports a feasibility study and passed a resolution at the spring plenary supporting this bill.

AB2767 (Medina) Funding Formula Study

This bill would require the Legislative Analyst's Office to conduct a study of the funding formula used to allocate state apportionments by the California Community Colleges for the 2017–18 fiscal year. The bill would require the Legislative Analyst's Office to submit a report to the Legislature, on or before July 1, 2019, containing its findings from the study and providing recommendations as to various funding formula models the Legislature may wish to adopt for use by the California Community Colleges.

> **Status:** Referred to Committee on Higher Education. Hearing cancelled at request of the author. 4/24/18

> **ASCCC Positions/Resolutions**: The ASCCC supports gathering information and deliberative processes that will enable thoughtful and systemic action. The ASCCC supported this bill through resolution at the spring plenary.

AB2894 (Gloria) Active Duty Military Students

This bill would ~~make nonsubstantive changes in this provision.~~ provide that, subject to applicable federal, state, and institutional refund and withdrawal policies, when a student, as defined, is called to active military duty during an academic term, the student may: choose to withdraw from the institution, retroactive to the beginning of the academic term; if at least 75% of the term has been completed, choose to request that the faculty member assign a grade for the course based on the work the student has completed, as specified; or, if the faculty member assigns a grade of Incomplete for the student's coursework, the student has a minimum of ~~2~~ 4 weeks after returning to the institution to complete the course requirements. Under the bill, a student would be defined as a person enrolled, or previously enrolled, at a campus of any of the 5 segments of postsecondary education listed above. Amended 5/09/18

> **Status:** Passed Assembly. Referred to Senate. 5/25/18. Referred to Com. On APPR 6/26/18. Ordered to 3rd reading 8/9/18. Chaptered by Secretary of State on 9/11/2018

> **ASCCC Positions/Resolutions**: The Legislative and Advocacy Committee recommends supporting this bill and possibly working with the author on clean up language.

This bill would require the Chancellor of the California Community Colleges, on or before July 31, 2019, to revise the California community college online application process so that only data that is required by the federal government, state law, or that is otherwise necessary, as determined by the chancellor, is collected during the process. The bill would authorize the chancellor, to the extent that data can be collected from the student at a later time, to delay the collection of that data until after the student has applied to a community college. The bill would exempt a student seeking to enroll exclusively in noncredit courses *career development and college preparation courses, and other courses for which no credit is given,* at a community college from community college residency classification requirements. Amended 8/17/2018.

> **Status:** Passed Assembly. Referred to Senate Education. 5/29/18. In committee: Referred to APPR. suspense file 6/25/18. Amended 8/17/18; ordered to 3rd reading 8/20/18. Governor's Desk 09/11/18.

> **ASCCC Positions/Resolutions**: The ASCCC supports easing application and onboarding processes for students. That said, this may not be the best approach to accomplish that goal.

<p align="center">***Senate Bills***</p>

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

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

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be $2,462 and the maximum amount for access costs would be $3,000 $547 with an additional possible access award of up to $2464. Amended 4/3/17.

> **Status:** Referred to Appropriations Suspense File, Held by Appropriations 9/1/17
> This bill appears to be dead for this year.

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

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

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

> **Status:** Held by Appropriations, 9/1/17

> **ASCCC Position/Resolutions**: The ASCCC has historically supported vulnerable and disenfranchised student access to education and the wrap-around services required for educational attainment.

==***SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.**==
AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize up to five ~~a~~ community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. Amended 5/26/17. Amended 6/21/18 in Senate and Assembly: "To encourage accredited ~~teacher credentialing,~~ degree-granting *institutions of* higher education ~~institutions~~ with a physical presence in this state to collaborate with one or more community colleges to offer ~~one or more~~ teacher ~~credentialing degree programs~~ *credential coursework remotely* at the participating community college or colleges." Amended 8/20/18 to reflect that the grants offered for the creation of these programs would be in coordination with the Chancellor's Office.

> **Status:** Passed Senate, referred to Assembly Higher Ed. First hearing cancelled at request of author. 7/11/17. Re-referred to Com. On APPR 6/21/18. Amended and ordered for 2nd reading 8/20/18. Governor's Desk 9/11/18.

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

*SB 968 (Pan) Postsecondary Education: Mental Health Counselors Would require the Trustees of the California State University, ~~the governing board of each community college district, and the governing body of each independent institution of high education that is a qualifying institution,~~ and request the Regents of the University of California, to hire one full-time equivalent mental health counselor per ~~1,000~~ 1500 students at each of their respective campuses to the fullest extent consistent with state and federal law. The bill would define mental health counselor for purposes of this provision. This bill will be enacted only upon appropriations in the annual budget act. ~~No funding is included~~. Amended 3/12/18. Amended

5/2/18. Amended 5/25/18. Amended 6/12/18 "Where possible, mental health counselors hired under paragraph (1) should be full-time. *full-time staff, and efforts should be made so that mental health counselors reflect the diversity of the student body.*"

> **Status**: Passed Senate. Ordered to Assembly. 5/30/18. Re-referred to Com. On APPR 6/12/18. Amended 8/20/18 to remove community colleges from bill. <mark>Governor's desk 9/10/18.</mark>

> **ASCCC Position/Resolutions:** The ASCCC supported AB 2017 (McCarty, 2016) to provide mental health services for students (Resolution 6.04 S16).

SB 1009 (Wilk) Community Colleges: Tutoring Currently, colleges are allowed to capture apportionment for supervised tutoring of students in basic skills or non-credit courses and eliminates the requirement for faculty referral. This legislation would extend these provisions to supervised tutoring for students in credit classes and thus provide more resources for tutoring services. This bill is very similar in intent to AB 1935 (Irwin). There have been discussions about merging the two bills.

> **Status:** Held in Appropriations Suspense file. 5/25/18

> **ASCCC Positions:** The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12). The ASCCC specifically supported this bill through resolution at the spring plenary.

*SB1071 (<mark>~~Newman~~ Roth) Uniform Policy on Military Credit</mark>
This bill would ~~instead~~ require, ~~commencing January~~ *by September* 1, 2019, the office of the chancellor, in collaboration with the Academic Senate for the California Community Colleges, to ~~begin development of, and for each community college district to subsequently begin adoption and implementation of, a uniform~~ *develop a consistent* policy to award military personnel and veterans who have an official Joint Services ~~Transcript,~~*Transcript course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements,* as specified. The bill would also require the office of the chancellor and the academic senate to review and adjust this uniform policy to align it with policies of other public postsecondary educational institutions. ~~The bill would require that, if the policy required to be adopted under the bill is not implemented for the entering class in the fall 2019 academic term, the Chancellor of the California Community Colleges would be required to report, in writing, to the appropriate legislative policy committees the reasons for not implementing the uniform policy and the plan for implementing the policy for the entering class in the fall 2020 academic term.~~
The bill would *require, by December 31, 2020, each community college district to have a policy consistent with the policy developed by the chancellor. The bill would* require each community college campus to post on its Internet Web site the most recent policy adopted pursuant to this bill.

Status: Ordered to special consent calendar. 5/29/18. Author changed 6/18/18.
Amended and ordered to 2nd reading 8/20/18. <mark>Governor's desk 09/10/18.</mark>

ASCCC Positions: The ASCCC supports policies that award credit for verifiable military
credit. The Legislative and Advocacy Committee is concerned with a uniform policy.
This and other bills are probably due to a lack of progress by the Chancellor's Office on
Credit for Prior Learning.

*SB 1354 (Galgiani) California Apprenticeship Initiative New and Innovative Grant Program
Upon appropriation by the Legislature for its purposes, this bill would establish a grant
program, under the administration of the Chancellor of the California Community Colleges, to
create new and innovative apprenticeship opportunities in priority and emerging industry
sectors or areas in which apprenticeship training is not fully established or does not exist.

Status: Passed Senate. In Assembly Higher Education. 4/30/18   Hearing set for 6/19/18
cancelled at request of author.

ASCCC Positions: The ASCCC may wish to work with the author regarding the use of
the word apprenticeship in this bill and might it be better to use work-based learning.
The goal of engaging more students in the workforce as part of their education is useful,
but there appears to be an absence of ideas to address this except through
apprenticeship models.

SB 1381 (Nielsen) Campus Free Expression Act
This bill would enact the Campus Free Expression Act. The bill would declare that the outdoor
areas of public postsecondary educational institutions are traditional public forums for the
purposes of free expression legal analysis under the First Amendment to the U.S. Constitution.
The bill would provide that a public postsecondary educational institution may maintain and
enforce reasonable time, place, and manner restrictions only when those restrictions are narrowly
tailored in service of a significant institutional interest, employ clear, published, content-neutral,
and viewpoint-neutral criteria, and provide for ample alternative means of expression. The bill
would require these restrictions to allow for members of the campus community to lawfully,
spontaneously and contemporaneously distribute literature and assemble. The bill would further
require that a person who wishes to engage in expressive activity on the campus of a public
postsecondary educational institution be permitted to do so freely, as long as that person's
conduct is not unlawful and does not materially and substantially disrupt the functioning of the
institution.
Amended 5/1/18

Status: Held by Appropriations, Suspense file.   5/25/18.

ASCCC Positions: It is unclear what problem this bill seeks to address.

SB 1388 (Anderson) Forming Open and Robust University Minds Act
This bill would require governing boards to develop and adopt a policy on free expression that contains specified statements. The bill would require that the outdoor areas of a public institution of higher education be deemed traditional public forums, subject to certain exceptions, and would require that a person who wishes to engage in noncommercial expressive activity in the outdoor areas of a public institution of higher education be permitted to do so freely, as long as the person's conduct is not unlawful and does not materially and substantially disrupt the functioning of the public institution of higher education. The bill would require a public institution of higher education to publicly post on its Internet Web site and submit to the Governor and Legislature an annual report that details the course of action being taken in order to comply with the requirements of the act. The bill would impose other requirements and restrictions on a public institution of higher education, relating to free expression on campus.

> **Status:** Referred to Committees on Education and Judiciary; failed passage. Reconsideration granted. 4/04/18

> **ASCCC Positions:** It is unclear what problem this bill seeks to address.

*SB 1406 (Hill) Baccalaureate Degree Pilot Program
This bill would extend the baccalaureate degree pilot program and potentially move the sunset date to 2027. Amended 4/16/18

> **Status:** Passed Senate. In Assembly Higher Education. 5/7/18. Re-referred to Com. On APPR 6/27/18. Ordered to 3rd reading 8/20/18. Governor's desk 09/10/18.

> **ASCCC Positions:** The ASCCC supports the extension of the pilot program.

Budget Bills

AB 1806 (Ting) Budget Act of 2018
> **Status:** Introduced. Referred to Committee on Budget.

SB 119 (Committee on Budget and Fiscal Review) Budget Act of 2017
> **Status:** Removed from inactive file 1/4/18. Re-referred to Committee on Budget.

SB 839 (Mitchell) Budget Act of 2018
> **Status**: Introduced 1/10/2018.   Re-referred to Com. on B. & F.R. 5/24/18

Bills of Interest

AB 1952 (Mayes) Social Services: Access to Food This bill addresses student food insecurity. It requests the UC Regents and directs the CSU Trustees and CCC Board of Governors to develop systems to allow students to use EBT cards on their campuses. Amended to request $11.5 M to create local food hub efforts and establish criteria for "hunger free campus" designations. Amended 6/26/18. The bill would require the State Department of Social Services to serve as the lead agency for the development of the plan.

>   **Status:** Passed Assembly. Ordered to Senate. 5/30/18. Held in Appropriation Suspense file 8/17/18

AB 1961 (Choi) Postsecondary education: student housing and meal plans.
This bill would require each institution of higher education with a physical presence in this state to ~~receiving state funds for student financial assistance to, as a condition of receipt of the funds, separately~~ list the cost of university institutionally-operated housing and meal plans on all websites and documents it provides to students for purposes of advertising or otherwise displaying the student costs associated with university-operated housing. ~~The bill would prohibit each of these institutions from requiring a student to have a campus meal plan in order to live in university institutionally-operated housing.~~ This primarily affects the UC and the CSU, but there are some community colleges with student housing. Amended 3/15/18. Amended 5/25/18.

>   **Status:** Passed Assembly. Ordered to Senate. 5/30/18. Referred to Com. On APPR 6/20/18. In committee: Referred to APPR. suspense file. 7/02/18. Ordered to 3rd reading 8/17/18. Chaptered by the Secretary of State 9/10/2018

SB 183 (Lara) State Buildings: Federal Immigration Agents Seeks to prevent federal immigration enforcement agents, officers, or personnel from state or public school buildings, or California community college campuses to perform surveillance, arrests, or question an individuals without valid federal warrants. When in possession of a valid federal warrant, the activities of federal immigration enforcement agents, officers, or personnel are limited to the individual who is the subject of the warrant.

