

**Wednesday October 31, 2018**

*[Irvine Marriott](#)*

*18000 Von Karman Avenue*

*Irvine, CA 92612*

*Meeting Room: Salon A & B1*

12:00 p.m. to 12:30 p.m. Working Lunch  
12:30 p.m. to 5:30 p.m. Executive Committee Meeting  
5:30 p.m. to 6:00 p.m. – Closed Session

*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](mailto: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](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**

**G. Local Senate Visits, pg. 15**

**H. Dinner Arrangements**

**I. One Minute Check-In**

**II. CONSENT CALENDAR**

**A. September 28-29, 2018 Meeting Minutes, Rutan, pg. 23**

**B. MQ Equivalency Regionals, Aschenbach, pg. 33**

**III. REPORTS**

**A. President's Report – 15 mins., Stanskas**

**B. Foundation President's Report – 5 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. Legislative Report – 5 mins., Davison, pg. 35**

The Executive Committee will review the end-of-cycle legislative report.

**i. Legislative Priorities (Update) – 5 mins., Davison, pg. 37**

The Executive Committee will consider for approval additional legislative priorities for 2018 - 2019.

**ii. Potential Dates for 2019 ASCCC Legislative Day – 5 mins., Davison, pg. 39**

The Executive committee will consider for approval dates for the 2019 ASCCC legislative visits.

**B. Faculty Diversification – Stankas, pg. 41**

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

**i. Spring 2019 Hiring Regionals Outline – 10 mins., Henderson/Cruz, pg. 43**

The Executive Committee will review and consider for approval the Spring 2019 Hiring Regional Meetings Outline.

**ii. Outline for Updating the Student Equity Paper – 10 mins., Henderson, pg. 47**

The Executive Committee will consider for approval the outline for Updating the ASCCC Student Equity Plan Paper.

**C. CCC Guided Pathways Award Program – 10 mins., Stankas, pg. 51**

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

**D. Strong Workforce Program Recommendations – 10 mins., Stankas, pg. 53**

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

**E. AB 705 Update – 10 mins., Stankas, pg. 55**

The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.

**F. Faculty Development Committee – 15 mins., Cruz/Eikey/Parker, pg. 57**

The Executive Committee will consider for approval the 2018-2019 Faculty Development Work Plan.

**G. CTE and Work-Based Learning Paper – 15 mins., Aschenbach, pg. 61**

The Executive Committee will review and consider for approval the preliminary outline for the CTE & Work-based Learning paper.

**H. Model Curriculum Workgroup (MCW) – 10 mins., Aschenbach, pg. 65**

The Executive Committee will consider for approval changes to the composition of the Model Curriculum Workgroup.

**I. Online Lab Science Survey – 5 mins., Dyer, pg. 67**

The Executive Committee will review, provide feedback and consider for approval the Online Lab Science Survey.

**J. 2019 Part Time Faculty Institute Program – 15 mins., Rutan, pg. 71**

The Executive Committee will provide feedback and consider for approval the Part Time Faculty Institute Outline.

**V. DISCUSSION**

**A. Chancellor’s Office Liaison Report – 30 mins. pg. 75**

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 – 10 mins., Stankas/Davison, pg. 77**

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

**C. Fall Plenary Session Final Planning – 40 mins., Mica, pg. 79**

The Executive Committee will discuss the final planning for fall plenary session.

**i. ASCCC Audit – May/Mica, pg. 81**

The Executive Committee will receive an update on the results of the recent Senate audit.

**D. Equity Diversity & Action Committee – CABSE – 10 mins., Henderson, pg. 83**

The Executive Committee will receive an update on the 2nd Annual California Association of Black School Educators (CASBSE) Conference.

**E. Updates to 17% Funding – 10 mins., Aschenbach, pg. 85**

The Executive Committee will receive an update of changes to 17% funding and metrics.

**F. Meeting Debrief – 15 mins., Stankas, pg. 95**

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.** Accreditation Committee, Foster, pg. 97
- ii.** Career Technical Education Leadership Committee, Aschenbach, pg. 103
- iii.** Curriculum Committee, May, pg. 105
- iv.** Educational Policies Committee, Bruzzese, pg. 121
- v.** Equity and Diversity Action Committee, Henderson, pg. 125
- vi.** Legislative and Advocacy Committee, Davison, pg. 147
- vii.** Online Education Committee, Dyer, pg. 149
- viii.** Resolutions Committee, Dyer, pg. 151

**B. Liaison Reports**

- i.** California Community Colleges Curriculum Committee (5C), May, pg. 155
- ii.** CCC Math and Quantitative Reasoning Task Force, May, pg. 163
- iii.** Online Education Initiative Advisory Committee, Dyer, pg. 167

**C. Senate and Grant Reports**

- i.** C-ID Advisory Committee, Mica, pg. 177

**D. Local Senate Visits**

## **VII. ADJOURNMENT**

## **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.





## Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2018-2019 Events •Reminders/Due Dates		Month: October	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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Sacramento – November 30, 2018 (closed session)
- **Executive Committee Meeting** – Sacramento – December 7-8, 2018
- **Executive Committee Meeting** – Riverside – January 11-12, 2019
- **2019 Student Learning Outcomes (SLO) Symposium** – Santa Ana – January 25, 2019
- **2019 Part-Time Faculty Institute** – Newport Beach – February 21-23, 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

##### November 20, 2018

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

##### December 14, 2018

- Agenda items for January 11-12 meeting
- Reports
- Action Tracking Updates

#### SLO Symposium

- December 1, 2018 – Presenter List due to Krystinne and John

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

- December 14, 2018 – Final program draft due to Krystinne

**Part-Time Faculty Institute**

- December 1, 2018 – Presenter List due to Krystinne and John
- December 14, 2018 – Final program draft due to Krystinne

**Rostrum Timeline**

<b>To Krystinne</b>	<b>To David</b>	<b>To John</b>	<b>To Rita</b>	<b>To the Field</b>
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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
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

### 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.<sup>1</sup>

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
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>+</sup></b>	
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	
SLO Symposium	January 25, 2018		Santa Ana College	
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)	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	

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute.

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

## 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



	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	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 CCCCCO'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.	Stankas	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.	Stankas	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 Committee meeting.
	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 Committee will develop the SLO Symposium with the current event partner.
	Awards Handbook	August	2018	IV. I.	Standards and Practices Committee	October 2018	In Progress			The Committee is to bring an updated Awards Handbook based on conversations
	Recommendations for CPL Advisory Group	September 28-29	2018	IV. F.	Aschenbach, McKay, Davison	January 2018	Assigned			Aschenbach, McKay, and Davison to develop ASCCC recommendations on next



## 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
<b>AREA A</b>					
American River	Executive Committee Meeting	9/30/2016	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
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	Rutan	10/06/2018	Beach/Parker	03/08/2018	1. AB 705 Regional 2. TASC 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, Smith	2/19/2017	Freitas/Slattery- Farrell/Stanskas	04/03/2018	1. Diversity in Hiring Regional 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/B runo/Roberson	10/13/2017	1. 10+1 2. Area A Meeting
Siskiyou, 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					
<b>AREA B</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  Davison	  9/13/2018	Area B Meeting  3.
Chabot – Las Positas District	Davison	5/23/2017			Curriculum Streamlining Workshop
Contra Costa					
DeAnza			Cruz	10/12/2018	Area B Meeting
Diablo Valley					



Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Parker, Cruz, Eikey	9/19/18	1. Guided Pathways Regional Meeting 2. Faculty Development Committee Meeting
Foothill	Executive Committee Meeting	3/3/2017			
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	Stanskas	9/26/2018	1. Local Senate Visit 2. Collegiality in Action
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	1/24/2018	1. EDAC Strategic Plan Meeting 2. MQ 3. GP Resource Team 4. Area B Meeting

			McKay	3/23/2018	
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/2016	John Stankas; McKay/Davison	1/25/2017 10/13/2017	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stankas/McKay/Smith/ Davison	10/14/2016	Rutan; Foster/Davison	2/16/2017 10/27/2017	1. Area B Meeting 2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach	11/8/2016 12/07/2016	Bruno  Davison	2/6/2018  8/24/18	1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force) 3. Collegiality in Action 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/Stankas	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/Stankas	6/9/2017	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg. 3. Area C Meeting

			Freitas/Eikey/Bruno	3/24/2018	
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 Mtg. 3. TASCC Regional
			Beach	3/9/2018	
LA Harbor	Rutan	5/5/2017			TOP Code Alignment
LA Mission					
LA Pierce	Roberson	8/23/2018			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	McKay	9/14/2018			Equity and Diversity Action Committee
Ventura	Freitas	4/2/2016	Freitas/Beach	1/18/2018	1. Area C Meeting

					2. Noncredit Presentation
West LA					

<b>AREA D</b>					
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/2017	Slattery- Farrell/Stanskas	8/29/2017	1. Area D Meeting 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	9/9/2016	Rutan Rutan	5/11/2018 9/20/2018	1. Executive Committee Meeting 2. AB 705 Implementation 3. AB 705 Regional
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	May	9/22/2018	1. Curriculum Streamlining Workshop 2. MQRTE Meeting
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  Davison/Stanskas	12/12/2016  9/17-18/2018	Beach/A.Foster/Smith  Davison/Foster/Beach	2/10/2017  04/07/2018	1. TOP Code Alignment 2. Board of Governors and Trustee for California Online CCD 3. Diversity in Faculty Hiring Regional Mtg.

					4. EDAC Regional
Victor Valley					



**EXECUTIVE COMMITTEE MEETING**  
**Friday, September 28, 2018 to Saturday, September 29, 2018**  
*Sheraton San Diego Mission Valley, San Diego, CA*

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Stankas called the meeting to order at 11:30 a.m. and welcomed members and guests.

C. Aschenbach, A. Bruzzese, M. Cruz, D. Davison, G. Dyer, R. Eikey, S. Foster, S. Henderson G. May, L. Parker, C. McKay, C. Roberson, and C. Rutan.

Guests: Dan Crump, Liaison, Council of Chief Librarians; Berta Harris, Secretary, Faculty Association of California Community Colleges; Laura Metune, Vice Chancellor for External Relations; and Pam Walker, Educational Consultant.

Staff: Krystinne Mica, Chief Operating Officer; April Lonero, Executive Assistant.

**B. Approval of the Agenda**

**MSC (May/Aschenbach) to approve the agenda as presented.**

**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.*

Cynthia Rico, San Diego Mesa College, and Roy Shahbazian, Santa Ana College, were in attendance.

No formal public comment was entered.

**D. Executive Committee Norms, pg. 5**

Members were reminded of the Executive Committee Norms.

**E. Calendar, pg. 7**

Members were updated on deadlines.

**F. Action Tracking, pg. 13**

Members reviewed the Action Tracking and updated the document as necessary.

**G. Local Senate Visits, pg. 15**

Members updated the Local Senate Visits table.

## **H. Dinner Arrangements**

Members were informed of dinner arrangements.

## **I. One Minute Check-In**

Members shared a one word check-in.

## **II. CONSENT CALENDAR**

### **A. September 7-8, 2018 Meeting Minutes, Rutan**

**MSC (Aschenbach/McKay) to approve the consent calendar as presented.**

## **III. REPORTS**

### **A. President's Report – 20 mins., Stankas**

Stankas expressed appreciation to Roberson and the Executive Committee for their work on the 2018 Academic Academy. Stankas thanked Rutan for his work on the September 20, 2018 and October 6, 2018 AB 705 Regional Meetings. On September 11, 2018, Stankas participated in a webinar with the Community College League of California (CCLC) regarding AB 705 implementation from a trustee perspective. He visited with the Legislative Analyst's Office (LAO), Department of Finance (DOF), and various higher education staffers on September 24-25, 2018. Stankas noted that a focus of conversation was the Course Identification Numbering System (C-ID) and the Open Educational Resources Initiative (OERI). He informed the committee that the September President's Report was forwarded to various system partners to share the Academic Senate's four areas of emphasis: AB 705 Implementation, Guided Pathways, the Strong Workforce Recommendations, and Faculty Diversification.

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

Aschenbach reported that Cynthia Reiss from West Valley College has been appointed to the Foundation Board of Directors. The Foundation is in the process of arranging their first meeting via conference call. The Directors will discuss potential fundraising campaigns to be held at the 2018-2019 academic year Plenary Sessions.

### **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.

Kathy Oborn, President, California Association of Administration of Justice Educators, submitted a written report.

Berta Harris, Faculty Association of California Community Colleges (FACCC) Secretary, provided an oral report. Harris provided an update on the FACCC Executive Director search. The application period is open, with an expected start date in January 2019. Harris noted FACCC's concern over the Janus v. AFSCME Ruling. FACCC is continuing to engage with the Board of Governors and



Consultation Council to ensure a faculty perspective is given. The 2019-2020 legislative package is being developed by the FACCC Legislative Committee with faculty input, including focus groups held on September 6, 2018 and September 21, 2018. Harris noted upcoming events including the Policy Forum in January in Southern California and the 2019 Advocacy & Policy Conference, March 3-4, 2019 in Sacramento. Harris provided a report on FACCC sponsored legislation: AB 2012 (Medina) and SB 1348 (Pan) were approved by Governor Brown. AB 310 (Medina) was vetoed.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided an oral report. Crump reported that a majority of colleges have signed up for the Library Services Platform (LSP). Ongoing funding for the LSP was included in the Board of Governors' 2019-2020 Budget and Legislative Request. The CCL will be participating in a breakout session at the Academic Senate's Fall Plenary regarding Online Education. Crump noted that the CCL is looking forward to partnering with the Academic Senate on the Transfer and Student Services Committee (TASSC) paper regarding library faculty and libraries and Open Educational Resources Initiative.

#### **IV. ACTION ITEMS**

##### **A. Legislation and Government Update – 30 mins., Davison, pg. 23**

The Executive Committee was updated on recent legislative activities. AB 310 (Medina) and SB 968 (Pan) were vetoed by Governor Brown. AB 1786 (Cervantes), AB 1805 (Irwin), AB 1858 (Calderon), AB2248 (McCarty), AB2894 (Gloria), AB3101 (Carrillo), SB 183 (Lara), SB 577 (Dodd), SB 1071 (Roth), and SB 1406 (Hill) have been signed into law by Governor Brown.

No action by motion on this item.

##### **Legislative Priorities for 2018-2019 – Davison, pg. 41**

The Executive Committee discussed the Legislative Priorities presented by the Legislative and Advocacy Committee for 2018-2019. The committee noted the merits and drawbacks of not having a fiscal request this year. The committee discussed focusing on credit for prior learning (CPL) in light of approved bills AB 1786 (Cervantes) and SB 1071 (Roth). Davison highlighted the focus on tutoring, collegial processes, and the reexamination of the audit fee. Davison mentioned the Academic Senate's Legislative and Advocacy Day is tentatively scheduled for February 2019. The committee recommended potentially supporting changes to the 50% Law and the Faculty Obligation Number (FON) and funds for faculty hiring.

**MSC (Aschenbach/Roberson) to endorse the four priorities presented by the Legislative and Advocacy Committee and direct the committee to explore supporting funds for faculty hiring and/or changes to the 50% Law and the Faculty Obligation Number.**

##### **B. Strong Workforce Program Recommendations – 10 mins., Stanskas, pg. 43**

The Executive Committee was updated on the Strong Workforce Program

Recommendations projects.

Aschenbach reported that herself, Eikey, and Grant Goold will present a breakout and request feedback on the work of the Career Technical Education (CTE) Minimum Qualifications Workgroup regarding equivalency to the general education requirements at the California Community College Association for Occupational Education (CCCAOE) 2018 Fall Conference, October 10-12, 2018. The committee discussed methods of gathering feedback on the draft document regarding general education equivalency. Aschenbach expressed the potential for regional meetings in Spring 2019.

Follow Up: Aschenbach to work with the office to gather feedback on the draft document through the Academic Senate website.

Davison reported that the Credit for Prior Learning (CPL) Advisory Group will be meeting via conference call on October 29, 2018. The next in person meeting will be held in February 2019. Davison was asked to participate in a filmed interview regarding the importance and work of CPL.

No action by motion on this item.

**C. Faculty Diversification – 20 mins., Stankas, pg. 45**

The Executive Committee was updated on Faculty Diversification in the system. Henderson reported that the Equity and Diversity Action Committee (EDAC) and the Faculty Development Committee (FDC) are working to hold three regional meetings in February 2019 at Butte College, Bakersfield College, and Norco College, with the proposed theme “An Equitable Approach to Increasing Student Success”. In partnership with the Chancellor’s Office, a summit will be held February 8-9, 2019 in Sacramento, with the proposed theme “Justice and Fairness: A Hiring Approach”.

Stankas informed the committee that Assemblymember Jose Medina is holding a hearing regarding faculty diversity in the University of California system at University of California, Davis, October 23, 2018. Hearings for the California State University and California Community College systems will be held in 2019.

No action by motion on this item.

**D. AB 705 Update – 15 mins., Stankas, pg. 47**

The Executive Committee received an update on the AB 705 implementation. Rutan noted that the AB 705 Regional held September 20, 2018 at San Bernardino Valley College had over one hundred people in attendance. There are still many faculty questions regarding implementation and what is permissible. Rutan stressed that much of implementation is a local decision. Rutan informed the committee that there will be a regional meeting on October 6, 2018 at Cosumnes River College, a webinar on October 19, 2018, and a site visit to College of San Mateo on October 20, 2018.

No action by motion on this item.

**i. CA Network for Achieving Equity in Mathematics – May, pg. 49**

May reported that Thomas Greene, President of American River College, and Bill Scroggins, President of Mt. San Antonio College have proposed to create the Network for Achieving Equity in Mathematics Education in response to AB 705 implementation. May informed the committee that they are looking to form a partnership with the Academic Senate. The committee discussed the merits and challenges of partnership. Questions were raised over the fiscal component of the proposal and the level of faculty involvement. Concern was expressed over involvement with a specific discipline compared to assisting with implementation of the law.

No action by motion on this item.

Follow Up: May will meet with the leaders for the Network for Achieving Equity in Mathematics Education to clarify the potential role of Academic Senate partnership.