>   **Status**: Passed the Senate 1/29/18. Read first time in Assembly 1/30/18. From committee: Do pass as amended. (Ayes 8. Noes 1.) 7/03/18. Ordered to 3rd reading 8/20/18. Governor's desk 09/06/18.

SB 972 (Portantino) Pupil and student health: identification cards: suicide prevention hotline telephone number. The bill would require a public or private institution of higher education that issues student identification cards to have printed on the back of the student identification cards the telephone number for a suicide prevention hotline *or Crisis Text Line*. Because the bill would impose a new duty on campuses of the California Community Colleges, the bill would impose a state-mandated local program. This bill also applies to public schools and private schools that serve grades 7-12.

> **Status:** Passed Senate. In Assembly Education. 5/03/18. Re-referred to Com. On APPR 7/05/18. Assembly amendments concurred in. (Ayes 36. Noes 0.) Ordered to engrossing and enrolling 8/20/18. Governor's desk 8/24/18.

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.
^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

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

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Legislative Priorities for 2018-2019		Month: September 28-29	Year: 20-18
		Item No: IV. A. i.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Legislative Priorities for 2018-2019.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year, the ASCCC Executive Committee sets a series of legislative priorities for the upcoming year, based on events and actions around the state. This year, based on conversations with both the Legislation and Advocacy Committee and the Executive Committee, the recommendation is that the Executive Committee approve the following priorities for this year (in no particular order)

1. Credit for Prior Learning, particularly around military credit, potentially expanding beyond military credit once the policies for military credit are created.

2. Tutoring (essentially looking at elements of AB 1935 that we want to support).

3. Ensuring that legislation reflects collegial processes and the value of stakeholders.

4. Reexamination of the use of the audit fee in light of the repetition guidelines.

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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

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Strong Workforce Program Recommendations		Month: September 28-29	Year: 2018
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.

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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

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: September 28-29	Year: 2018
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on Faculty Diversification and discuss future direction.

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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

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: September 28-29	Year: 2018
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the status of the workgroup and the implementation of AB 705. The ESL Subcommittee met September 26, 2018.

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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: CA Network for Achieving Equity in Mathematics		Month: September 28-29	Year: 2018
		Item No: IV. D. i.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider and provide guidance on possible collaborative efforts between the ASCCC and the CA Network for Achieving Equity in Mathematics Education.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In response to AB 705 and moreover the needs of the 2.2 million students in the California community colleges, Thomas Greene, President of American River College, and Bill Scroggins, President of Mt. San Antonio College have identified a need for a faculty-led, system-wide network offering comprehensive resources and implementation support to cultivate the transformation of mathematics education through innovative, evidence-based practice. The proposed concept is to create the Network for Achieving Equity in Mathematics Education as a faculty-led endeavor organized through two regional hubs, one in Northern California and one in Southern California, which will act as a locus for connecting, boosting, and validating institutional efforts towards advancing equitable student outcomes in mathematics. The network will be initiated in fall 2018 to provide a much-needed venue to aid AB 705 implementation and the hubs will become fully operational no later than fall 2019 to facilitate network activities and events. By design, this network will use a multi-pronged approach to strengthen colleges across the full cycle of an improvement effort: discovery, implementation, and scale.

The ASCCC was asked to provide speakers at each of the kick-off events, September 21 at American River College and September 28 at Mt. San Antonio. In addition, the ASCCC has been asked to join in an exploration on a variety of ways to collaborate with this network including a formal partnership.

Possible collaborative efforts will be considered by the Executive Committee.

Attached are two documents with more detailed information:

- **Network for Achieving Equity in Mathematics –** description and proposal
- **Event Invitation**

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

Network for Achieving Equity in Mathematics Education

INTRODUCTION

Across the higher education landscape, there is a fierce sense of urgency to improve outcomes, reduce time to completion, and eliminate opportunity gaps of historically underserved populations. Within California, these interests have recently produced policy shifts and directives that are converging into a vital imperative to reshape mathematics education. Looking back at the 2017-18 academic year, the keen focus on mathematics is clearly visible in Assembly Bill 705, the California Guided Pathways Initiative, progressive goals stated in the Vision for Success (adopted by the Board of Governors of the California Community Colleges), and the inclusion of a performance-based funding model in the California state budget which incentivizes completion of transfer-level mathematics within the first year of enrollment.[1]

While transfer-level mathematics is often viewed as a gatekeeper to postsecondary completion, it can also be described as a gate through which the essential logic and quantitative reasoning skills applicable throughout life are developed. Possibilities expand for both continued education and economic mobility when students are guided to and supported through this gate early in their postsecondary journey. **Mathematics requirements that are aligned to students' educational and career goals and innovative instruction utilizing non-traditional, empirically grounded approaches is key to ensuring this gate is opened for every community college student in California**; however, little attention has been given to how the variety of improvement efforts across many colleges might be efficiently and effectively nurtured to foster statewide scaling of evidence-based practice.

Recognizing this gap and the prospect it represents, and building upon the successful innovations of two key colleges, we have formed a partnership between American River College, Mt. San Antonio College, and WestEd. American River College located in the state capital of Sacramento, and Mt. San Antonio College located in the greater Los Angeles area, are two of the largest community colleges in California. Both colleges have demonstrated a long history of leadership in mathematics education reform, more than tripling the throughput of underprepared students in transfer level statistics and creating program-aligned math pathways within the guided pathways framework. These colleges have created new opportunities for students that have resulted in higher transfer and completion rates, and they enthusiastically embrace the idea of applying that experience in a synergistic effort to increase educational attainment and equitable outcomes across the state. WestEd, located in the San Francisco Bay Area, is a nonpartisan nonprofit research, development, and service agency whose mission is to work "with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults." Drawing on these perspectives, our partnership has generated a promising concept to intentionally and comprehensively support community college mathematics transformation: the Network for Achieving Equity in Mathematics Education.

PURPOSE OF THE CONCEPT

Over two million students attend classes at community colleges in California each year[2], many of whom could not otherwise access higher education. Upon completion of an associate degree or certificate, these students can expect to double their wages within three years and increase their lifetime earnings

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[1] AB 705 will be discussed in further detail. Additional information about the other items is available through the following links: California Guided Pathways, Vision for Success, CCCCO Memo- May Revision of the 2018-19 Budget
[2] CCCCO Datamart, 2016-17 Student Enrollment Headcount

by $400,000 compared to high school graduates.[3] While the local community college offers the hope of a better future, educators acknowledge that students placed into developmental mathematics rarely complete the transfer-level coursework that is required for either the associate degree or university transfer. Moreover, research clearly indicates that students of color and those from low-income households have been historically overrepresented in traditional developmental course sequences which unintentionally served as a systemic barrier to college completion.[4]

In recent years, faculty at individual colleges have been actively pursuing alternate methods to improve completion rates such as developing accelerated math pathways via the California Acceleration Project or adopting the collaborative-learning pedagogical approach of Statway. While past improvement efforts have been locally initiated, the passage of AB 705 now requires every community college in California to "maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe" using high school performance measures in the placement process. This seemingly simple requirement has significant implications for curricular design, learning supports, placement procedures, enrollment management, personnel allocation, and many other areas that colleges must consider. One anticipated effect is that substantial numbers of underprepared students in non-STEM majors will soon be entering the statistics classroom in immediate need of innovative instructional and learning support. Consequently, faculty will soon be experiencing a new reality that requires different techniques and levels of purposeful interaction in order to engage classes of students with a broad range of preparation.

A recent publication from the Academic Senate of the California Community Colleges noted that as colleges begin AB 705 implementation "faculty should examine all possibilities and be open to exploring different options to meet the needs of all students to ensure students are equipped to learn and succeed, as they move to a transfer institution or workplace."[5] **However, there currently is no cohesive, comprehensive infrastructure to support the exploration, adaptation, and local implementation of various options at scale.** While this is a benefit for all colleges, it is of particular need by rural colleges. Eleven of the seventy-two community college districts in California exist in rural areas that are geographically isolated.[6] These districts serve a critical function for students in communities that often have limited higher education options and low levels of educational attainment. The districts also face significant challenges in allocating resources to discovery and implementation of alternative practices due to their small number of faculty and insufficient levels of discretionary funding.

For colleges to overcome the completion gap and successfully adapt to recent policy shifts as well as future directives, a collaborative action-oriented strategy is needed to thoughtfully nurture and enhance quality mathematics education in a manner that serves the best interests of each college's student population while cultivating equitable outcomes. Further, there is an untapped opportunity to proactively engage, support, and leverage the collective wisdom of faculty across the state to efficiently share and scale effective practices.

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[3] Fast Facts 2018. Community College League of California: Sacramento, CA.
https://www.ccleague.org/sites/default/files/images/ff2018_league_0.pdf

[4] Mejia, M.C., Rodriguez, O., and Johnson, H. November 2016. "Preparing Students for Success in California's Community Colleges" Public Policy Institute of California Higher Education Center.

[5] Davison, D., May, G., and Rutan, C. (February 2018). Local Implementation of AB 705: What We Know and What Remains to Be Answered. Senate Rostrum: Academic Senate of the California Community Colleges.
https://asccc.org/sites/default/files/Rostrum-February2018.pdf

[6] The rural districts are Barstow CCD, Copper Mountain CCD, Feather River CCD, Gavilan CCD, Lassen CCD, Lake Tahoe CCD, Mendocino-Lake CCD, Palo Verde CCD, Redwoods CCD, Siskiyou CCD, and West Kern CCD.

Recognizing that the community colleges have been working to improve outcomes and are charged with successful implementation of AB 705, there is both an immediate and ongoing need for a faculty-led, system-wide network offering comprehensive resources and implementation support to cultivate the transformation of mathematics education through innovative, evidence-based practice.

Specific examples of evidence-based initiatives to be supported and expanded through this network include math pathways aligned with students' interests and goals, alternative quantitative reasoning and statistics pathways; dual-enrollment programs that maximize students' likelihood of completing both high school and college; and online learning opportunities targeted specifically to underprepared students.

Principles Guiding How We Will Approach this Work

- We believe the primary purpose of this network is to ensure *equitable access and outcomes* for students in meaningful and quality mathematics learning experiences. Thus, the network will both enable and expect participating institutions to bring implementation of solutions to full scale and assess the resulting impact to historically underserved populations.
- We believe the regional hubs should nurture implementation of evidence-based practices; encourage experimentation in adaptation and application; highlight local learnings; and disseminate research findings to foster ongoing improvement. Thus, the hubs will promote a limited number of proven programmatic solutions to ensure optimal implementation via a structure that *inspires transformation*, *facilitates sharing of resources,* and *accelerates learning across contexts*.
- We believe the key lever in transforming student outcomes is access to quality learning experiences, inclusive of both instruction and student support. Thus, one of the key functions of the network will be to *develop deep regional expertise* and *ensure broad access to resources* that expand institutional capacity to successfully implement proven practices.
- We believe that deep and lasting learning requires attention to both subject matter and the social, emotional, and cultural contexts that influence student engagement, persistence, and outcomes. Thus, the scope of network activities will *encourage strategies* that can be extended beyond mathematics to help students persist and thrive.
- We believe that faculty engagement, empowerment, and ownership are critical elements of successful education reform. Thus, we propose a structure that *empowers faculty* to lead the adaptation and scale of empirically grounded solutions and that equips faculty with the skills, knowledge and expertise to support their peers.
- We believe that truly impactful change in student learning, course outcomes, and college completion cannot occur without system-level change. Thus, we propose a structure that *equips institutional leaders,* serving in faculty and administrator roles, to navigate complex issues and collectively foster the collaborative environment in which deep institutional change can be realized.

DESCRIPTION OF THE CONCEPT

Our proposed concept is to create the Network for Achieving Equity in Mathematics Education as a faculty-led endeavor organized through two regional hubs, one in Northern California and one in Southern California, which will act as a locus for connecting, boosting, and validating institutional efforts towards advancing equitable student outcomes in mathematics. The network will be initiated in fall 2018 to provide a much-needed venue to aid AB 705 implementation and the hubs will become fully operational no later than fall 2019 to facilitate network activities and events. By design, this network will use a multi-pronged approach to strengthen colleges across the full cycle of an improvement effort: discovery, implementation, and scale. The hub structure will build regional capacity by convening expertise,

facilitating exchange of ideas, and fostering the scaling of evidence-based innovations. These hubs will serve as the incubator for faculty-driven and administrator-supported transformation while the network acts as a repository and research center on efforts across the state. As a key activity to support scaling, the hubs will leverage the network to curate best practices and lessons learned to create implementation toolkits for use by institutions adopting proven strategies for enhancing mathematics education.

In this model, American River College will serve as the lead for the regional hub in Northern California; Mt. San Antonio College will serve as lead for the regional hub in Southern California; and WestEd will provide auxiliary assistance across the entire network. Each participating member institution will commit to a set of standard expectations including implementing a solution at scale; sharing data on implementation experiences and outcomes; contributing to improvement of implementation toolkits; and prioritizing professional development. In exchange, the member colleges will receive access to expertise, toolkits, and training opportunities to speed implementation. This concept is particularly well suited to the diverse needs of the 114 community colleges within California because it is designed as a conduit for a variety of implementation options that can be considered and adopted based on local viability. **Moreover, the proposed network has the potential to dramatically change outcomes by placing practical tools, support, and research within easy reach of those closest to the classroom.**

Our Goals

Through implementation of this concept, we intend to achieve the following goals **by June 2022**:

- Triple the proportion of historically underrepresented first-time students per college who successfully complete transfer-level mathematics in the first year of enrollment, among participating colleges compared to baseline data, within the first two years of full implementation
- Double the proportion of first-time students per college who successfully complete transfer-level mathematics in the first year of enrollment, among participating colleges compared to baseline data, within the first two years of full implementation
- Reduce the achievement gap in completion of transfer-level mathematics by 40% across the entire network in alignment with the California Community College's Vision for Success metrics.
- Secure commitment of 40 community colleges to join the network and meet the network's expectations of all member institutions including agreement to implement an adopted solution at scale
- Develop one or more implementation toolkits for each network-promoted programmatic solution; each toolkit at minimum would include an implementation roadmap, contact information for regional experts, best practice recommendations, and a selection of fully-developed sample materials specific to the solution
- Prepare 10 lead faculty members to assist and mentor new instructors in instructional practice
- Ensure access to high quality, sustained, flexible and responsive, practical and collaborative professional development opportunities that engages at least 400 faculty and administrators
- Conduct network-sponsored research to assess progress among member institutions and disseminate findings annually among stakeholders, including high school and university colleagues, to further dialogue and advance joint efforts to remove identified barriers to closing the opportunity gap

ACTIVITIES AND TIMELINE

Based on preliminary discussion, the ongoing activities of the network are expected to offer value to participants at every stage of an improvement effort. Representative activities are depicted below and will be further refined through dialogue with participants of the fall 2018 events.

NETWORK: *Faculty and administrators collectively working towards improvement of outcomes*			
DISCOVERY	**IMPLEMENTATION**	**FULL SCALE**	**EVALUATION**
• Exploratory opportunities • Decision support for evaluating options • Showcase for innovative math programs • Timely information dissemination • Repository of existing research	• Implementation toolkits • Hub-based implementation assistance • Training and mentoring • Shared promotional materials • Repository of best practices learned from prior implementations	• Networking opportunities • Communities of practice • Faculty leads to onboard new faculty to methods • Continuous professional learning and growth • Articulation support • Repository of previously developed instructional and support materials	• Ongoing research and analysis • Network dissemination of findings and related recommendations • Publication of results

REGIONAL HUBS: *Facilitating network connections, activities, events, and resource sharing*

Phase	Year	Milestones
Planning and activation	2018-19	During summer 2018: ▪ Develop plan and secure short-term funding for network start-up ▪ Solicit interest from potential participant colleges and key organizations ▪ Plan and promote events to be hosted during the fall semester
		During the 2018 fall semester: ▪ Launch the network with kick-off events in Northern/Southern CA ▪ Obtain commitments from initial group of participant institutions ▪ Refine the regional hub model with input from participants ▪ Obtain funding to launch and operate the regional hubs through June 2022 ▪ Utilize Vision Resource Center for virtual network and resource sharing
		During the winter/spring 2019: ▪ Establish the hubs and implementation support structures (e.g., toolkits) ▪ Establish research capacity, processes, and structures ▪ Onboard the initial cohort of member colleges ▪ Plan and advertise events for the upcoming year
Growth and expansion	2019-20	▪ Provide implementation support via network events, virtual mentoring, and access to resource in Vision Resource Center ▪ Host two regional institutes alternating between north and south to foster discovery, showcase practices, and offer professional development ▪ Assess effectiveness of regional hubs at end of first year of operation
	2020-21 and 2021-22	▪ Regional hubs continue operating at full capacity providing implementation support and refining toolkits ▪ Recruit additional member colleges ▪ Host two regional institutes alternating between north and south to foster discovery, showcase practices, and offer professional development ▪ Evaluate prior year outcomes and disseminate findings
Sustainability	2022-23 and beyond	▪ Implement alternative funding structure to support ongoing activities ▪ Continue evaluation of institutional progress and hub effectiveness ▪ Conduct research on post-pathway outcomes

ANTICIPATED BENEFITS

The Network for Achieving Equity in Mathematics Education is expected to produce benefits to students, faculty, institutions, and higher education within California. **Students** will benefit from:

- Expanded access to effective instruction based on innovative methodologies proven to cultivate equitable outcomes
- Increased application of emerging practices tailored to the needs of the local student population
- Enhanced learning support structures and cost-saving measures (e.g., open educational resources)
- Efficiencies and tools that enable mathematics faculty to concentrate time on the classroom instead of logistical concerns associated with self-supported innovations

Faculty and **institutions** will benefit from:

- Convenient access to an expanding network of expertise along with training, implementation toolkits, materials, and current research relevant to community colleges in California
- Discovery of flexible, adaptable solutions to mathematics education that can be tailored to a particular college and its students
- Forming deeper understanding of non-cognitive barriers to learning and related strategies that can be applied not only in mathematics, but across the curriculum
- Strengthened administrative capacity to facilitate organizational change and process improvement
- Reduced implementation cost, effort, and time per college to adopt innovative practices by using shared network resources to supplement local capacity
- Access to timely analysis focused on empirically-grounded strategies leading to improved outcomes
- Frequent opportunities for engagement to foster collaborative relationships and institutional agility

Higher education within California will benefit from:

- Developing a solid infrastructure to comprehensively engage and guide institutions through the complex process of exploring, adapting, implementing, scaling, and evaluating multi-faceted change
- Architecting a replicable scaling engine that inspires and distributes innovation within a discipline

BUDGET

We anticipate startup and operating costs necessary to launch the network during the 2018-19 academic year and then grow and sustain it over three academic years for the period now through June 2022 to be approximately $5.5M.

Our intent is to develop a replacement funding structure to sustain the regional hubs beyond June 2022. We anticipate that the design of the funding mechanism will be informed by the participating colleges and other partners, but one potential option is a membership model in which member institutions contribute financial support, staff time, or professional experts in exchange for network participation.

CONTACT INFORMATION

For further information about the concept of the Network for Achieving Equity in Mathematics Education, please contact:

> Karon Klipple
> Senior Project Director, WestEd
> Redwood City, CA
> kklipple@wested.org
> 650.381.6842

General information about the partner organizations can be located at:

American River College	http://www.arc.losrios.edu/
Mt. San Antonio College	http://www.mtsac.edu/
WestEd	https://www.wested.org/

Building a Faculty Network for Success and Equity in Math

Explore a new grassroots faculty-led network that is currently forming to support college efforts to close the opportunity gap in math education.

Join us this fall in northern or southern California to exchange information and influence the future development of this innovative network.

These events are opportunities to:

- Consider perspectives on equitable math outcomes and current findings that prompted the recent AB 705 legislation.
- Ask questions of our AB 705 Expert Panel

- Connect with faculty and administrators who are already implementing successful strategies such as stretch courses, corequisite courses, OER materials, Statway, and Quantway
- Engage with your team to strategize for the year ahead
- Shape the network's priorities by sharing your ideas and needs
- Hear directly from students about the impact of math education on their lives

Attend an upcoming event
with your college team!

Colleges are encouraged to bring teams that include **faculty and administrators from instruction and student services, and institutional researchers**, particularly those who are already involved with implementing guided pathways, closing the opportunity gap in math education, and responding to AB 705.

Cost: FREE

NORTHERN CALIFORNIA

Friday, Sept. 21, 2018

9:00AM-4:00PM

American River College

Sacramento, CA

REGISTER

SOUTHERN CALIFORNIA

Friday, Sept. 28, 2018

9:00AM-4:00PM

Mt. San Antonio College

Walnut, CA

REGISTER

For questions, contact Kate Meissert at kmeisse@wested.org.

SUPPORTING PARTNERS AND HOSTS OF THIS EVENT

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Carnegie Math Pathways at WestEd · 400 Seaport Ct. · Suite 222 · Redwood City, CA 94063 · USA

Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: September 28-29	Year: 2018
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate for California Community Colleges, in partnership with the Chancellor's Office, Career Ladders Project and the Research and Planning Group, is leading the effort to support guided pathways implementation at local colleges.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program as well as the efforts of the ASCCC Guided Pathways Task Force and discuss/provide future direction.

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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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Executive Committee Agenda Item

SUBJECT: Policy 40.00 (Honoring Faculty Leaders)		Month: September 28-29	Year: 2018
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval revisions to Policy 40.00.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its March 2018 meeting, the Executive Committee discussed honoring previous statewide faculty who have served on the Executive Committee at a plenary session. The members discussed the definition of serving a full term. The Executive Committee discussed the importance of honoring all those who serve on the Executive Committee, despite length of service and current positions. The Executive Committee suspended Policy 40.00 and requested the Standards & Practices Committee bring forth recommendations to this policy.

Attached are Recommendations for approval.

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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: Honoring Faculty Leaders		Month: September 28-29	Year: 2018
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval Honoring Faculty Leaders.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss potential honorees for the Fall 2018 Plenary Session who may meet the criteria in Policy 40.00.

---

[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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Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: September 28-29	Year: 2018
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018-19 Work Plan.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Mayra Cruz /Rebecca Eikey/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Faculty Development Committee will be holding the first meeting on September 19, 2018 at Evergreen College in San José, CA. The Executive Committee will be updated on Faculty Development, review and approve the 2018-19 Work Plan.

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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: Curriculum Regionals		Month: September 28-29	Year: 2018
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide guidance and consider for approval the preliminary draft program for Curriculum Regional Meetings November 16 and 17, 2018.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Curriculum Committee met September 12 to draft a preliminary program for the Curriculum Regional Meetings taking place November 16 and 17, 2018.

The Executive Committee will provide additional guidance to the Curriculum Committee as to the topics that are appropriate to and needed by the field.

---

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

ASCCC Curriculum Regional Meetings
November 16/17, 2018
Curriculum Within a Guided Pathways Framework

9:00 AM – 10:00 AM	Registration and Continental Breakfast
10:00 AM – 10:10 AM	Welcome and Introductions Ginni May, ASCCC Curriculum Committee Chair
10:10 AM – 11:00 AM	Update from Chancellor's Office and 5C (Title 5 Regulations changes, AB 705 Implementation, Funding Formula) Ginni May, ASCCC Karen Daar (South), ?(North)CIO , CCCCO , CCCCO
11:00 AM – 11:15 AM	Break
11:15 AM – 11:45 AM	Update on COCI , CCC Technology Center , CCC Technology Center
11:45 AM – 12:30 PM	Lunch
12:30 PM – 1:40 PM	First Breakout Sessions Follow Up Q & A – Chancellor's Office and 5C Updates COCI Updates and Training AB 705 in action
1:50 PM – 3:00 PM	Second Breakout Sessions Noncredit Curriculum Q & A for Newer Curriculum Chairs and Administrators C-ID – What's new?/AB 705 Articulation issues
3:00 PM	Regional Ends

Other interests:
1. Area of Emphasis Degrees in GPs
2. Implications of Existing Basics Skills courses
3. Placement based on college Research – What research questions should be considered?

4. Plan for S18 17.03   Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives   Address at Curriculum Regional Meetings in November – Possibly replace COCI General Session

Executive Committee Agenda Item

		Month: September 28-29	Year: 2018
SUBJECT: TASSC Outline for Updating ASCCC Papers on Library Faculty and Libraries in the California Community Colleges		Item No: IV. J.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for Updating ASCCC Papers on Library Faculty and Libraries in the California Community Colleges.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Conan McKay	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Fall Plenary session 2017 the body passes resolution 16.01 directing the ASCCC to explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital important that libraries and librarians can and do play in contributing to the success of our students. TASSC would appreciate any comments or feedback on the outline in order to move forward with the paper.

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

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Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: September 28-29	Year: 2018
		Item No: IV. K.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated on the keynote presentations and consider for approval any changes to the preliminary program.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2018 Fall Plenary Session is less than two months away – November 1 – 3, 2018 in Irvine, California. The Executive Committee will continue its planning process for developing the Session program, Members will discuss ideas for keynote speakers, breakouts, and timeline. A theme for the Fall Plenary Session was approved at the August meeting: Re:Solutions!

Planning
1. Presenters list and breakout session descriptions due to Krystinne by October 6, 2018.
2. Final Program to Krystinne by October 12, 2018.
3. Final resolutions due to Krystinne for circulation to Area Meetings October 3, 2018.
4. Final program to printer October 22, 2018.
5. Materials posted to ASCCC website October 26, 2018.

A link to the Fall Session Preliminary Outline will be distributed via google link prior to the meeting.