**E. CCC Guided Pathways Award Program – 10 mins., Stanskas, pg. 61**

The Executive Committee was updated on the implementation of the CCC Guided Pathways Award Program. Roberson informed the committee that there are forty-six Guided Pathways Liaisons, and conversations have begun around how the Guided Pathways Regional Coordinators will work together with the liaisons. The “ASCCC Guided Pathways Glossary of Terms” is in its final draft stage, with a resolution for adoption by the body at Fall Plenary. Davison reported that the Institutional Effectiveness Partnership Initiative (IEPI) Advisory Committee had its final meeting September 21, 2018. One IEPI Guided Pathways Workshop was held September 10, 2018, and future meetings are planned for October 16, 2018; November 27, 2018; and spring 2019. The committee discussed the use of the Academic Senate logo on materials created from outside partners, and by consensus decided to refrain from using the Academic Senate logo unless ASCCC involvement and input have been guaranteed.

No action by motion on this item.

**F. Policy 40.00 (Honoring Faculty Leaders) – 30 mins., Eikey, pg. 63**

The Executive Committee reviewed and discussed the revisions to Policy 40.00. Policy 40.00 was suspended at the March 2018 Executive Meeting. Eikey noted that the Academic Senate Foundation no longer has the Leadership Circle level. Concern was raised on whether to honor retired faculty at the time they submit their paper work or when their retirement officially begins, as waiting until after the faculty member officially retires may result in a delay in honoring them. The committee clarified that adopted resolutions are included in the resolution packet and honorary resolutions are presented by Executive Committee. It was recommended to change the titles to “Adopted Resolutions from the Field” and “Honorary Resolutions from the Executive Committee”. The committee discussed creating a Certificate of Recognition to give in addition to or instead of an

honorary resolution.

**MSC (Rutan/May) to adopt Policy 40.00 with the changes discussed and include “or formal submission of retirement papers” as a criterion for the section “Adopted Resolutions from the Field”.**

**G. Honoring Faculty Leaders – 30 mins., Eikey, pg. 65**

The Executive Committee discussed honoring previous statewide faculty leaders at the 2018-2019 academic year Plenary Sessions.

**MSC (McKay/Cruz) to honor Randy Beach, Julie Bruno, Jonathan Lightman, and Regina Stanback-Stroud at the 2018-2019 academic year Plenary Sessions.**

The Executive Committee debated honoring other previous statewide faculty leaders and declined to do so.

**H. Faculty Development Committee – 20 mins., Cruz/Eikey/Parker, pg. 67**

The Executive Committee was updated on the Faculty Development Committee’s (FDC) meeting and work plan. Cruz reported that the FDC met at Evergreen Valley College on September 19, 2018. The committee developed a 2018-2019 work plan based off the committee charge, the ASCCC Strategic Plan, and the 2016-2017 FDC work plan. The work plan will be brought for the Executive Committee to review at the October 31, 2018 meeting.

No action by motion on this item.

**I. Curriculum Regionals – 15 mins., May, pg. 69**

The Executive Committee reviewed and provided feedback on the preliminary draft program for Curriculum Regional Meetings November 16 and 17, 2018. The committee discussed including a social justice framework and lens around curriculum approval. The committee noted presenting the changes in Chancellor's Office Curriculum Inventory (COCI). It was suggested to discuss colleges’ use of Labor Market Information (LMI) data. A “Hot Topics” session was recommended to allow flexibility and up-to-date information.

**MSC (Eikey/ Henderson) to approve outline for the Curriculum Regional, giving the Curriculum Committee flexibility as appropriate.**

**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 reviewed the outline “Library Faculty in California Community College Libraries: Qualifications, Role, and Responsibilities”. McKay informed the committee that Resolution 16.01 F17 provided direction 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”. The Transfer and Student Services Committee (TASSC) chose to

combine the papers. The committee discussed the importance of involving library faculty in the creation of the paper and methods of gathering feedback from librarians.

**MSC (Henderson/Eikey) to approve the outline for “Library Faculty in California Community College Libraries: Qualifications, Role, and Responsibilities”.**

**K. Fall Plenary Planning – 20 mins., Mica, pg. 75**

The Executive Committee was updated on the keynote presentations and discussed changes to the preliminary program. Cruz provided the committee with background information on Día de los Muertos for the November 1, 2018 President’s Reception. The committee was reminded of the deadline for the breakout descriptions and presenters list. It was noted that an Executive Committee meeting will be held Friday November 2, 2018 at 6:30 p.m.

No action by motion on this item.

**L. Fall 2018 Resolutions – 90 mins., Dyer, pg. 77**

The Executive Committee discussed and revised the resolutions to forward to the Area meetings in October 2018 for discussion. Edits were made to the draft resolutions to better articulate the issues under debate, as well as provide clarity on the intent of the resolution.

**MSC (Roberson/Cruz) to approve the Fall 2018 Resolutions to present at the Area Meetings.**

**M. Online Oral Communication Survey – 10 mins., Dyer, pg. 79**

The Executive Committee reviewed the survey to communication faculty. Dyer informed the committee that survey was developed from the direction of Resolution 9.03 S18 and aims to understand how faculty who teach C-ID COMM 110 evaluate the requirement of “speech presentations in front of a live audience” and to gather information on how faculty are teaching communication courses online.

**MSC (Aschenbach/McKay) to approve the “Online Oral Communication Survey of Practices”.**

**N. Board of Governors Interviews – Closed Session, Stankas, pg. 81**

The Executive Committee serves as a screening committee to recommend candidates to the governor for the faculty representative positions on the Board of Governors. The Executive Committee interviews applicants to determine their suitability in serving on the Board of Governors.

The Executive Committee went into closed session to conduct the Board of Governors interviews. President Stankas reported out of closed session that the following candidates will be forwarded to the governor:

Wendy Brill-Wynkoop, College of the Canyons  
Stephanie Curry, Reedley College  
Kimberley Perigo, San Diego Mesa College  
Man Phan, Cosumnes River College  
Cynthia Rico, San Diego Mesa College

Follow Up:

All interviewees will be notified and provided feedback based on conversations in closed session.

A letter will be sent to the governor informing him of the ASCCC recommendations.

**O. Executive Director Hiring Process – Closed Session, Stankas, pg. 83**

The Executive Committee discussed the Executive Director hiring process in closed session. President Stankas reported out of closed session that Executive Committee adopted a hiring process for the Executive Director search.

**V. DISCUSSION**

**A. Chancellor’s Office Liaison Report – 45 mins. pg. 85**

Laura Metune, Vice Chancellor for External Relations, provided an oral report. Metune reported that the Division of Workforce and Economic Development is working to develop a transition plan with the Federal Perkins Reauthorization. AB 1805 (Irwin), AB 2098 (McCarty), SB 577 (Roth), and SB 1406 (Hill) were signed by Governor Brown. The Student Equity Achievement Program (SEA) set June 30, 2019 as the due date for college’s equity plans. The AB 705 Implementation Committee is working on draft regulations that will then be given to the California Community College Curriculum Committee (5C). Metune reported that the California State University and University of California were asked to open an additional articulation window in light of changes to courses due to AB 705 implementation. CCCApply will launch a re-design in which non-credit students can bypass residency information. It was noted that a data sharing agreement with California Longitudinal Pupil Achievement Data System (CALPADS) is being negotiated. Included in the California Community Colleges 2019-2020 Budget & Legislative Request is a request for reform to the Cal Grant program focused on community college students, ongoing funding for professional development and faculty hiring, and a funding for the Pathways to Community College Teaching Pilot Program. Metune reported that an independent oversight committee is being established to evaluate the student Centered Funding Formula and provided feedback to the legislature. The California Board of Registered Nursing is conducting a listening tour regarding the creation of new community college programs and adequate clinical placement. It was noted that October 15-19, 2018 is Undocumented Student Action Week to advocate for a permanent solution to the Deferred Action for Childhood Arrivals (DACA) Program.

**B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 87**

The Executive Committee was updated on the recent Board of Governors and

Consultation meetings.

The Board of Governors meeting was held September 17-18, 2018 at Southwestern College. Stankas reported that the Academic Senate contracts and grants were approved, including the Academic Senate base allocation, the C-ID grant, and OERI grant. Tom Epstein is the new President and Pamela Haynes is serving as Interim Vice President. Title 5 revisions to the distance education regulations, tutoring regulations, and Library Annual Report were approved. Stankas noted the 2019-2020 Budget and Legislative Request was approved and incorporated much of the input of Consultation Council into the final draft. The Five-Year Capital Outlay Plan and the 2019-20 Capital Outlay Spending Plan were also approved.

California Online Community College District Board of Trustees met September 18, 2018 at Southwestern College. Stankas reported that meeting included a training on the Brown Act, an approval of expenditures for a search committee, an approval to contract with a Chief Technology Officer, an approval of the Foundation for California Community Colleges to serve as the fiscal agent for the Online Community College, and the appointment of Amy Costa to the Executive Committee of the Board of Trustees. Stankas noted he gave a public comment stating that the Academic Senate for California Community Colleges will act as the academic senate for the Online Community College until there are faculty to do so.

Consultation Council was held September 20, 2018. Stankas noted there was an update on the Student Centered Funding Formula. The Association of Chief Business Officials (ACBO) is leading an Advisory Workgroup on Fiscal Affairs regarding the funding formula and is seeking Senate faculty appointees. The Student Senate provided an update, Mica will be attending their General Assembly October 26-28, 2018 in Ontario.