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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: Fall 2018 Resolutions		Month: September 28-29	Year: 2018
		Item No: IV. L.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the pre-session resolutions to go forward for discussion at the Area Meetings in October 2018.	Urgent: Yes	
		Time Requested: 90 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: *The* Resolutions Handbook *states that "Prior to the Area meetings in the fall and spring, the Academic Senate Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to the area meetings based on their experience working with other groups and organizations around the state. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty willing to [submit them at the Area meetings or Thursday of session]."*

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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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Executive Committee Agenda Item

SUBJECT: Online Oral Communication Survey		Month: September 28-29	Year: 2018
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review, give input, suggest changes to, and consider for approval the survey to communication faculty.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 9.03 S18 directs the ASCCC, "through its discipline expert lists and discipline-specific state associations" to "identify disseminate effective and promising practices for teaching oral communication courses online." The Online Education Committee discussed on August 31 and September 12 the development of a survey as a means to collect information from communication faculty. Though the committee has established an internal deadline of completing the action directed in the resolution by spring plenary, 2019, a benefit of launching the survey in early October of 2018 would be the ability to reference it and somehow incorporate it into a relevant planned breakout session for the upcoming fall plenary. The survey is designed to ascertain methodology by which faculty who teach C-ID COMM-110 evaluate the requirement of "speech presentations in front of a live audience" and to collect information about how existing discipline experts are teaching communication courses online.

---

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

Online Oral Communication Survey of Practices

Please complete the following brief survey to assist the ASCCC Online Education Committee.

1. Identify College (Drop-down)
2. Have you taught an oral communication course fully online? (yes/no)
3. If you do teach communication online, how do your online students give speech presentations in front of a live audience? (select all that apply)
    a. Synchronous presentation to classmates using web conferencing software
    b. Speech before live, in-person audience (such as a school, church, or business group) recorded by video and submitted to instructor
    c. Speech recorded by video and uploaded for class to review
    d. Other (please describe:_____)
4. Regardless of whether you have taught communication courses online, given your expertise in your discipline, which of the following would you deem to be effective or promising methods for students in an online communication course to give speech presentations in front of a live audience?
   (select all that apply)
    a. Synchronous presentation to classmates using web conferencing software
    b. Speech before live, in-person audience (such as a school, church, or business group) recorded by video and submitted to instructor
    c. Speech recorded by video and uploaded for class to review
    d. Other (please describe:_____)
    e. None
5. Please describe any other effective or promising practices which you are aware of related to teaching communication courses online, including practices unrelated to delivery of speeches in front of a live audience:_____

Thank you for completing our survey!

Executive Committee Agenda Item

SUBJECT: Board of Governors Interviews		Month: September 28-29	Year: 2018
		Item No: IV. N.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.	Urgent: Yes	
		Time Requested: Closed Session	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.

The Board of Governors – Faculty Appointee Nomination Policy and Procedures states that,

The Officers and Executive Director will screen the applications based on the required and desirable qualifications and determine the candidates for nomination to be interviewed by the Executive Committee.

September: All candidates, including sitting Board of Governors members, shall be interviewed by the Executive Committee to be considered for nomination to the Governor.
    i. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
    ii. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).

If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new applicants.

Upon review of the applications received, a total of five candidates will be interviewed. A previous applicant, Stephanie Curry will not be interviewed but will be included in the consideration of names to forward to the Governor.

---

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

The following candidates are being interviewed:

Sitting Board of Governors Member
Man Phan, Cosumnes River College

Board of Governors Candidates for interview
Cynthia Rico, San Digeo Mesa College
Kimberley Perigo, San Diego Mesa College
Man Phan, Cosumnes River College
Michael Heumann, Imperial Valley College
Wendy Brill-Wynkoop, College of the Canyons

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Executive Director Hiring Process		Month: September 28-29	Year: 2018
		Item No: IV. O.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the Executive Director Hiring Process.	Urgent: Yes	
		Time Requested: Closed Session	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the Executive Director Hiring Process.

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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: Chancellor's Office Liaison Discussion		Month: September 28-29	Year: 2018
		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 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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[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		Month: September 28-29	Year: 2018
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stanskas and Vice President Davison will highlight the Board of Governors and Consultation meetings in September. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

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

Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: September 28-29	Year: 2018
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

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

Basic Skills Committee
Thursday August 30th, 2018
4:00 PM – 5:30 PM

Members Present: Craig Rutan, Micheal Wyly, Geoffrey Dyer, Ekatia Fuchs, Claudia de la Toba, and Kathryn Wada

Meeting called to order at 4:06 PM

1. **Welcome and Introductions:** The committee members introduced themselves.

2. **Review of Committee Charter:** The committee reviewed its charge. No changes were suggested.

3. **Review of Assigned Resolutions:** There are three resolutions assigned to the committee, all related to ESL. Resolution 7.11 F17 may become moot if the Student Success Scorecard is replaced with a new report. The Chancellor's Office is creating a group to revise CB21 in light of AB 705 and it is hoped that many of the issues related to CB21 for ESL will be addressed by that group. 7.06 and 7.07 from S18 both relate to ESL and the implementation of AB 705. The AB 705 ESL Workgroup is continuing to work through the fall and the committee will assist colleges with local implementation once additional guidance is available.

4. **AB 705:** Committee members were provided with the two guidance memos, one for mathematics/quantitative reasoning and English and one related to ESL, and the frequently asked questions (FAQ) document distributed in August. Each of the committee members shared the implementation efforts underway at their colleges. All of the colleges represented on the committee are currently investigating some curricular reforms and some colleges are piloting new support courses in spring. Adjusting course schedules was mentioned as a potential challenge that colleges will be facing. None of the colleges represented on the committee have fully implemented all of the local changes necessary for mathematics, English, and reading. The committee will need to support colleges as they attempt to comply with AB705's requirements. This may be done with a combination of Rostrum articles, webinars, regional meetings, and conference presentations. The focus will be on mathematics, English, and reading in the fall with additional emphasis on ESL once additional guidance has been released.

5. **Possible Regional Meetings:** The committee discussed the possibility of regional meetings. C. Rutan informed the committee that the regional meetings are likely to be in collaboration with the Curriculum and Noncredit Committees. While regional meetings early in the fall term would be preferred, they may not be possible due to the number of other professional development opportunities that have already been scheduled. The committee may also offer webinars on the implementation of AB 705, similar to those being offered by CATESOL, RP, ACCE, and other groups throughout the system.

6. **Future Meeting Dates:** Monday afternoons were identified as possible days for Zoom meetings. C. Rutan will send out a Doodle poll with possible times on September 24th for the next committee meeting.

7. **Other:** AB1805 (Irwin) has moved forward and is likely to be adopted by the California Senate. If it is signed by the Governor, colleges will be required to inform students of their rights to transfer level courses in mathematics and English and to report their placement practices to the Chancellor's Office. Colleges that fail to comply could lose their Student Equity and Achievement Program funding. If adopted, the bill would ensure that colleges are complying with the requirements of AB705.

Meeting Adjourned at 5:13 PM

Respectfully submitted,

Craig Rutan

Approved September 4, 2018

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 .

Curriculum Committee
August 29, 2018
3:30 pm – 4:45 pm
ConferZoom

PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/247143855

Or Telephone:
Dial:
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
Meeting ID: 247-143-855

MINUTES

Members Present: Ginni May (Chair), Carrie Roberson (2nd), Nili Kirschner, Donna Necke, Eric Wada, Jamar London, Stephanie Curry, Aimee Tran, Karen Daar (CIO)

Members Absent:

Guests:

1. Select note taker – Aimee Tran, Saddleback College

2. Approval of Agenda - Approved with no changes by consensus

3. Approval of minutes – no previous minutes
    Minutes will be approved by email. Draft minutes will be distributed. Committee members will send corrections/clarifications to Ginni, who will send out final draft minutes for approval.

4. Announcements
    On agenda for future announcements from any committee member – nothing today.

5. Committee Overview – https://asccc.org/directory/curriculum-committee
    The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.

Notes: Members of this committee also assist with the planning of the Curriculum Institute.

New and returning members on our committee.
Note – Questions from the field regarding curriculum may come to you. It is best to send questions to Ginni or info@asccc.org to provide a consistent response.

Ginni was asked to explain about some of the other groups addressing curricular issues:
- 5C – California Community Colleges Curriculum Committee – at the CCCCO
  o Ginni- Co-chair with Virginia Guleff, CIO Butte College
  o Representatives include: ASCCC, CCCCIO, CCCAOE, Classified, ACCE, CTE, CO, COCI
  o 5C is the recommending body to the CO on curriculum

- AB 705
  o AB 705 CO Implementation Team – provided guidance prior to Title 5 Regulations revision
  o ASCCC AB 705 Task Force
  o ASCCC Basic Skills and Non Credit Committees are doing some heavy lifting

6. Travel Reimbursement – asccc.org → resources → forms → Expense Reimbursement
   https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf

   - In-person meetings: 2 to 3 over the academic year, location is TBD, typically meetings are 10:00-3:00 but can vary depending on transportation schedules. Last year these meetings were at LA Valley College. Karen Daar offered to host again this year. Thank you, Karen!!
   - ASCCC will cover travel and lunch for meetings
   - Curriculum Institute – ASCCC registers committee members, arranges hotel, reimburse travel
   - Curriculum Regionals – ASCCC generally covers travel: members in the south go to the south regional meeting, members in the north go to the north regional meeting

7. Curriculum Regionals fall 2018
   a. Proposed dates – November 16/17 OR November 30/December 1
      The committee supported the idea of having joint regional meetings with AB 705 on November 16/17. There are many overlapping issues and since faculty are so busy, this would help reduce some travel time.

   b. Topic Ideas – Updates on COCI, Curriculum Approval Process; corequisite courses; mores…
      COCI 2.0
      Curriculum Approval Process – streamlining, changes to title 5 §55070: Certificate of Achievement lower units
      Corequisite courses – strong theme, what is working/not working, best practice, implications with articulation (co/pre), noncredit,
      Mirror courses – credit/noncredit, shuffling credit to noncredit

Open ended, roundtable, network, and discussion – current issues
Guidance on how to place student/research about alternative placement
Credit for Prior Learning – military credit, considering prior learning

8. Curriculum Institute
   a. July 10-13, 2019, Hyatt San Francisco Airport – Mark your calendars!!!
      Wednesday is a pre-session
      Institute ends Saturday by 12 noon, usually
   b. Travel
      Shuttle from SFO
      ASCCC covers registration, lodging, travel for committee members
   c. Dinner Wednesday night for committee members

9. Possible Resolutions for fall plenary session
   Ginni gave a brief description of plenary sessions and the resolution process.
   Plenary is generally for local senate executive committee members/delegates/interested parties;
   breakout/general sessions; Saturday is resolution voting.
   Resolutions drive the work of the ASCCC!
   - TMC processing/double counting - A.TRAN

10. Upcoming Events (http://asccc.org/calendar/list/events)
    - Academic Academy – September 13-15, Embassy Suites by Hilton South SF Airport
      All things Guided Pathways – chair is Carrie
      Any faculty welcome- workshop style, do work while there and bring back to college
    - Area Meetings – October 12 (A, B), October 13 (C, D)
      Senate Presidents/Officers, Delegates attend – look at resolutions
    - Fall Plenary Session – November 1-3, Irvine Marriott
    - SLO Symposium – TBA (February 2019)

11. Future Meetings – at least two in-person, 1 or 2 per month via ConferZoom
    - Fall In-person meeting: Friday, December 14, 2018 @ LA Valley College – real close to Burbank Airport
    - Spring In-person meeting(s) (maybe 2): will determine during next meeting
    - Phone meetings: Looking at Wednesdays at 4:00 pm, 4 Wednesdays are best, but could include 2nd or other Wednesdays as needed.

    In your free time, read the items below.

    Chair (Ginni) will send out email to confirm meetings, will wait to schedule spring meeting at later time.

12. Adjourn @ 4:43pm

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

ASCCC Resolutions

S18 17.03   [Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives](#)

F17 17.03   [Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines](#)
A Rostrum article should be developed in 2018-19 as a follow up to the article on Apprenticeship programs that was published in April 2018.

F17 9.04   [Inclusion of Information Competency in College Institutional Learning Outcomes](#)
This should be addressed in the SLO paper 9.06 S16 that has been reassigned to Educational Policies.

F17 7.05   [Student Accountability Model Codes - CB09 Revision](#)
A task force may be needed to address this resolution. Specific knowledge of how CB codes are used is needed to address these requirements and the 2018-19 curriculum committee may not have this level of expertise.

S16 9.10   [Review and Reform of Curriculum and Instruction Regulations](#)
Title 5 changes are being handled at 5C. 2017 - 18: The Committee chair will provide an update on the progress of this resolutions to inform the field. 5C proposed revisions to regulations on credit certificates and cooperative work experience and those were approved by the BoG by July 2018.