**C. Meeting Debrief – 15 mins., Stankas, pg. 89**

The Executive Committee debriefed the meeting and assessed what worked well and where improvements could 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. 119
- iii. Chancellor's Office General Education Advisory Committee (GEAC) May, pg. 123
- iv. CCC Math and Quantitative Reasoning Task Force, May, pg. 127
- v. Distance Education and Education Technology Advisory Committee (DEETAC), McKay, pg. 131
- vi. California Community College Chancellor's Office Statewide Public Safety Education and Advisory Committee
- vii. California Association of Administration of Justice Educators (CAAJE) Newsletter

**C. Senate and Grant Reports**

- i. Outline for Effective Practices for Online Tutoring, McKay, pg. 135

**D. Local Senate Visits**

**VII. ADJOURNMENT**

The Executive Committee Adjourned at 2:46 p.m.

Respectfully submitted by:  
 April Lonerio, Executive Assistant  
 Craig Rutan, Secretary

**Closed Session**

The Executive Committee entered closed session on Friday, September 28 at 2:00 p.m.

The Executive Committee adjourned from closed session at 6:15 p.m.

The Executive Committee went into closed session to conduct Board of Governor faculty interviews.

The Executive Committee entered closed session on Saturday, September 29 at 8:30 a.m.

The Executive Committee adjourned from closed session at 9:00 a.m.

The Executive Committee went into closed session to discuss the Executive Director hiring process.





## Executive Committee Agenda Item

SUBJECT: MQ Equivalency Regionals		Month: October	Year: 2018
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will approve MQ Equivalency Regionals for Spring 2019.	Urgent: No	
CATEGORY:		Time Requested: 15 minutes	
REQUESTED BY:	Cheryl Aschenbach Rebecca Eikey	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :		April Lonero	Consent/Routine
		First Reading	
		Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

As part of the Chancellor’s Office MQ Task Force efforts, ASCCC has communicated an interest in coordinating small-scale regionals targeted at specific colleges/districts with specific staff/faculty participants in an effort to promote equivalency, provide information about effective practices, share the MQ Task Force toolbox resources, and facilitate a review of local processes and practices.

Based on input from the MQ Task Force, presentation partners may include HR professionals and Chancellor’s Office personnel.

#### Basic Structure:

- Presentation - Background, regulations, need, MQ Task Force work
- Collaboration – current local practices
- Presentation/Discussion – effective practices (ASCCC Equiv. paper, MQ Task Force doc.)
- Collaboration - New visions for local practice

#### Recommended attendees:

- HR professional(s)
- Senate President
- CTE Liaison, CTE faculty
- Others with a role in local equivalency processes

### DESIRED OUTCOME:

The Executive Committee will approve small scale CTE Equivalency regional meetings for Spring 2019

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





## Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: October	Year: 2018
		Item No: IV. A.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review the end-of-cycle legislative report.	Urgent: Yes	
		Time Requested: 5 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The 2017-18 California Legislative cycle officially ended on 30 September 2018, with all bills either signed or vetoed by Governor Brown. The enclosed report reviews the legislative cycle.

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





## Executive Committee Agenda Item

SUBJECT: Legislative Priorities (Update)		Month: October	Year: 2018
		Item No: IV. A. i.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will approve additional legislative priorities for 2018-2019.	Urgent: Yes	
CATEGORY:		Action	Time Requested: 5 mins.
REQUESTED BY:	Dolores Davison	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	April Lonero	Consent/Routine	
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At its 28 September 2018 meeting, the Executive Committee approved four legislative priorities for 2018-19. They are:

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.

At the time of the meeting, the Executive Committee asked that the Legislative and Advocacy Committee consider two additional legislative priorities:

1. Increased funding for continued diversification of faculty
2. Support for Cal Grants for California community college students

At its 9 October 2018 meeting, the Legislative and Advocacy Committee agreed that these additional priorities made sense and is now requesting that the Executive Committee approve these two additional priorities.

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





## Executive Committee Agenda Item

SUBJECT: Potential Dates for 2019 ASCCC Legislative Day		Month: October	Year: 2018
		Item No: IV. A. ii.	
		Attachment: No	
DESIRED OUTCOME:	The Executive committee will approve dates for the 2019 ASCCC legislative visits.	Urgent: Yes	
		Time Requested: 5 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

At its 9 October 2018 meeting, the Legislative and Advocacy Committee discussed the importance of having an ASCCC Legislative Advocacy day in 2019. Given that most legislators and their staffers are consistently in Sacramento on Tuesdays and Wednesdays, and that the new legislative cycle begins in January (as well as the new budget cycle), the Legislative and Advocacy Committee recommends one of the following dates for these visits:

Wednesday, 20 February 2019

Tuesday, 26 February 2019

Wednesday, 27 February 2019

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







## Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: October	Year: 2018
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested:	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Spring 2019 Hiring Regionals Outline		Month: October	Year: 2018
		Item No: IV. B. i.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Joint committees will share the <i>Proposed Spring 2019 Hiring Regionals Outline</i> .	Urgent: Yes	
CATEGORY:	Action	Time Requested: 10 mins.	
REQUESTED BY:	Silvester Henderson/Mayra Cruz	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	April Lonero	Consent/Routine	
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

**BACKGROUND:** The Equity Diversity & Action Committee & the Faculty Diversity Committee held a joint meeting on October 10, 2018. The main topic of discussion was the outline for the Spring 2019 Hiring Regionals. The theme for the regionals is as follows: ***An Equitable Approach to Increasing Student Success***. An outline has been attached for approval or amendment by the ASCCC Executive Committee.

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

# ASCCC/CCCCO Spring 2019 Hiring Regionals DRAFT PLANNING DOC

**Theme: A Equitable Approach to Increasing Student Success**

**FDC/EDAC Joint Meeting Date:** Nov 29<sup>th</sup>, 2-6 pm (Tentative)

**Timeline:**

<i>When (date)</i>	<i>Who</i>	<i>What (activity)</i>	<i>Notes</i>
October 30 <sup>th</sup> Executive Committee Meeting	EDAC Chair	Agenda item – outline of the Regional event	
November - mid	EDAC/FDC Chairs	Plan agenda for the Nov 29 <sup>th</sup> in person meeting	Zoom meeting (8- 9:30) – Doodle Poll to be sent by Mayra
November 29 <sup>th</sup> (tentative)	EDAC/FDC	Planning Regional Event	Develop Breakout Session Topics & Program Description
December 7/8 Executive Committee Meeting	FDC Chair	Agenda item – detailed description of Regionals	Detailed content
January	FDC Chair	Zoom Meeting	Plan meeting of EDAC/FDC chairs Doodle Poll – to be sent by Mayra
February 8-9		CCCCO/ASCCC Summit	
February 14, 22, 26	EDAC/FDC	Regional Meetings	See outline below
March			

**Regionals Program** (draft)

Dates: February 14<sup>th</sup>, February 22<sup>nd</sup>, February 26<sup>th</sup>.

Times: 8:30 am – 3:00 pm

Locations: TBD (North, South, Central)

Program Outline Template:

8:30-9:00 Registration and Sign-in

9:00-9:05 Welcome (Silvester)

9:05-9:50 General Session 1: Theme of Regional, Equitable Approach to Increasing Student Success (diverse representation of faculty on the panel)  
9:50-10:00 BREAK  
10:00-10:50 General Session 2: EEO/Legal Requirements  
10:50-11:00 BREAK  
11:00-11:50 General Session 3: Implicit Bias  
12:00-12:50 Lunch  
1:00-1:50 Breakout Sessions:  
Breakout #1  
Breakout #2  
Breakout #3  
1:50-2:00 BREAK  
2:00-2:50 Breakout Sessions  
Breakout #4  
Breakout #5  
Breakout #6  
2:50-3:00 Wrap Up (Mayra)

**Program Blurb:**

**Speakers:** (experts, ASCCC Executive Committee members, FDC/EDAC Committee members, faculty representative of CA student demographics)  
Possible Speaker for EEO/Legal Requirements: Laura Schulkind

**Program Materials:**

**Outreach:**





## Executive Committee Agenda Item

SUBJECT: Equity Diversity & Action Committee – Outline for Updating the Student Equity Paper		Month: October	Year: 2018
		Item No: IV. B. ii.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for Updating the ASCCC Student Equity Plan Paper.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:** At the Fall Plenary session 2017 the body passed [Resolution 3.03](#). This resolution directs the ASCCC to explore methods to update the content of the Student Equity Plan. EDAC is requesting approval from the Executive Committee on the proposed outline and seeks guidance on how to move forward with updating the paper.

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

## **Outline**

### **ASCCC Student Equity Plan (9-14-2018)**

1. Introduction
  - a. Equity in CCCs
    - i. Definition
    - ii. Importance
      - a. History of Equity plan
  - i. Merging with SSSP and Basic Skills
  - ii. Obligations of college
2. Process of analyzing and tracking equity at campuses
  - a. Completing the SEAP (Student Equity and Achievement Plan)
  - b. Resources and staffing needed
    - i. Colleges should have research offices
3. Implementing Plans and Achieving Success Components
  - a. Student success indicators
    - i. access
    - ii. course completion
    - iii. ESL and basic skills
    - iv. Degree and certificates
    - v. transfer
  - b. Frameworks (The Vision for Success, Equity funding, SSSP regulations, etc.)
4. Redesigns, Guided Pathways, and AB 705
  - a. College redesigns



- b. Guided Pathways
  - c. AB 705
- 5. How to make pathways inclusive for students
  - a. Take care to pay attention to updated terminology (i.e., eliminating any deficit-minded language such as remedial, underprepared, and shifting language like “marginalized” to “minoritized”
  - b. LGBTQIA+
  - c. African American
  - d. Latinx
  - e. DACA and nonnative English speakers
- 6. Campus Climate
  - a. Achieving an equitable climate on your campus
  - b. Campus safety
  - c. Designated safe spaces
- 7. Conclusion
- 8. Appendix





## Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: October	Year: 2018
		Item No: IV. C.	
		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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Strong Workforce Program Recommendations		Month: October	Year: 2018
		Item No: IV. D.	
		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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: October	Year: 2018
		Item No: IV. E.	
		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: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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.

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







## Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: October	Year: 2018
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018-19 Faculty Development Work Plan.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz /Rebecca Eikey/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:** The Executive Committee will be updated on Faculty Development, review and approve the 2018-19 Faculty Development Work Plan.

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

**Academic Senate for California Community Colleges Professional Development Plan  
18-19 Work Plan**

**ASCCC STRATEGIC PLAN GOAL 2: ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP**

*Objective 2.1: Increase leadership development opportunities to prepare diverse faculty to participate.*

Strategies	Actions	Responsible Party	Recommended Timeline/Notes
2.1A Lead professional development opportunities designed to promote recruitment of diverse faculty	(1) Collaborate with our ASCCC Equity & Diversity Action Committee and the Chancellor's Office in the planning of the EO training. See Statewide EEO & Faculty Diversity Strategy document	Faculty Development Committee Chair, Equity and Diversity Action Committee Chair	18-19 add dates <i>Objective 1.4 16-17 plan</i>
	(2) Develop modules with EDAC	Faculty Development Committee Co-Chairs and EDAC Co-Chairs	Committee Priorities: Fall 2015 12.01 & 12.02
2.1B Mutually Agreed Upon Criteria for Setting Hiring Priorities Campus-wide	Conduct research (survey) on the current criteria used by local colleges to set hiring priorities and disseminate information.	Faculty Development Committee member/s (assign)	Committee Priorities: Fall 2016 12.01
2.1C Design leadership development opportunities focused on specific populations of faculty	Form a Women's Leadership Circle	Faculty Development Committee member/s (assign)	Possibility: Women's Caucus

*Objective 2.2 Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.*

2.2B Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.	Attend the Umoja/A2MEND Summit this fall and spring.	Faculty Development Committee Chair, 2 <sup>nd</sup> Chair & 3 <sup>rd</sup> Chair	Fall 2018 November 7 & 8 Spring 2019 March 5 & 6 Confirmed our participation with President Stankas (Fall/Spring summits)
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**ASCCC STRATEGIC PLAN GOAL 3: ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGES SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.**

***Objective 3.2: Evaluate and revise the ASCCC Professional Development Plan***

<b>Strategies</b>	<b>Actions</b>	<b>Responsible Party</b>	<b>Recommended Timeline/Notes</b>
A. Implement a comprehensive ASCCC Professional Development Plan	Provide ideas to the GP Taskforce on professional development related to guided pathways	Faculty Development Committee, Guided Pathways Taskforce Chair	<i>Objective 1.3 16-17 plan</i> <i>Objective 1.2 16-17 plan</i>
	Collaborate with the CTE Committee about professional professional development such as sabbaticals, industry events, training to augment discipline knowledge and connections with employers and the workforce system.	Faculty Development Committee, CTE LCC Chair	
B. Develop outcomes for each ASCCC professional development activity (i.e., sessions, institutes, regional meetings).	Create and disseminate evaluations for each activity based upon stated learning outcomes.	Standing Committee Chairs	<i>Objective 1.2 16-17 plan</i>
C. Determine which faculty are not being served by the ASCCC's current professional development offerings.	Develop and distribute professional development survey to be distributed to all faculty listservs each year about what professional development opportunities they would like to see from ASCCC in the coming year.	Faculty Development Committee Chair, Executive Director	
D. Make recommendations to the Executive Committee on professional development annual activities in May each year.	Present a summary of event evaluations and the professional development survey to the Executive Committee at its May meeting as a basis for planning professional development offerings for the coming year.	Faculty Development Committee Chair, Executive Director	
E. Make recommendations to the Executive Committee during the year regarding any requests for partnering on events, holding regional meetings, or other professional development activities.	Present to the Executive Committee the feasibility for holding such events—taking into consideration other events and ASCCC resources.	Faculty Development Committee Chair, Executive Director	

<p>F. Develop Rostrum articles</p>	<p>Draft an outline and finalize the articles:                  (1) Faculty Professional Development rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and                  faculty professional development and its role at their colleges.</p> <p>(2) Assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; work with the California Community Colleges Chancellor’s Office and other system partners to ensure that the Board of Governors’ Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.</p>	<p>Faculty Development Committee: Chairs and members</p>	<p>Committee Priorities:                  Fall 2014 12.03                  Fall 2014 12.01</p>
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Question to address with the Executive Committee President:  
 (Objective 1.2 16-17 plan) Offer Professional Development Using a Variety of Methods

**Where are we on the PDC?**

Strategies:

Explore the use of webinars, video conferencing, and podcasts to replace in person regional meetings and replace at least one regional offering with an alternative form of delivery.

Expand the offerings in the Professional Development College (PDC) by a minimum of four modules each year for the next three years.

September 19, 2018 – October 3, 2018 revised to include Committee Priorities



## Executive Committee Agenda Item

SUBJECT: CTE and Work-based Learning Paper		Month: October	Year: 2018
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and approve the preliminary outline for the CTE & Work-based Learning paper called for in Resolution 13.05 (Spring 2018).	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

At the Spring 2018 plenary session, ASCCC passed [Resolution 13.05](#) which stated, “That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval.” The ASCCC CTE Leadership Committee was tasked with writing the paper. A preliminary outline is presented for feedback and approval.

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

### **Resolution 10.05 (Spring 2018)**

Resolved, That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval.

### **OUTLINE**

Introduction / Background / Resolution 10.05 (S18)

Career Technical Education (CTE)

- Defined
  - A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers (<https://www.cde.ca.gov/ci/ct/>)
- Regulations
  - Laws, Education Code and Compliance
    - Title V: Education
      - Division 6: California Community Colleges
      - Chapter 6: Curriculum and Instruction
      - Subchapter 3: Alternative Instructional Methodologies
      - Article 4: Cooperative Work Experience Education
    - Civil rights compliance
  - Coop Work Experience Education
  - CTE Pathways
  - Carl D. Perkins Career Education Act of 2006
- Funding
  - State
    - State apportionment funds
    - CA CTE Facilities Program
    - State CAL Grant C
    - Incentive Grants
    - Strong Workforce Initiative
    - Career & Guided Pathways
    - Adult Education
  - Federal
    - Carl D. Perkins Act
- Guiding Principles
  - Leading global competitiveness
  - Lift low-wage workers into living-wage jobs
  - Actively partners with employers and industry to actively design and provide high quality programs
  - Prepare students to succeed in further education and careers
  - Results and data-driven outcomes that demonstrate a positive return on investment

## Cooperative Work Experience (CWE)

- Defined
- Types
  - Occupational Work Experiences
  - General Work Experience
- Regulations
- Funding
- Guiding Principles

## Internship

- Defined
- Regulations
- Funding
- Guiding Principles
- Differences between internship and apprenticeship

## Apprenticeship

- Defined
- Regulations
- Funding
- Guiding Principles
- Differences between internship and apprenticeship

## Other Work-Based Learning

- Define
  - Learning technical, academic and employability skills by working in a real work environment
- Types
  - Externships
  - Work Practice (Practicum/Student Teaching)

## Summary & Recommendations







## Executive Committee Agenda Item

SUBJECT: Model Curriculum Workgroup (MCW)		Month: October	Year: 2018
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will approve changes to the composition of the Model Curriculum Workgroup.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

As part of the C-ID ecosystem, the role of MCW is to provide guidance for CTE-related C-ID efforts. These efforts previously included Statewide Career Pathways (SCP) for improved alignment with K-12 CTE programs, which is why two original members were designated as SCP representatives along with 2 C-ID and 2 CTE faculty representatives.

Given that Statewide Career Pathways is no longer funded as a Chancellor’s Office initiative and is not a part of the C-ID efforts combined with the need to gain both more traction with CTE practitioners, including sector and deputy sector navigators, ASCCC Executive Committee is asked to consider a new composition for MCW.

- Two ASCCC Executive Committee Members
- Two CTE faculty appointed by ASCCC
- Two CTE deans appointed by CCCAOE
- One Chancellor’s Office Work Force representative
- One Chancellor’s Office Academic Affairs/Curriculum representative
- One Chancellor’s Office Academic Affairs/Grants Monitor

Executive Committee should consider approval of a new composition for the Model Curriculum Workgroup.

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





## Executive Committee Agenda Item

SUBJECT: Online Lab Science Survey		Month: October	Year: 2018
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review, give input, and approve the survey.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

[Resolution 9.04 S18](#) directs the Academic Senate for California Community Colleges to “engage science faculty, through its discipline expert lists and discipline-specific state associations, to make recommendations regarding lab science courses most adaptable to online instruction without compromising student outcomes” and to “identify and disseminate affective and promising practices for teaching appropriate laboratory courses online.” The following survey of faculty in disciplines which include at least one course being used to meet the B3 requirement of the CSU Breadth has been designed by the Online Education Committee to gather information pertinent to the resolution from faculty experts. The disciplines identified in question 2 of the survey are reflective of how disciplines are identified in the Disciplines List, not of the many unique course headings different colleges use to identify various courses within these broad disciplines (geology, for example, is contained within earth science; and biological sciences contains a broad range of subjects).