S16 9.12   [Prioritize Data Integrity](#)
The CO is undertaking a review of MIS and data tracking mechanisms. 2017 - 18: The ASCCC will explored how to participate in the discussion through possible appointments to groups. Groups are being pulled together during September 2018 to address CB21 Coding.

F15 9.12   [Support Local Development of Curricular Pathways](#)
2017 - 18: Regional workshops will address variety of curricular pathways for local curriculum committees. Possible follow up via Rostrum article. Presentations at the 2018 Curriculum Regionals and the 2018 Curriculum Institute took place. A Rostrum article may be needed in Fall 2018. With the Academic Academy in September 2018 and the work of the GP Task Force this resolution has been completed.

F10 9.01   [Developing a Reference Document for Curriculum](#)
2017 - 18: Curriculum Website can be updated using the modules in the PDC. In addition, the module will be reviewed by Curriculum Committee members to ensure it is in line with the streamlining curriculum changes. The Curriculum Committee members are reviewing the ASCCC Curriculum website and the Curriculum 101 PDC Modules. The hope is to have both updated to reflect the current PCAH and Title 5 regulations by the 2018 Curriculum Institute. Follow up needed…

Strong Workforce Recommendations						
Timeline	**Goal**	**Current Positions**	**Action**	**ASCCC Committee Involvement**		**Comments**
TBD	3. g. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements.		Develop	Curriculum and Basic Skills	High	Numerous presentations at the Spring 16 Plenary and the 2016 Curriculum Institute forcused on applied basic skills through the graduation requirements. 2017 - 18: The Curriculum committee chair to work with the president to determine if this is enough to satisfy this recommendation. The committee might work with English and math facutly to seek if there are other more tangible ways to implement this recommendation.
TBD	7. a. Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process	9.10 F11 Responding to Industry Needs	Develop	Curriculum CTE LC	High	2017 - 18: The committee chair to work with the CTELC committee chair and select SNs to identify how to address this recommendation and a timeline for implementation.
TBD	7. c. Create a process for the development of collaborative programs between colleges.	9.02 S13 Regional Conjoint Programs	Co-develop	Curriculum and SACC	High	2017 - 18: Curriculum to advise 5C as they develop guidelines. C-ID descriptors in

						CTE areas will also facilitate portability. The Curriculum chair will provide an update from 5C to advise the field of the progress made in this area.
TBD	7.d. Support faculty and colleges in developing and expanding the use of contract education to meet the dynamic needs of business and industry in an expedited manner.	11.02 F91 Contract Education 21.06 F99 Contract Education 6.01 S94 COIN/Economic Development Centers	Co-develop	Curriculum Ed Policies	High	2017 - 18: Ed Pol can touch on some of this in the paper on Educational Program Development. Curriculum and Ed. Pol to consult with the president to determine if this is the best solution to addressing this recommendation.
TBD	8. c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges. PRIORITY	9.08 F15 Evaluation of the Effectiveness of Local Curriculum Processes	Develop	Curriculum	High	The ASCCC has already began work in this area: paper developed, curriculum TA created jointly with the CIOs, and regional meetings held in fall 2017; 5C workgroup is working on the white paper. 2017 - 18: The Curriculum committee chair will provide an update from 5C to advise the field of the progress in this area.
TBD	9. a . Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program	7.05 S14 Research Tools for Program Review 13.02 F12 Redefinition of Student Success	Co-develop	CTE LC AAC Curriculum (EDAC)	High	2017 - 18: Committees chairs to recommend to the president how to implement this recommendation. Resolution 21.02 S12 should be

	development and review process	21.02 S12 CTE Program Review				part of this conversation.
TBD	9. b . Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.		Develop	Ed Pol, AAC, and Curriculum	High	2017 - 18: Ed. Policies to lead the conversation. Committee chairs to recommend to the president how to implement this recommendation. Chairs might consider exploring the development of a PDC Module using the ASCCC paper on program discontinuance. The Ed Pol might also be able to touch on some of recommendation in the upcoming on Educational Program Development.
TBD	10. b . Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways.		Develop	Noncredit, curriculum, and 5C	High	CO circulated a July 16, 2016, letter to CEOs, CIOs, CSSOs, and SP providing an advisory on Awarding College Credit for prior Military Experience. The RP Group also developed a brief on "Using Prior Learning Assessment to Advance Student Success". 2017 - 18: The

						committees should review these documents to determine if these two documents are sufficient. If they are, how should they be disseminated. If they are not, what other information is needed. Additionally, the chairs should lead this work.
TBD	11. B. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.		Co-develop	CTE LC Curriculum	High	2017 - 18: The committees chairs should discuss how/if this would/should this happen and make a recommendation to the president .
TBD	14d. Develop guidelines and training for CTE industry professionals who serve as on-site supervisors for work experience and internships.		Develop	Curriculum, S&P	High	2017 - 18: A task force will be created to develop the guidelines.

Papers/Rostrums

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Educational Policies Committee
September 5, 2018
Minutes
3-4 pm
Meeting attendance information: (408) 638-0986 Meeting ID 673565488

Chair Bruzzese convened the meeting at 3:10pm.

Introduction of meeting attendees.
- Anna Bruzzese (chair)
  - Sociology, LA Pierce College
  - (818) 710-4280
  - bruzzeaa@piercecollege.edu
- Greg Burchett
  - Biological Sciences, Riverside City College (Curriculum Committee Chair)
  - (951) 222-8535
  - greg.burchett@rcc.edu
- Julie Clark
  - Mathematics, Merced College (Academic Senate President)
  - (209) 384-6331
  - clark.j@mccd.edu
- Christy Karau-Magnani
  - Management, Sierra College
  - (916) 660-7814
  - ckarau@sierracollege.edu
- Martin Ramey (Marty)
  - Paralegal/Business Law, Mt. SAC. (Academic Senate President)
  - (909) 274-5434
  - mramey2@mtsac.edu
- Craig Rutan
  - Physics, Santiago Canyon College (ASCCC Secretary)
  - (714) 628-4954
  - rutan_craig@sccollege.edu

Discussion Items:
- Discussion on potential in-person meeting (The committee agreed t to meet in person on Friday, October 5 at Mt. SAC from 10am to 3pm)

- Review of Charge and Responsibilities
  The committee reviewed its charge and responsibilities.
- Discussion on committee priorities
  - Existing SLO Terminology (creation of glossary or specific paper)
    - Discussion on potential of writing a separate glossary of terminology, or perhaps incorporate glossary into a larger paper in the future.
    - This task was originally assigned to curriculum/accreditation committees, but was shifted to EDPOL.
    - Craig briefed committee on procedure in paper development:
      - Develop and submit an outline to Executive Committee.
      - Executive Committee places outline as agenda item, reviews and returns with recommendations.
      - EDPOL then drafts the paper.
    - Timing on paper is a concern:
      - If paper is planned to be presented at Spring Plenary, it must be completed by January. Chances are this may not be achieved.
      - More realistic goal of completion by end of 2018/19 Academic Year, to be presented at Fall 2019 Plenary.
- Planning for Plenary? (November 1 to November 3, 2018 – Irvine Marriot)
  - Draft of program out this Friday.
  - We may want to bring a committee member, if any breakouts are on EDPOL.
  - EDPOL not have a specific duty during this Plenary (although this could change).

Meeting adjourned at 3:40pm.

Respectfully submitted,

Greg Burchett

ASCCC Guided Pathways Task Force
August 31, 2018
10:00am – 11:00am

ConferZoom
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/5308952534
Or Telephone:
Dial:
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
Meeting ID: 530 895 2534
International numbers available: https://zoom.us/u/hRqM1

AGENDA

Members Present: Carrie Roberson (GPTF Chair), Gretchen Ehlers, Randy Beach, Mayra Cruz, Jeff Burdick, Meridith Selden, Gwyer Schuyler

Guests Present: Janet Fulks

Members Absent: Dolores Davison, Cynthia Orozco, Manual Velez

1. Welcome/ Attendance
- Select note taker
- ✓ Carrie

2. Approval of Agenda
- ✓ Motioned to approve by Gwyer Schuyler
- ✓ Unofficial approval by consent

3. Approval of minutes
- No previous minutes

4. Context/ History
- ASCCC GPTF "development" over 2017-2018
- ✓ Members of ASCCC Exec, statewide faculty representatives, designation of leads for capacity building, tool development, ASK
- ✓ Efforts simultaneous with CCCCO GP Award Program Self-Assessment and Work Plan requirements and deadlines for local colleges
- ✓ Guided Pathways Liaisons (determined by local colleges)
- ✓ Academic Senate Presidents Guided Pathways Survey (April 2018)
- ✓ North/South Regional Meetings (May 2018)
- ✓ GPTF Representatives on CCCCO GP Advisory/Partners meetings

5. Guided Pathways Task Force: https://asccc.org/directory/guided-pathways-task-force

The ASCCC Guided Pathways Task Force supports faculty and local academic senates as they participate in the development and implementation of a guided pathways framework. The primary mission of the task force is to support faculty involvement, participatory governance processes, and other elements of guided pathways work that are connected to the academic and professional matters (10+1) that are the purview of the senate. The task force will continually consider the needs and challenges identified by local senates and senate leaders to help faculty identify and implement options which are based upon ASCCC positions and papers and that are appropriate for their college's culture and student populations.

6. Guided Pathways Task Force Members
- Sign up for the ASCCC Guided Pathways Listserv: https://asccc.org/signup-newsletters
- Guided Pathways Resources: https://asccc.org/guided-pathways
- Guided Pathways Resource Teams: https://asccc.org/guided-pathways-resource-teams

✓ Requested that GPTF members sign up for the Guided Pathways listserv
✓ Requested that GPTF members review the ASCCC website information- including publications, resources, and Rostrums related to guided pathways

7. 2018-2018 Guided Pathways Task Force Priorities
- ASCCC Strategic Plan https://asccc.org/asccc-strategic-plan

✓ Requested that GPTF members review and familiarize themselves with the ASCCC Strategic Plan and at a future meeting will develop a "crosswalk" of strategic plan and GPTF priorities
✓ Requested that GPTF members are responsive and provide timely feedback
✓ Discussed overlap of ASCCC Curriculum Committee, AB 705 Task Force, Faculty Development Committee and strategies to make connections and not duplicate efforts
✓ Discussed challenges with the quantity of professional development opportunities (workshops, webinars, other) that conflict or require significant time and money
✓ Expectation of GPTF members to prepare for generating Rostrum articles and Resolutions that support the implementation of guided pathways on local campuses

8. Future Meetings
- One in-person per semester
- 1 or 2 per month via ConferZoom

✓ Carrie will send out a Doodle poll to attempt strategic scheduling
✓ Requested to provide as much flexibility as possible, and recognition of

9. ASCCC Expense Policy Travel Reimbursement Expectations/Forms
https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf

10. Upcoming Events
http://asccc.org/calendar/list/events
- Academic Academy – September 13-15, Embassy Suites by Hilton South SF Airport

https://www.asccc.org/events/2018-09-14-160000-2018-09-15-210000/2018-academic-academy

- Area Meetings – October 12th (A, B), October 13th (C, D)
- Fall Plenary Session – November 1st - 3rd @ Irvine Marriott
  - o Resolutions
  - o Breakout sessions- TBD

+1. Adjourn
11:02am

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Status of Previous Action Items
- In Progress- TBD

2018 – 2019 Accomplishments

Legislation and Advocacy Committee
23 August 2018, 12pm
https://cccconfer.zoom.us/j/688140332

MINUTES

I. Call to Order and Adoption of the Agenda
    Called to order 12:03pm. Present: Dolores Davison, Cheryl Aschenbach, Katie Krolikowski, Roy Shahbazian, Jennifer Johnson. Absent: Juana Mora. Introductions.

    Overview: ASCCC Legislation and Advocacy Committee charge
    The Legislative and Advocacy Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.

    Charge has changed over the past few years as ASCCC has worked to be more active in legislative conversations. It now shapes the ASCCC legislative agenda by suggesting priorities to Executive Committee. Agenda has not changed much in last few years since items of interest have been pretty consistent. One item has been to get consistent, on-going funding for C-ID, which has finally been funded by the legislature. This committee also makes recommendations for scheduling of ASCCC Legislative Advocacy day and legislators to speak with.