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

## **Online Lab Science Survey**

[Resolution 9.04 S18](#) directs the Academic Senate for California Community Colleges to “make recommendations regarding lab science courses most adaptable to online instruction without compromising student outcomes” and to “identify and disseminate affective and promising practices for teaching appropriate laboratory courses online.” The following survey of faculty in disciplines which include at least one course being used to meet the B3 requirement of the CSU Breadth has been designed by the Online Education Committee to gather information pertinent to the resolution from faculty experts.

1. Identify College **(Drop-down)**
2. Select your discipline **(drop down)**
  - Agriculture
  - Anthropology
  - Biological Sciences
  - Chemistry
  - Earth Science
  - Engineering
  - Geography
  - Ornamental Horticulture
  - Physical Sciences
  - Physics/Astronomy
  - Psychology
3. Do you think any courses in your discipline with a lab component would be appropriate to teach online without compromising student outcomes related to laboratory practices necessary for upper division study or employment? **(yes/no)**
4. Have you taught a lab science course online? **(yes/no)**  
**[yes go to #5; no go to #6]**
5. Having taught a lab science course online, which courses in your discipline do you feel are most adaptable to online instruction without compromising student outcomes related to laboratory practices necessary for upper division study or employment?  
(select all that apply)
  - a. Non-majors, general education courses
  - b. Majors courses
  - c. Pre-Allied Health Courses
  - d. Other: \_\_\_\_\_

6. Although you have not taught a lab science course online, given your expertise in your discipline, which courses do you feel are most adaptable to online instruction in your discipline without compromising student outcomes related to laboratory practices necessary for upper division study or employment? (select all that apply)
- a. Non-majors, general education courses
  - b. Majors courses
  - c. Pre-Allied Health Courses
  - d. Other: \_\_\_\_\_
7. Please select any effective or promising practices for teaching appropriate science lab courses online in your discipline. (Select all that apply)
- a. Boxed lab activities
  - b. Computer simulations
  - c. Equipment rental
  - d. Consumables purchased
  - e. Software equipment
  - f. Other: \_\_\_\_\_

Thank you for completing our survey!





## Executive Committee Agenda Item

SUBJECT: 2019 Part Time Faculty Institute Program		Month: October	Year: 2018
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback of the outline of the Part Time Faculty Institute and determine whether the institute should include sessions on Thursday February 21, 2019.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:** The 2019 ASCCC Part Time Faculty Institute is scheduled for February 21-23, 2019 at The Newport Beach Marriott Hotel & Spa. The third institute will again be done in collaboration with 3CSN, who will be providing scholarships for part time faculty to attend the institute free of charge. The institute is able to include sessions on Thursday, February 21 for up to 100 attendees and Friday, February 22 and Saturday, February 23 will accommodate 200 attendees. 3CSN has requested 6-7 breakout slots and would like to present one of the general sessions. No theme has been identified, but one could be determined if the Executive Committee would prefer one. The goal of the institute is to support part time faculty that are seeking full time positions and to support all part time faculty to become more engaged locally and at the state level, to improve their teaching, and provide other professional development that could be helpful.

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

**Part-Time Faculty Institute  
February 21-23, 2019  
Newport Beach Marriott Hotel**

**Thursday, February 21**

2:00PM: Registration

3:00P – 5:00P: **From Job Announcement to Interview – Overview of Resources, Applications, and the Hiring Process**

**Friday, February 22**

8:00A: Registration Opens

8:00A – 9:00A: Breakfast

9:00A – 10:30A: **Academic Senates, Unions, and Supporting Part Time Faculty**

10:30a – 10:45a: Break

10:45a – 12:00p: **First Breakout Session**

Breakout 1: Relationships with Faculty, Staff, and Administrators

Breakout 2: 10+1 and Union Relations – Follow up to General Session

Breakout 3: OER, Low Cost Materials, and Trying to Adopt New Course Materials as a Part Timer

Breakout 4: Helping Students Access DACA Resources

Breakout 5: Curriculum Vitae Review (by appointment)

Breakout 6: Reserved for 3CSN

12:00p – 2:00p: **Lunch and AB 705 and Guided Pathways: How Statewide Initiatives Impact the Classroom**

2:00p – 2:15p: Break

2:15p – 3:30p: **Second Breakout Sessions**

Breakout 1: Navigating College Culture

Breakout 2: Building Professional Confidence

Breakout 3: Unique Challenges and Opportunities for Part Time Faculty of Color

Breakout 4: Deep Dive on Initiatives – Follow up to General Session

Breakout 5: Curriculum Vitae Review (by appointment)

Breakout 6: Reserved for 3CSN

3:30p – 3:45p: Coffee Break



3:45p – 5:00p: **Third Breakout Sessions**

Breakout 1: The Art of Diplomacy

Breakout 2: Starting at a New College – How to Find Out Important Information

Breakout 3: The Full Time Interview Process – What to Expect Each Step of the Way

Breakout 4: Reserved for 3CSN

Breakout 5: Curriculum Vitae Review (by appointment)

Breakout 6: Reserved for 3CSN

5:30 p – 6:30 p: Reception

Saturday, February 23

7:45a – 8:45a: Breakfast

8:00a: Information Desk Opens

8:45 a – 10:00 a: **Fourth Breakout Sessions**

Breakout 1: The Maximized Professor - Designing a Career for Job Security as a Curricular Expert and Scholar

Breakout 2: SLOs, Curriculum, and Other Things that Shape Your Classroom

Breakout 3: Legislation and Advocacy for Part Time Faculty

Breakout 4: Professional Development Opportunities for Part Time Faculty

Breakout 5: Reserved for 3CSN

Breakout 6: Reserved for 3CSN

10:00 a – 10:15 a: Break

10:15 a – 12:00 p: **Becoming Engaged with Your Local Senate and ASCCC**

Institute Closes





## Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: October	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: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: October	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: 10 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

### BACKGROUND:

President Stankas and Vice President Davison will highlight the Board of Governors and Consultation meetings in October. 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>

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





## Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Final Planning		Month: October	Year: 2018
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for fall plenary session.	Urgent: Yes	
		Time Requested: 40 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

The Executive Committee will discuss the final planning for the Fall Plenary Session 2018 and cover important notifications or pertinent information regarding the event. New members will be informed about the process and protocol regarding participating in plenary session.

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







## Executive Committee Agenda Item

SUBJECT: Academic Senate Audit		Month: October	Year: 2018
		Item No: V. C. i.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will receive an update on the results of the recent Senate audit.	Urgent: Yes	Time Requested:
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Ginni May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

Each year the Academic Senate undergoes an audit of its finances. The purpose of the audit as noted in their engagement letter is “to express an opinion about whether the consolidated financial statements prepared by management with your [the board’s] oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles.” In September, the auditors conducted an audit of the Senate financials. At the time of the agenda preparation, the audit report was not available and will be forthcoming prior to the October 31<sup>st</sup> meeting date.

The Treasurer will present the audit for adoption by the delegates on Saturday. The Executive Committee will review and discuss the audit so that Executive Committee members are familiar with the audit and the Senate’s finances.

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





## Executive Committee Agenda Item

SUBJECT: Equity Diversity & Action Committee - CABSE		Month: October	Year: 2018
		Item No: V. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The EDAC committee will share an update on the attendance at the 2 <sup>nd</sup> Annual California Association of Black School Educators Conference – San Diego, California.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Information	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

**BACKGROUND:** The Equity Diversity & Action Committee Chair attended the 2nd Annual California Association Black School Educator Conference (CABSE). CABSE is a non-partisan organization consisting of elected and appointed school officials, administrators and instructors from across California who are committed to advancing equity for Black students. CABSE members represent governmental agencies, charter schools and charter school organizations, public school districts, traditional public schools, and community colleges.

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



## 2<sup>nd</sup> Annual Education Conference Schedule-At-A-Glance

### **Wednesday, October 17, 2018**

6:00 pm – 8:00 pm Conference Registration

### **Thursday, October 18, 2018**

8:00 am – 10:00 am Conference Registration  
8:30 am Departure for Site Visit  
9:00 am – 12:30 pm Pre-Conference Site Visit (Separate Registration Required)  
12:00 pm – 5:00 pm Conference Registration  
1:00 pm – 5:00 pm Team Time and Roundtable Discussions  
5:30 pm – 7:00 pm Opening Reception

### **Friday, October 19, 2018**

7:00 am – 12:00 pm Conference Registration  
7:00 am – 8:00 am Breakfast Buffet  
8:00 am – 9:30 am Opening Plenary Session  
9:45 am – 10:45 am Workshops  
10:55 am – 11:55 am Workshops  
12:00 pm – 1:30 pm Luncheon Session  
1:35 pm – 2:35 pm Workshops  
2:45 pm – 3:45 pm Workshops  
3:45 pm – 4:00 pm Afternoon Break  
4:00 pm – 5:00 pm Workshops  
6:00 pm – 7:00 pm Presidential Reception

### **Saturday, October 20, 2018**

8:00 am – 9:00 am Breakfast Buffet  
9:00 am – 10:00 am Workshops  
10:10 am – 11:10 am Workshops  
11:15 am – 12:00 pm Summative Remarks and Raffles



## Executive Committee Agenda Item

SUBJECT: Updates to 17% Funding		Month: October	Year: 2018
		Item No: V. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will be informed of changes to 17% funding and metrics.	Urgent: No	
CATEGORY:	Discussion	Time Requested: 10 mins.	
REQUESTED BY:	Cheryl Aschenbach	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	April Lonero	Consent/Routine	
		First Reading	
		Action	
		Discussion	X

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

### BACKGROUND:

As part of the Chancellor’s Office Simplified Metrics efforts, there are small changes to the Strong Work Force metrics and funding. The attachments indicate how SWF 17% was calculated in the past, including the metrics that were used and the weighting of the metrics, and how it will be calculated in the future.