II. Status of Previous Action Items
    a. Assigned Resolutions (strikethroughs indicate completed resolutions)
        i. Opposition to Consolidation of Categoricals
            https://asccc.org/resolutions/oppose-proposed-consolidation-categorical-program-funding
            Concerns have been expressed about consolidating programs and limiting voices of groups working with most disadvantaged students as consolidation is proposed by the Chancellor for all current categorical programs.
        ii. Funding for Apprenticeship Programs
            https://asccc.org/resolutions/funding-apprenticeship-courses
            We will keep Craig Rutan in the loop as he is the ASCCC liaison to the CA Apprenticeship Council.

    b. Assigned Tasks – None at this time

III. Status of Committee Priorities for 2018-19
   a. Legislative Priorities
   Over the last few years, we've had asks of the legislators that were largely centered around funding for either ASCCC, C-ID, OER, and diversification of faculty hiring. This last year we finally got the funding for all of these asks/priorities. President John Stanskas has suggested that this year's legislative asks not include any requests for funding. Perhaps focus should be more on education regarding role of senates in California community colleges and the role of community colleges in higher education. Legislative priorities we may consider:
      i. Credit for Prior Learning – this, particularly for military personnel and veterans, has been a hot topic with the Chancellor's Office, CCC Foundation, and legislators. We should expect to see more legislation.
      ii. Baccalaureate degrees. SB 1406 (Hill) has a bill to extend the 14 pilot colleges. There is also an interest in extending the number of colleges and the types of majors (especially in nursing/allied health).
      iii. Education for incarcerated and formerly incarcerated students has been a focus of the Chancellor's Office, and a prior grant has been implemented for a handful of pilot colleges. There is continued interest at the Chancellor's Office and others at the Capitol.
      iv. Tutoring and apportionment for more than basic skills students. Two bills last year were held in suspense, so others with a related focus may be presented in the new legislative cycle (starts January 2019).
   Dolores explained the legislative 2-year cycle and the process through which bills either die or are passed and signed into law. She noted that we are preparing for the start of a new 2-year cycle in January 2019.
   Dolores asked committee to consider and suggest potential legislative priorities.
   - Student food and housing insecurities – may not be 10+1 but do affect student success in the classroom.
   - SWF local and regional funding decisions – possibly research the faculty role in SWF decision making. Could be something CTE Leadership discusses as well.
   - Student mental health – perhaps part of a larger focus on student health and security which could include mental and physical health as wells as food and housing insecurities.
   - Length of time it takes students to complete a degree (education to legislators that two years is often not sufficient time to complete a degree, especially for part-time students).
   - Sector and deputy sector navigators – system seems isolated from the work faculty do, so perhaps something can be done to promote a look at the system. CTE Leadership could also discuss this.
   b. Legislative Visits
   Dolores explained what ASCCC has done with legislative visits in the past. It has been suggested that our visits be much earlier in the year since May is too close to the May revise.
      i. Possible dates – end of February or early March depending on Exec calendar.
      ii. Need for visits? There may be a chance there won't be a need for visits since we don't have a specific funding-related asks. However, we may want to plan tentatively since there may be a need to respond to and educate legislators about items in the new Governor's January budget.

IV.   Plenary Planning
   a. Update on Legislation breakout. May not be a lot of new legislative stuff to talk about but could do a legislative cycle overview in preparation for a new cycle starting in January 2019 in addition to an update on pending legislation at the end of the cycle.
   b. Roy will be attending. Katie isn't sure yet; she will let us know. Jennifer will reach out to her local president to see if she's included.

V.   Announcements/Events
   a. Academic Academy: Faculty Leadership in Guided Pathway – 13-15 September
   b. Fall Area Meetings – 12 and 13 October, locations vary
   c. Fall Plenary Session –1-3 November, Irvine Marriott

Future meetings – not likely to need to meet live in Fall but will likely meet early in spring semester. Next meeting will be a call in early October. Dolores will send out a Doodle poll to gauge everyone's availability.

VI.   Adjournment 1:06pm

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Noncredit Committee
Wednesday August 29th, 2018
4:00 PM – 5:30 PM

Members Present: W. Brill-Wynkoop, G. Dent, S. Oates, L. Parker, C. Rutan, L. Saperston, and J. Young

Meeting called to order at 4:03 PM

1. **Welcome and Introductions:** The committee introduced themselves.

2. **Review of Committee Charter:** The committee reviewed the current charter and there were no recommended revisions.

3. **Review of Assigned Resolutions:** Resolution 13.02 F15 calls for ASCCC to update *System Guidance for Noncredit Curriculum*. The outline for the revisions was previously approved by the Executive Committee and C. Rutan will send the outline to committee members. Committee members should review the outline and the current version of the paper prior to the next meeting. The goal is for the paper to be drafted by late November/early December for 1st reading by the Executive Committee in January with the intent to bring the paper to the Spring 2019 Plenary Session for adoption. Resolution 9.07 S16 has been partially addressed by the AB 705 FAQ released in August. Best practices for the use of noncredit prerequisites and corequisites will either be included in the paper being developed or will be in a separate white paper. Resolutions 16.02 F16 and 7.04 S17 are related to CCCApply, which is current being revised. Resolution 7.04 F17 is about internship opportunities for noncredit students. C. Rutan may request ask the 5C co-chair for assistance as internships are not clearly defined in Title 5.

4. **AB 705:** The committee was provided with both guidance memos and the frequently asked questions document. There will be a webinar for noncredit and adult education practitioners on September 7 from 12 PM – 1:30 PM about AB 705. There have been questions about the new interpretation about the ability to require noncredit prerequisites and corequisites and how that could impact the alignment of noncredit to credit. The committee will need to support colleges, especially those with limited experience with noncredit, as they explore noncredit options to meet the requirements of AB 705. Committee members may be asked to assist with regional meetings and/or webinars that ASCCC may offer to provide additional support to colleges as they implement AB 705 locally.

5. **Collaborative Institute:** The 2nd Collaborative Institute will be in San Diego on April 25th – 27th and the Noncredit Committee will be working with the CTE Leadership Committee to plan the event. The first draft of the program needs to be reviewed by the Executive Committee at the February 2019 meeting, so the draft needs to be completed by early January. A future meeting for the two committees will be scheduled to begin drafting the program. C. Rutan will send last year's program to committee members for them to review and think about which sessions should be kept for this year's institute.

6. **Future Meeting Dates:** The next meeting will be on September 17, 2018 at 4 PM via Zoom.

Meeting adjourned at 4:54 PM.

Respectfully submitted,

Craig Rutan

Approved on September 4, 2018

**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 .

Online Education Committee
Zoom meeting
Friday, August 31, 2018
8:00am – 9:00am

MINUTES

In attendance: Anna Bruzzese, Geoffrey Dyer, Leticia Hector, Cathy Hernandez, Michael Heumann, Julie Oliver

I.   Selection of Note Taker
Anna Bruzzese volunteered to take notes.

II. Welcome and Introductions
Geoffrey Dyer welcomed the committee members, and everyone introduced themselves.

III. Scheduling of Future Meetings
The next meeting will be online, on Wednesday, September 12 at 8 am.

IV. Review the Committee Charge and Responsibilities
The committee reviewed our charge and responsibilities (copied below) and agreed that there are no changes needed at this time.

a. The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality online education and the effective use of educational technology by researching issues, writing background and position papers, and making presentations at plenary sessions and other events as needed. When appropriate, the Committee interacts with Senate standing committees advocates for policies, and proposes resolutions.

V.   Committee Priorities
The committee discussed the following priorities and agreed that items "c" and "d" should have higher priority than items "a" and "b". The committee agreed that we would like to have some kind of finished product related to items "c" and "d" by the Spring 2019 Plenary. That may mean a breakout session or a Rostrum article.

The committee also discussed how to best approach items 'a" and "b" in terms of collecting relevant data. Suggestions included surveys, reaching out to faculty with the expertise in the area, breakout sessions.
a. 11.01 S17 Using Savings from Adopting Canvas
b. 9.02 F17 Expand System-wide Online Educational Opportunities

    c.   9.03 S18 Effective Practices in Online Communication Courses
    d.   9.04 S18 Effective Practices in Online Lab Science Courses

VI.   Relevant Issues
    a.   *Ensuring an Effective Online Program: A Faculty Perspective* adopted at Spring Plenary
        Geoffrey briefly discussed the paper and recommended that committee members read it.
    b.   Changes to Title 5 §§55200-55210
        The Board of Governors had a first reading of the proposed changes in the summer and
        will have a second reading in September. The expectation is that these changes will be
        approved.
    c.   Status of Fully Online College
        The Board of Governors is to be the California Online Community College's initial
        Board. Three programs are to be developed by July 2019 (Manufacturing, Child
        Development and Health Services) and this college is to start enrolling students by the
        last quarter of 2019. There was a suggestion that the committee could consider writing a
        resolution that the ASCCC act as a senate for this 115th fully online college until they
        have faculty and can form their own senate. The committee agreed to work on the draft
        resolution over email. Geoffrey volunteered to be the lead.
    d.   CVC-OEI: Expanded Consortium, Rebranding, Move toward Local Review
        A goal within the CVC-OEI Five-Year Roadmap is that within five years, all California
        community colleges will be a part of OEI. Foothill De Anza College was awarded a grant
        to lead the new phase of the effort. There was a request from an ASCCC OEI Liaison that
        the committee consider developing a resolution regarding encouraging colleges to adopt
        the OEI rubric for their local review of online courses. The committee agreed to invite
        Cheryl Achenbach who has been involved in this work on behalf of the ASCCC to our
        next meeting for additional information.

VII.   Fall Plenary Planning: November 1-3, Irvine Marriott
    a.   Suggested Breakout Topics Submitted: CVC-OEI, Effective & Promising Online
        Practices, The Fully Online College, Hot Topics in Online Education
        Geoffrey was asked to submit some items for the Fall Plenary to the ASCCC Exec, and
        he has submitted the breakout topics listed in item VII a.
    b.   Potential Resolutions Regarding Online Education
        The committee has discussed some potential resolutions under items V, as well as VI c
        and VI d.
VIII.   Announcements
    a.   Academic Academy—September 14-15, San Francisco
    b.   Area Meetings—October 12 and 13, Various Locations
    c.   Fall Plenary—November 1-3, Irvine

The committee meeting adjourned at 9:08 am.

Academic Senate
for California Community Colleges
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Part Time Committee
Friday August 31st, 2018
3:00 PM – 4:30 PM

Members Present: J. Barbier, A. Delunas, S. Henderson, D. Hopkins, and C. Rutan (Chair)

Meeting called to order at 4:08 PM

1. **Welcome and Introductions:** The committee members introduced themselves and were welcomed to the committee by C. Rutan.

2. **Review of Committee Charter:** The committee reviewed the charter and had no suggested revisions.

3. **Review of Assigned Resolutions:** The committee has one resolution assigned (1.01 S16) about part time faculty mentorship programs. No information about progress on the resolution was included in the assignment, so C. Rutan will reach out to last year's committee chair to see if there was any progress. The committee members had experienced various levels of support at their colleges and the committee discussed developing a survey to determine what colleges are currently doing to support part time faculty. Some areas of interest include any academic rank given to part time faculty members, access and support for committee service, and access to professional development activities. The committee will begin working on a survey at the next meeting.

4. **Part Time Faculty Leadership Institute:** This year's Part Time Faculty Leadership Institute will be moved to February (February 22nd – 23rd, 2019) in Newport Beach. ASCCC will be partnering with 3CSN again this year. C. Rutan will send out last year's program and committee members should review the program to determine which sessions should be carried over to this year's institute. C. Rutan and S. Henderson will meet with representatives from 3CSN to determine how the institute will be structured and how many sessions will be offered by the committee. The institute must serve the needs of part time faculty that hope to become full time and part time faculty that prefer to remain part time. The first draft of the program must be completed by early November and the final draft will be approved by the Executive Committee in January. The committee did request that C. Rutan investigate the possibility of having sessions recorded and made available online for part time faculty that are unable to attend the institute.

5. **Possible Regional Meetings:** Last year's Part Time Committee had suggested having regional meetings in the Fall, but this year's committee thinks that scheduling them in late spring/early summer makes more sense with the institute being shifted from August to February. The committee will collect feedback during the institute to determine the best topics to support the needs of part time faculty.

6. **Future Meeting Dates:** Most committee members are available on Fridays. C. Rutan will send out a poll with possible times on the afternoon of September 21 for the next meeting. 115

7. **Other:** The committee discussed the challenges facing part time faculty and the stress of not knowing whether your job will still be there next semester. Even though the legislature has passed a law granting seniority to part time faculty, that does not guarantee that a class will still be available when schedules are being reduced due to enrollment decline. It isn't clear whether there is anything that the committee can do to help part time faculty in these areas, but C. Rutan and S. Henderson will share the feedback with the ASCCC leadership and see if they have any suggestions on future activities that the committee can be part of that are under the purview of academic senates. There was also a discussion about how to increase the diversity of the part time faculty pools and two issues identified were the lack of advertising of part time and full time positions and the need to encourage more of our own students to consider careers as faculty. Most advertising is done through the registry, but ASCCC might be able to reach out to part time liaisons about openings that they could share locally. ASCCC will continue to support the work that the Chancellor's Office is doing to encourage CCC students to consider becoming a community college faculty member after completing their education. S. Henderson serves on the Chancellor's Office EEO group this year and will be part of those ongoing discussions.

Meeting adjourned at 5:13 PM

Submitted respectfully,

Craig Rutan

Minutes Approved September 7, 2018

Notes
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE'S
CURRENTLY AND FORMERLY INCARCERATED ADVISORY COMMITTEE

Wednesday, August 22, 2018 (1:00 p.m. – 3:00 p.m.)
HUB Conference Room 1, Room 3100, 3rd Floor
Co-Chairs: Alice Perez and Martin Griffin
ASCCC Attendees: Dolores Davison and Silvester Henderson (on phone)

I. **Introductions and Background**

II. **Meeting Purpose and Discussion of Committee Charter and Strategic Priorities** (Alice Perez)
    a. Closing out current grant with the four colleges.
    b. Work with funding that the CO will be receiving along with resources to the field.
    c. Create an advisory committee charter as well as strategic priorities (draft language will return to the committee)
    d. Name change: CCCCO Advisory Committee on Currently and Formerly Incarcerated Students

III. **Chancellor's Office Updates** (Alice Perez)
    a. Legislative Report – potentially to Consultation Council in October and BoG in November
    b. New funding – currently one time but have asked for ongoing; requested additional $5 million for reentry students

IV. **Creation of Workgroup for Distribution of Reentry Grants** (Raul Arambula)
    a. Overview of legislative guidelines – timeline, rubric, grading of grants – 2 separate groups (one for creation of RFA, one for reading of grants)

b.   Process for selection of members – need to ensure that there is no conflict of interest.

V.   Creation of Workgroup for Online Training Module for Faculty
(Raul Arambula)
a.   Need – interest was noted in making a series of modules for both faculty and staff. Basic overview would be the same and then would be broken down into topics of interest
b.   Overview of the module (Kevin Wutke) – VRC will be involved in helping to create the modules technically; content would come from logical constituent groups
c.   Process for selection of members
--emphasized that pedagogical aspects needed to be faculty driven; Dolores sent the ASCCC module in the ASCCC PDC to Leslie LeBlanc for distribution to the committee

VI.   Data Element SG15 for Formerly Incarcerated (Raul Arambula)
a.   Privacy issues – how do we make sure that colleges are identifying their formerly incarcerated students without compromising their privacy?

VII.   Future CFI Advisory Committee Meetings
a.   Selection of dates – Leslie will send out a doodle soon

California Community Colleges Curriculum Committee (5C)
June 7, 2018
10 AM – 3 PM
Chancellor's Office Conference Room 6A and 6B, 6th Floor

Committee Members Present:	ASCCC: Cheryl Aschenbach, Nili Kirschner, Ginni May, Tiffany Tran CCCCIO: Erik Shearer, Leandra Martin, Irene Malmgren Liaisons: Jan Young (ACCE), Kim Harrell (CCCAOE) CCCCO: Jackie Escajeda, Marilyn Perry
Committee Members Absent:	Laura Hope (CCCCO), Alice Perez (CCCCO), LaTonya Parker (ASCCC)
Committee Members by Phone:	Randy Beach
Guests:	LeBaron Woodyard (CCCCO), Patti Blank (CCCCO), Rachel Stamm (on phone-COCI), David Garcia (CCCCO), Chantee Guiney (CCCCO)
Chairs:	Virginia Guleff (phone) and Craig Rutan

1. Welcome and Introductions - Meeting called to order at 10:00 am.
   Virginia thanked Craig for his hard work and knowledge on the committee this year!

2. Set Calendar for 2018-19 5C Meetings – the following dates were set for 2018-19 based on availability of those in attendance at today's meeting.

August 2018	**8/30**
September 2018	**9/27**
October 2018	**10/11**
November 2018	**11/9**
December 2018	**12/13**
January 2019	**1/24**
February 2019	**2/22**
March 2019	**3/14**
April 2019	**4/26**
May 2019	**5/17**
June 2019	**6/11**

3. Approval of minutes from May 2018 meeting – corrections were made – on item 13, what is the intent of the system? Storage or not and at what level? This item will be clarified. Minutes were adopted pending changes.

4. Streamlining Certification in Fall 2018 – Jackie gave an overview of the phone meeting last week regarding a Periodic Review of colleges' curriculum certifications. She presented a draft memo for the CIOs, Curriculum Chairs, Academic Senate Presidents, CEOs, and Curriculum Specialists. Other items discussed were what if a college does not agree with a CCCCO determination on how a college is following the requirements for

curriculum approval. It was suggested that 5C should determine some type of process for reconsideration or appeal. There was discussion about including the Curriculum Specialists.

5. TOP Codes – Jackie shared that Kathy Booth is willing to work on this project over the summer. Jackie will work with John Stanskas to get faculty appointments.

6. Guidelines for use of EW – This symbol was designed to NOT count toward an official enrollment in a course due to circumstances beyond the student's control such as military reassignment or incarcerated students that are moved to a different facility. Concerns arose regarding that not all faculty may have the expertise to determine when it is appropriate to use this symbol. **Next year, the 5C Chairs should meet with Raul and Student Services to discuss where this issue should be addressed. It was suggested that we could form a joint task force to address some of these concerns.** 5C was involved in this issue since faculty have the responsibility for assigning grades. §55023 is not a final document. Cheryl noted an inconsistency and Craig has pointed it out. It needs to come back in the fall.

7. CSU GE Breadth and IGETC Certificates of Achievement – Patti shared information on IGETC/CSUGE Transfer Certificate Process Recommendation version 6-6-2018. This information expands on the information in the PCAH and will be added to the Guidelines under Credit Certificates. This was updated based on comments and concerns from the 5C members during the last meeting. It was noted that colleges cannot get an IGETC for STEM Certificate. Also, there should be a memo or note regarding the title due to the issues of using the word, "transfer."

8. Social Justice Studies Update – Jackie gave us an update. This was supposed to be a catch all for all such degrees. CCSF has about 5 such degrees. Michelle Pilati did an analysis of how many of these degrees are offered at colleges and considered the most popular ones. They added more degrees. CCSF still had more and requested a general one.

9. Modifications to Report Delayed – §55023 is not a final document. Cheryl noted an inconsistency and Craig has pointed it out. It needs to come back in the fall. Jackie noted that there is more clean-up do be done in this section.

10. Outstanding Issues for Noncredit
    a. Streamlined Approval – ASCCC Noncredit Chair will continue to bring this forward.
    b. Mirrored Courses – Craig and Jackie will work with Tech Center to implement a process to generate control number, if not able to through the Tech Center, they will figure out a way to do so manually. Creating the field is easy, but creating an automated field is a little more work.
    c. Cooperative Work Experience
    d. Modifications to Funding for Online Courses

11. Update on Legal Issues – No update available.

12. Update on COCI – Rachel shared that they have been working to include improvements. Objective last month included updates to the hardware. Issues regarding setting up regression tests. Refocus resources on releasing 1.9 and hopefully a release date will be shared on Monday or Tuesday of next week. Working on the priorities, hopefully to be completed by the Curriculum Institute. The COCI has 6 developers but was cost out to have 3 developers. The Tech Center decided to use C-ID resources for COCI in terms of programmers. The state of C-ID by the Curriculum Institute: The following should be addressed—there are some bugs around AOs being able to edit, changes to navigation of the website, better real-estate usage of the page, CSU submitter workload, flags in data base where history information is needed, the ability of reviewers to approve sequence descriptors. The committee continued discussion regarding concerns and sought clarification on when aspects of the systems would be running effectively. Among concerns from the field were a request for communication when an update or fix is planned and better access to program and course history. A suggestion was to put a message on the opening screens. It was pointed out that the reviewers may see more information on program history than colleges are able to see. This is problematic for the colleges in that the history may provide clues for locating programs and courses that appear to be missing from the inventory. It was stated that there are issues due to the way the information was stored.

13. LeBaron Woodyard – There is a plan to develop an addendum to the PCAH to address accessibility issues due to an audit of four community colleges throughout the state. There was a DE Accessibility Guidelines adopted in 2011. With the advent of CANVAS, the F2F courses are using digital materials as well. In the past, F2F courses would send students to disabilities office to accommodate students. **There is a request for three 5C members and three DEETAC members to create an addendum this summer and have it ready for the BoG by September.** At a minimum, we could provide a response to the state auditor that "we" are working on this and have a plan. LeBaron will send the three DEETAC members' names. LeBaron also asked for 5C to consider developing a Collaborative Learning Program approval process.

Future Agenda Items:
1. Credit and Community Services Combination Courses – Priority of ASCCC: legal or not legal? It was stated that it was legal in 2012-13 by a VC from the CCCCO at that Curriculum Institute.
2. Catalog Rights and Online Catalogs
3. Internships vs Cooperative Work Experience vs Apprenticeship
4. PCAH ed. 7
5. §55070 was changed – 2nd read in July at BoG—discuss timing and implementation, also Rachel should be alerted due to unit changes in COCI
6. Appeal Process for items under Streamlining Certification
7. New members for COCI Workgroup – Ginni to talk with John Stanskas
8. Make OEI appointment?

Meeting Adjourned – 1:56 pm

Report of the General Education Advisory Committee (GEAC) 2017-2018

Submitted by Kevin Baaske (Los Angeles), Chair

The Chancellor's General Education Advisory Committee met five times during the 2017-2018 academic year. This document constitutes the annual report of GEAC. It summarizes the discussion and actions of the committee, and indicates those matters that might be carried over to the 2018-2019 committee.

2017-2018 Membership
Kevin Baaske, Chair, ASCSU Senator, Los Angeles
Mary Ann Creadon, Secretary, ASCSU Senator, Humboldt
Bill Eadie, ASCSU Senator, San Diego
Denise Fleming, ASCSU Senator, East Bay
Susan Gubernat, ASCSU Senator, East Bay
Barry Pasternack, ASCSU Senator, Fullerton
Paula Selvester, ASCSU Senator, Chico
Mark Van Selst, ASCSU Senator, San Jose
Jodie Ullman (Ex Officio), ASCSU Senator, Chair Academic Affairs Committee, San
        Bernardino
Kris Roney, CSU Campus Academic Affairs Administrator, Monterey Bay
Maggie McGlothin, CSU Articulation Officer, Long Beach
Alison Wrynn, State University Associate Dean
Tiffany Tran, California Community College Articulation Officer, Irvine Valley
Virginia May, California Community College Academic Senate Representative, Sacramento City
Laura Hope, Executive Vice Chancellor, California Community College Chancellor's Office
Alice Perez, Vice Chancellor of Academic Affairs, California Community College Chancellor's Office
Jackie Escajeda, Dean, Intersegmental Programs and Credit Curriculum, California Community College Chancellor's Office

Summary
1. Much of the September and October GEAC meetings focused on the new Executive Orders 1100 (revised) and 1110. These EOs entailed significant changes to the GE and mathematics programs on some campuses. The short timeline for making these changes caused great consternation on these campuses. The EOs also created much confusion. In an effort to express these concerns and to seek clarification, GEAC spoke with Alyson Wrynn (State University Associate Dean, Academic Programs),   Karen Simpson-Alisca (Assistant Director, Undergraduate Transfer Programs and Programs, Office of the Chancellor), Quajuana Chapman (Curriculum and Articulation Assistant, Office of the Chancellor), and Christine Mallon (Assistant Vice Chancellor, Academic Programs and Faculty Development).

2. The Committee considered a request to consider whether or not Defense Language Institute courses would be acceptable as satisfying C2 (Humanities: Literature, Philosophy, and Languages Other than English) of the CSU's General Education Breadth requirements. As part of its deliberations, the Committee met with Sandra Perez (World Languages Council), Patrick O'Rourke

(Director of Active Duty and Veteran's Affairs), and Janet Rizzoli (CSU Channel Islands Articulation Officer). GEAC also received an email from Steven D. Brown, Professor and Chair Department of Marine Transportation (CSU Maritime Academy) relating his experience as a faculty evaluator for the American Council of Education. At its January 2018 GEAC voted to recommend that the Defense Language Institute using ACE credit guidelines be accepted as satisfying GE C2 requirements across the CSU (see Appendix A).

3. The Committee was also asked to consider the acceptability of Advanced Placement Exam scores in Computer Science as satisfying the Quantitative Reasoning requirements (B4) of CSU GE Breadth. After lengthy deliberation and a time certain meeting on January 23 with Pam Kerouac (College Board) and Crystal Vernon (College Board content expert), the Committee recommended that an Advance Placement exam score of 3 or better in AP Computer Science be accepted across the CSU as satisfying B4 (Quantitative Reasoning) requirement of General Education Breadth (also in Appendix A).

4. GEAC reviewed and revised the GE Guiding Notes. Executive Order 1100 (Revised) lays out the requirements of the CSU's GE Breadth program. The Guiding Notes were created to provide guidance to faculty, predominantly at the Community College level, when they create new GE courses. The Notes are also used by those who evaluate these courses when they determine whether the new courses are acceptable. The Guiding Notes are an attempt to clarify EO 1100 (Revised) without creating new policy. After much deliberation and consideration by the Committee, the Guiding Notes were revised (see Appendix B).