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

# Strong Workforce Program (SWP) Incentive Funding Model Overview

(Taking effect in FY 2019-20)

## Incentive Funding Metrics

Metrics include those aligned with WIOA, the Simplified Metrics, and the funding formula:

Progress	# of students who attain 9 or more credit units in CTE in an academic year
	# of students who attain a noncredit workforce milestone in an academic year
Credential Attainment	# of students who earn a Chancellor’s Office-approved CTE certificate, associate degree, CCC bachelor’s degree, or apprenticeship journey status
Transfer	# of CTE students who transferred to a four-year institution
Employment	Rate at which CTE exiters (who did not transfer) report they were employed in a job closely related to their field of study
Earnings	Median annual earnings among exiting CTE students
	# of exiting CTE students who improved their earnings
	# of exiting CTE students who attained the county-level living wage

## Assigning Points

Incentive funding for colleges and regions will be based on a points-model for attainment of the following metrics:

Progress metrics	<p><math>\frac{1}{2}</math> <b>point</b> will be awarded per student who attains the outcome  <i>Example: 200 students attain 9+ credit units, 100 points awarded</i></p>
Credential Attainment metric	<p>Recognizing that longer-term awards yield stronger economic outcomes over time, various types of certificates and degrees will be assigned points as follows:</p> <ul style="list-style-type: none"> <li>Chancellor’s Office approved credit certificate of 12 to &lt; 18 units, or noncredit certificate of 48 to &lt; 288 hours: <b>1 point</b></li> <li>Credit certificate of 18 to &lt; 30 units or noncredit certificate of at least 288 hours: <b>2 points</b></li> <li>Credit certificate of at least 30 units, associate degree: <b>3 points</b></li> <li>CCC bachelor’s degree or apprenticeship journey status: <b>4 points</b></li> </ul> <p><i>Each student is counted only once per year, regardless of the number of awards earned during that time. Points will be given for the highest point-value award obtained.</i></p>
Transfer, Earnings Gains, and Living Wage metrics	<p><b>2 points</b> are awarded for each student who attains the outcome  <i>Example: 100 students transferred to a four-year institution, 200 points awarded</i></p>
Job Closely Related to Field of Study metric	<p>Points calculation: % of students who report employment in a job closely related to their field of study, multiplied by the # of students who were sent the survey equals the number of points awarded.  <i>Example: 1,000 students were included in the survey sample, and survey results found that 75% of students report working in a job closely related to their field of study, then 750 points will be awarded</i></p>
Median Earnings metric	<p>Points calculation: 1 point is awarded for each dollar earned, then the number is divided by forty to make the figure proportional to other measures. Not based on student counts.  <i>Example: median earnings is \$40,000, 100 points awarded</i></p>

## Economically Disadvantaged Students

To further incentivize colleges to close equity gaps, more points are for those who are designated as economically disadvantaged students (EDS), per the definition used for the Carl D. Perkins Career and Technical Education Act of 2006:

- Awarded a Board of Governors Waiver
- Awarded a Pell Grant
- Identified as a CalWORKS participant
- Identified as a participant in the Workforce Innovation and Opportunity Act (WIOA) program
- Reported as economically disadvantaged

<b>Most metrics</b>	EDS will receive points worth twice what non-EDS receive <i>Example: economically disadvantaged students who transfer will receive 2 points, compared to 1 point for students who are not economically disadvantaged.</i>
<b>Job closely related to field of study metric</b>	No weighting will be used because data is based on a sample of former students, which may not represent the proportion of economically disadvantaged students who met this goal.
<b>Median earnings metric</b>	No weighting will be used because the measure is based on a range of earnings by former students.

## Data Sources

All data for the calculation of the SWP metrics comes from existing data sources.<sup>1</sup> All data can be viewed in the LaunchBoard Strong Workforce Program Metrics tab.

<b>Progress, Credential Attainment, &amp; Transfer metrics</b>	Chancellor's Office MIS (CO MIS), National Student Clearinghouse, Department of Apprenticeship Standards
<b>Median Earnings, Earnings Gains, and Living Wage metrics</b>	CA Employment Development Division's (EDD) Unemployment Insurance (UI) wage records
<b>Job Closely Related to Field of Study metric</b>	Career & Technical Education Outcomes Survey (CTEOS)

## Funding Calculations

### Variables and Weights for Each Funding Round<sup>2</sup>

		2016-17	2017-18+
<b>Variables and Weights:</b>	Unemployment Rate	1/3	1/3
	Proportion of CTE FTEs	1/3	1/3
	Projected Job Openings	1/3	1/6
	Incentive Funding Metrics	0	1/6

### Incentive Funding Methodology

All variables for the SWP funding will be recalculated annually. To determine the incentive funding distributions, the following methodology will be applied:

#### Local Share:

1. Points for all CTE programs at all community colleges are totaled to create a statewide sum.
2. This sum is divided by the amount of funding available per FY for the 17% local share to create a value per point.
3. The value per point is multiplied by the number of points that each college received to determine its distribution.
4. Multi-college districts: the distributions for all district's colleges are summed to create the district distribution.

#### Regional Share:

1. Points for all CTE programs are totaled at the regional level and added together to create a statewide sum.
2. This sum is divided by the amount of funding available per FY for the 17% regional share to create a value per point.
3. The value per point is multiplied by the number of points that each region received to determine its distribution.

<sup>1</sup> Colleges, districts, and regions do not need to collect data separately for use in the SWP Incentive Funding model. However, colleges should ensure that their institution participates in the CTEOS each year (costs are covered by the Chancellor's Office).

<sup>2</sup> SWP incentive funding was calculated using the original SWP metrics definitions in 2017-18 and 2018-19. Beginning in 2019-20, the SWP incentive funding will be calculated using SWP metrics aligned with the Simplified Metrics (as described above). The definitions for the original SWP metrics can be found at <http://doingwhatmatters.cccco.edu/StrongWorkforce/SWPIncentiveFunding.aspx>.

## SWP Incentive Funding Formula Revisions (to align with the Simplified Metrics)

Metric	Current Metric/Calculation (2018-19 only)	Revised Metric/Calculation (2019-20+)	Impact of Revisions
<b>Economically Disadvantaged Students</b>			
<i>Definition:</i>	Uses the Perkins definition: <ul style="list-style-type: none"> <li>• Awarded a BOG waiver</li> <li>• Awarded a Pell Grant</li> <li>• Identified as a CalWORKS participant</li> <li>• Identified as a participant in Workforce Innovation and Opportunities Act (WIOA) program</li> <li>• Reported as economically disadvantaged</li> </ul>	No change	Change in weighting made to align with the funding formula.
<i>Weighting:</i>	Economically disadvantaged students are weighted <b>50% more</b>	Economically disadvantaged students are weighted <b>100% more</b>	
<b>Progress</b>			
<i>Metric:</i>	Attainment of <b>12+ credit CTE units</b> or <b>48+ noncredit CTE contact hours</b>	Attainment of <b>9+ credit CTE units</b> or a <b>noncredit workforce milestone</b> (completed a noncredit CTE course or had 48 or more contact hours in a noncredit career education course)	Changes made to align with the funding formula and Simplified Metrics. More colleges will earn points as the credit threshold was lowered and the noncredit metric also includes students who completed a noncredit CTE course.
<i>Points:</i>	½ point will be awarded per student who attains the outcome	No change	



Metric	Current Metric/Calculation (2018-19 only)	Revised Metric/Calculation (2019-20+)	Impact of Revisions
<b>Credential Attainment</b>			
<i>Metric:</i>	Attainment of the following CTE degrees/certificates: <ul style="list-style-type: none"> <li>• BA/BS</li> <li>• AA/AS/AD-T</li> <li>• CO-approved certificates</li> <li>• <b>Local certificates of at least 6 units</b></li> <li>• Noncredit certificates of at least 48 contact hours</li> </ul>	Attainment of the following CTE degrees/certificates: <ul style="list-style-type: none"> <li>• BA/BS</li> <li>• AA/AS/AD-T</li> <li>• CO-approved certificates</li> <li>• Noncredit certificates of at least 48 contact hours</li> </ul>	Removes local certificates to align with the funding formula. Fewer colleges will earn points as some types of awards have been removed, but this will also discourage colleges from giving awards that have not been vetted by the Chancellor's Office for quality standards. CCC bachelor's degree and apprenticeship journey status weighted at 4 points to reflect the higher level of effort.
<i>Points:</i>	Each student counted only once per year. Points given for the highest point-value award obtained. <ul style="list-style-type: none"> <li>• 1 point:               <ul style="list-style-type: none"> <li>○ <b>Local credit certificates of at least 6 units</b></li> <li>○ Chancellor's Office approved credit certificate of 12 to &lt; 18 units</li> <li>○ Noncredit certificate of 48 to &lt; 288 hours</li> </ul> </li> <li>• 2 points:               <ul style="list-style-type: none"> <li>○ Credit certificate of 18 to &lt; 30 units</li> <li>○ Noncredit certificate of at least 288 hours</li> </ul> </li> <li>• 3 points:               <ul style="list-style-type: none"> <li>○ Credit certificate of at least 30 units</li> <li>○ Associate degree</li> <li>○ <b>Apprenticeship journey status</b></li> <li>○ <b>CCC bachelor's degree</b></li> </ul> </li> </ul>	Each student counted only once per year. Points given for the highest point-value award obtained. <ul style="list-style-type: none"> <li>• 1 point:               <ul style="list-style-type: none"> <li>○ Chancellor's Office approved credit certificate of 12 to &lt; 18 units</li> <li>○ Noncredit certificate of 48 to &lt; 288 hours</li> </ul> </li> <li>• 2 points:               <ul style="list-style-type: none"> <li>○ Credit certificate of 18 to &lt; 30 units</li> <li>○ Noncredit certificate of at least 288 hours</li> </ul> </li> <li>• 3 points:               <ul style="list-style-type: none"> <li>○ Credit certificate of at least 30 units</li> <li>○ Associate degree</li> </ul> </li> <li>• <b>4 points:</b> <ul style="list-style-type: none"> <li>○ <b>Apprenticeship journey status</b></li> <li>○ <b>CCC bachelor's degree</b></li> </ul> </li> </ul>	