4. GEAC was asked to identify best practices for assessment of CSU campus GE programs. This task was broken into three parts. First, an identification on each campus of the individual who oversees the assessment of that campus' GE program; second, an identification of the nature of the assessment program on each campus; and third, a determination of best practices. The first two steps were completed (see appendix C) and the Committee received a preliminary report on best practices. GEAC Chair Baaske reported that there were four broad approaches to GE program assessment. The first is Course Assessment in which each approved GE course on a campus is assessed individually either as part of departmental program review as required in Program Review or specifically for GE. In this approach, the achievement of student learning objectives for that course is assessed at least every seven years. The second approach is Block or Sub-Block assessment in which all of the courses in a given block or sub-block (e.g., A2 or C1) are assessed on a published timeline. Third, achievement of Student Learning Outcomes for the entire GE Program is assessed on a published timeline. The fourth approach is a combination of course and block assessment. Chair Baaske's report identified the following elements of an effective GE Assessment Program.
>   1. GE Program has Student Learning Outcomes for the GE Program.
>   2. GE Program identifies who is responsible for assessment at the course and program level
>   3. GE Program identifies when each component will be assessed
>   A. Assessment is conducted for each approved course according to a published timeline
>   B. Assessment is conducted for each GE Block according to a published timeline
>   C. Assessment is conducted for the GE program

4. GE Program has a committee charged with overview of GE Assessment and a Director of GE to oversee ongoing, systemic, and thorough assessment

5. GE Assessment is formative in that data is used to improve GE program

The report also identified the following campuses as exemplifying these desirable elements: Bakersfield, Chico, Fullerton, Pomona, San Marcos, and Sonoma.

Unfortunately, the full committee did not have sufficient time to explore this report in detail. It is recommended that the Committee do so in the 2018-2019 Academic Year.

5. At its last meeting, May 2018, GEAC members discussed recent messages between Executive Vice Chancellor Blanchard and campus community. In dispute were clarifications from EVC Blanchard that campuses could not further subdivide Block C Humanities. EO 1100 (Revised) identifies two subdevelopments of Block C: C1 Arts: Arts, Cinema, Dance, Music, Theater and C2 Humanities: Literature, Philosophy, Languages Other than English. Members of GEAC expressed their frustrations and concerns regarding this clarification and charged Chair Baaske with conveying the substance of these concerns to Chancellor White (see Appendix D).

Activities for GEAC 2018-2019

At its last meeting in May 2018, GEAC discussed what matters might carry over to the 2018-2019 GEAC. Here is a list of those matters.

1. Further discussion of Best Practices for GE Assessment and then sharing these Best Practices with those responsible for assessing campus GE programs.

2. In addition to the processes shared by Chair Baaske in his report to GEAC, the Committee felt it important to examine assessment techniques employed by campuses when they assessed their GE courses and programs. These techniques utilized to determine student achievement of course and program learning outcomes ought to then be shared with those responsible for assessing campus GE programs.

3. In 2018-2019, GEAC might consider the intentionality of GE. To what extent do students and the faculty know the purpose or intent of GE?

4. In the coming year, GEAC might also have a fruitful discussion regarding how the CSU GE Breadth program fits within campus missions.

5. Can English as Second Language courses be used to satisfy the Humanities requirement (C2) of CSU GE Breadth?

CCC Math and Quantitative Reasoning Task Force
September 10, 2018
4:00 pm – 5:00 pm
ConferZoom

ConferZoom: Join from PC, Mac, Linux, iOS, Android: https://cccconfer.zoom.us/j/868329366

Or Telephone:
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
Meeting ID: 868 329 366

MINUTES

Members Present: Wade Ellis, Katia Fuchs, Ginni May (co-chair), LaTonya Parker, Toni Parsons, Eddie Tchertchian

Members Absent: Leslie Banta (co-chair), Matt Clark, Dong Phan-Yamada,

~~Guests~~: not for FDRG Meeting

4:00 pm	1. Welcome and Introductions
	2. Select member to take minutes – Ginni
	3. Approval of Agenda – approved
	4. Announcements – AB 705 Regionals Meetings by ASCCC September 20 at San Bernardino College TBA at a college in the North
	5. C-ID Descriptors – finalize descriptors based on feedback Committee members not in attendance had an opportunity to provide feedback regarding the comments from the field. The following edits were agreed upon by the committee: Considerations in general: These courses may be mirrored as noncredit based local need. Courses may be offered in lecture or lab format as locally determined. Units are listed as minimum

units and may correspond to the depth at which topics are covered, to be determined locally.

50x:
Clarify that this course is available for students that may need it, or choose to take it based on their educational backgrounds.

60x:
Add the following as optional depending local need:
- Introductory topics in statistics: may include Graphical representations, Descriptive Statistics, Probability, correlation vs causation, data collection, experimental design and ethics.

Clarify that algebra topics are taught at a level appropriate to statistics and liberal arts mathematics which may not be appropriate for mathematics intensive fields.

Colleges that would like to offer more support for students to have the option to switch to a mathematics intensive field may choose to include more appropriate algebra topics.

Limit this course to 2-units minimum.

70x:
Clarify that this course is not a repackaging of Intermediate Algebra. Students that complete this course will have completed the equivalent of Intermediate Algebra.

Move the following to Optional Topics and make the course a minimum of 3 units:
- Conic Sections and Non-linear systems

Clarify that colleges can include optional topics and increase unit load appropriately.

80x:
Move the following to Optional Topics:
- Conic Sections and Non-linear systems

Clarify that colleges can include optional topics and increase unit load appropriately.

Clarify that this course was in response to concern from college and system leaders that students need a bridge from SLAM to B-STEM.

6. Future meetings – September 22, 10:00 am – 3:00 pm at San Diego Mesa College
    - Travel Reimbursement
      - https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf

	• On form, the Purpose of Travel should be: *MQRTF – Support for Pre-Transfer C-ID Descriptors* • Will be putting final (hopefully) report together
4:52 pm	7. Adjourn

California Community Colleges

Distance Education &
Education Technology
Advisory Committee
(DEETAC)

Meeting Notes

Wednesday, May 16, 2018
10:00 AM – 3:00 PM
1102 Q Street, 3rd Floor HUB Meeting Room 1, Sacramento, CA 95811

A. Welcome

    a. Attendance:

	Abbrev	Designee	College
✓	CCCCIO	Corey Marvin	Cero Coso Community College
	CEOCCC	Nabil Abu-Ghazaleh	Grossmont College
	CCCCSSAA	VACANT	
✓	ASCCC	Kathy O'Connor	Santa Barbara City College
✓	ASCCC	Greg Beyrer	Cosumnes River College
✓	ASCCC	Conan McKay	Mendocino College
	DECO	Jodie Steeley	Fresno City
✓	DECO	Joanna Miller	Contra Costa CCD
✓	CCL	Kenley Neufeld	Santa Barbara City
✓	OEI	Lisa Beach	Santa Rosa
✓	CAPED	Thad Selmants	Sierra College
	RP	VACANT	
✓	CISOA	Joe Moreau	College of the Canyons
	Student Senate	Liz Pompa	Allan Hancock
✓	CCCCO	Linda Vann	--
✓	CCCCO	Erin Larson	--
✓	CCCCO	LeBaron Woodyard	--

B. Approve minutes/notes from March 7, 2018

C. Standing reports from constituent groups

    a. CCCCO: May Revise dollars did not change for the 115th College

    b. OEI/@ONE: Found a need to be part of EdTech (Educational Technology projects associated with Digital Innovations and Infrastructure) because t @ONE wanted to help connect faculty to new technology tools.

D. Continuing Business
   a. Reviewed title 5 proposed changes and status: Item was added to the Consultation Council for their June meeting. The CCCCO Executive team made some revisions to DEETAC's recommended changes. Most notably, Exec kept the phrase "regular and effective contact" instead of changing to "regular and substantive interaction." Erin Larson will provide a compare document to the committee.
   b. Accessible publisher materials: DEETAC will not be providing guidance to the CCCCO on adopting only accessible publisher materials. Instead, committee members will participate in advisory groups as needed.
   c. Definitions of DE classes: Proposed language…
      i. *Fully online: instruction takes place fully online through the use of materials and activities posted in a course site on the college's learning management system.*
      ii. *Partially online: instruction takes place partially online through the use of materials and activities posted in a course site on the college's learning management system, though there will also be one or more scheduled meetings on campus or other designated locations. The class schedule indicates when and where those meetings occur, and they may be as frequently as weekly. Some partially online classes are called "hybrid" classes.*
      iii. *The class schedule provides important details for each distance education class. Taking a distance education class, whether fully or partially online, requires self-discipline, motivation, and the ability to complete required assignments on schedule. It also requires access to a reliable internet connection. If you do not otherwise have reliable internet access, …[college instructions here}*
   d. DEETAC agreed that the DE Guidelines will be revised pending the BOG approval of the title 5 changes.
E. Unfinished Business
   a. **Accessible Digital Content:** Three DEETAC members will work with three California Community Colleges Curriculum Committee (5C) members to develop an addendum to the Program and Course Approval Handbook for Accessible Digital Content.
   b. **DE Addendum:** DEETAC will be developing recommendations for what a "DE Addendum" will look like as well as online tools
   c. **FERPA Guidance:** DEETAC is still considering whether to provide guidance to the CCCCO on FERPA issues (such as cross-listing, personally identifiable information that is OK to share, and providing training to

individuals who may be handling data). Research is needed in what training exist through other means such as IEPI and could there be a specific training developed for DE and EdTech.

d. **Audits:** DEETAC is considering whether or not to recommend that the CCCCO provide guidance on distance education auditing issues. Some of this information (attendance accounting methods, coding errors) could be addressed in the update of the DE Guidelines. Issues to consider: instructor initiated contact and the DE addendum. Need to identify which audit tests have effect on DE, where do DE folks get tripped up in an audit, which tests may need to be edited. The burden should not be on the DE Coordinator

e. **State Authorization Network:** Recent Federal decision that affects federal funding is delayed 2 years. Still in effect: If colleges do not get approval from another state to serve their students, then they may have an accreditation issue. Need clarity on SAN for DE Coordinators because the "it depends" answer from the Feds is confusing.

F. Final meeting of the year: August 29, 8:30AM-10:00AM
online: https://cccconfer.zoom.us/j/915141543

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Outline for Effective Practices for Online Tutoring		Month: September 28-29	Year: 2018
		Item No: VI. C. i.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the Outline For Effective Practices Online Tutoring paper	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Information	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Conan McKay	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee approved the outline for Effective Practices for Online Tutoring at the March meeting. Transfer, Articulation, and Student Services Committee is bring the Outline back as Information.

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

Effective Practices for Online Tutoring Paper

1. Introduction
    a. Justification for the paper
    b. How to use this paper
    c. The value of tutoring
2. Audiences for online tutoring
    a. Fully online students as well as f2f students
    b. Tutoring designed for all students
    c. Who is served by tutoring? Does anyone get priority?
    d. Synchronous versus asynchronous online tutoring
    e. Enrolled versus non-enrolled. Is proof of enrollment needed?
    f. How to address students with Learning differences in the online tutoring environment
3. Benefits for various student populations
    a. Face 2 face students
    b. Fully online students
    c. Students in hybrid courses
    d. Opportunity for access to publisher-sponsored content of support instruction
    e. Basic skills (705 and Guided Pathways)
4. Online Literacy: Important and necessary skills students need to take full advantage of online tutoring opportunities
    a. Online preparatory courses
    b. Readiness tutorials and modules
    c. On-campus orientations
    d. Handouts
5. Student interfaces/resource available and online tutoring systems/resources
    a. Proprietary services (Pearson Online Tutoring from Smart Thinking)
    b. Homegrown sites
    c. OEI-Net Tutor
    d. Defining the distinction between an online tutoring center versus simply putting resources online
    e. Use of Skype and other video conferencing for tutoring a well as other campus services (counseling and group tutoring)
    f. Confer/Zoom
6. Restrictions/Parameters Around Use of Services
    a. Number of visits allowed per assignment?
7. ADA compliance
    a. For hearing and visually impaired students
    b. Learning disabled (CCCCO definition and guidelines)
    c. Legislation (fed and state) and accreditation standards
    d. Handouts in accessible formats
8. Accreditation
    a. Relevant standards to consider
    b. Expectations of accreditation around online student services

Commented [1]: what about new hardware?

times when online tutoring are available?

The definition on online tutoring?

us "in person" to differentiate from online

needs something about requirements for supervised tutoring that geenrates apportionment

could this be a rostrum article or a white paper? some other kind of resources?

committee to talk about something possibly doing something other than a paper. is it feasible to write a paper but it is feasible to address the pic through other means.??

Include ACTLA

what about an ASCCC Journal with an edition on this topic?

Parking Lot

1. Confidentiality
2.