Metric	Current Metric/Calculation (2018-19 only)	Revised Metric/Calculation (2019-20+)	Impact of Revisions
<b>Transfer</b>			
<i>Metric:</i>	CTE students who transferred to a four-year institution <b>(no unit threshold to be included)</b>	CTE students who transferred to a four-year institution <b>(12 unit threshold to be included)</b>	Unit threshold introduced to align with the funding formula. Doubling the points given to transfer students puts a stronger emphasis on building transfer pathways, in addition to completion and employment.
<i>Points:</i>	<b>1 point</b> awarded for each student who transfers to a four-year institution	<b>2 points</b> awarded for each student who transfers to a four-year institution	
<b>Employment</b>			
<i>Metric:</i>	Attainment of the following: <ul style="list-style-type: none"> <li>• <b>Employed in the 2<sup>nd</sup> fiscal quarter after exit</b></li> <li>• <b>Employed in the 4<sup>th</sup> fiscal quarter after exit</b></li> </ul>	<b>Metrics eliminated</b>	Removed the two employment metrics to align with the Simplified Metrics. Employment will decrease in its impact on the formula. However, given that most students are already employed, this may bring the metrics in closer alignment to their intended purpose.
<i>Points:</i>	<b>Employment in the 2<sup>nd</sup> and 4<sup>th</sup> fiscal quarters after exit</b> <ul style="list-style-type: none"> <li>• <b>1 point is awarded for each student who attains the outcome</b></li> </ul>	<b>Delete Employment in the 2<sup>nd</sup> and 4<sup>th</sup> fiscal quarters after exit</b>	
<b>Employment in Job Related to Field of Study</b>			
<i>Metric:</i>	Employment in job related to field of study <b>(for completers and skills-builders only)</b>	Employment in job related to field of study <b>(for students who did not transfer)</b>	Definition for the job in a related field adjusted to align with the Simplified Metrics.
<i>Points:</i>	Employment in Job Related to Field of Study: <ul style="list-style-type: none"> <li>• Percent of students who report employment in a job closely related to their field of study, multiplied by the # of students who were sent the survey equals the number of points awarded</li> </ul>	No change	

Metric	Current Metric/Calculation (2018-19 only)	Revised Metric/Calculation (2019-20+)	Impact of Revisions
<b>Earnings</b>			
<i>Metric:</i>	<b>Median earnings in the 2<sup>nd</sup> fiscal quarter</b> after the end of the academic year in which the student exited the community college system  (for all exiters, excluding transfers)	<b>Median annual earnings, beginning in the 1<sup>st</sup> quarter</b> after the end of the academic year in which the student exited the community college system (summing the 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> fiscal quarters)  (for all exiters, excluding transfers)	Using annualized earnings is easier for practitioners to understand and is aligned with the funding formula and the Simplified Metrics.
<i>Points:</i>	1 point is awarded for each dollar earned, then the <b>number is divided by 10</b>	1 point is awarded for each dollar earned, then the <b>number is divided by 40</b>	
<b>Earnings Gain</b>			
<i>Metric:</i>	Compares earnings in the <b>year before exiting to the year after</b> the end of the academic year in which the student exited the community college system  <b>(for completers and skills-builders only)</b>	Compares earnings in the <b>2<sup>nd</sup> quarter before most recent continuous enrollment</b> (using the MIS definitions for a first time or returning student) in the community college system <b>to the 2<sup>nd</sup> quarter after</b> the end of the academic year in which the student exited the community college system  <b>(for all exiters, excluding transfers)</b>	The change in methodology is a more accurate means of evaluating impact of college on earnings, reduces volatility associated with missing quarterly earnings records.
<i>Points:</i>	<b>2 points</b> are awarded for each student who attains the outcome	No change	

Metric	Current Metric/Calculation (2018-19 only)	Revised Metric/Calculation (2019-20+)	Impact of Revisions
<b>Living Wage</b>			
<i>Metric:</i>	Attained a <b>microregion-level</b> living wage  <b>(for completers and skills-builders only)</b>  Sum of the <b>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup> fiscal quarters</b> after the end of the academic year in which the student exited the community college system	Attained a <b>county-level</b> (where district office is located) living wage  <b>(for all exiters, excluding transfers)</b>  No change	Using all exiters aligns with the funding formula. Using county-level provides more accurate earnings figure, especially in regions with disparate standards of living like San Diego/Imperial. Assigning two points puts more emphasis on longer-term outcomes.
<i>Points:</i>	<b>1 point</b> awarded for each completer or skills-builder who attains a microregion-level living wage	<b>2 points</b> awarded for each exiting student who attains the county-level living wage	

## SWP Incentive Funding Formula Metrics by Year

Metric	FY 2017-18 (using original SWP metrics)	FY 2018-19 (using original SWP metrics)	FY 2019-20+ (aligned with Simplified Metrics)
Course Enrollments	Registrations in courses		
Progress		Attained 12 credit units in CTE in an academic year	Attained 9 or more credit units in CTE in an academic year*
		Attained 48 noncredit CTE instructional contact hours in an academic year	Attained a noncredit workforce milestone in an academic year*
Credential Attainment	Earned a CTE local certificate/Chancellor's Office approved certificate/degree	Earned a CTE local certificate/Chancellor's Office approved certificate/degree	Earned a CTE Chancellor's Office approved certificate certificate/degree or achieved journey level status*
Transfer		Transferred to a four-year institution	Transferred to a four-year institution*
Employment		Employed in the 2 <sup>nd</sup> fiscal quarter after exiting the community college system	
		Employed in the 4 <sup>th</sup> fiscal quarter after exiting the community college system	
		Employed in a job closely related to their field of study	Employed in a job closely related to their field of study *
Earnings		Median earnings in the 2 <sup>nd</sup> fiscal quarter after exit	Median annual earnings among exiting CTE students*
		Improved earnings	Improved earnings*
		Attained the regional living wage	Attained the county-level living wage*





## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: October	Year: 2018
		Item No: V. F.	
		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 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.







# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Accreditation Committee Meeting 21 August 2018, 2 p.m.

### Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>  
Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600  
Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)  
Meeting ID: 546 255 0600

## MINUTES

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### I. Call to Order and Adoption of the Agenda

Sam Foster called the meeting to order at 2:05 pm. The agenda was adopted by consensus.

### II. Introductions

- Sam Foster – Fullerton College, ASCC Accreditation Committee Chair and Area D representative;
- Dolores Davison, Foothill-De Anza College, Vice President ASCCC, past Committee Chair, served on numerous ASCCC committees (History)
- Celia Huston – San Bernardino Valley College, Academic Senate President, Chair, Library Technology Program (Library Science)
- Chris Howerton – Woodland Community College, Academic Senate President, SLO Coordinator (Communication Studies)
- Margarita Pillado – Los Angeles Pierce College, Second VP Academic Senate/Curriculum, Chair, Modern Languages Department (Spanish)
- Colin Williams – Long Beach City College, Student Learning Outcomes Coordinator (Library Science)

### III. Review of Committee Charge

#### Charter:

*The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.*

- The ASCCC Accreditation Committee is responsible for planning and implementing the ASCCC Accreditation Institute.
- An important change for this year is that now the ACCJC annual conference will be combined with the ASCCC Accreditation Institute.
- This committee is responsible for planning the breakout sessions for the conference on matters of concern to the ASCCC. The conference is planned for April 30 through May 3 in Northern California (Burlingame SFO Airport- Hyatt, maybe).
- Tentatively: 2-3 breakouts
- This joint effort is a trial. The ASCCC will monitor how it develops.
- Proposal process: additional breakouts may be developed.
- Sam is the Committee's liaison to the ACCJC
- Dolores is part of the planning team – Emphasis is on faculty-centered breakouts and in ensuring faculty participation in other breakouts. Breakouts should involve practitioners and commissioners. Volunteers will be needed.
- This year's joint effort means that there should be a balance between administrator's training and faculty training. This committee's role is to ensure that the faculty voice and perspective is effectively represented.

#### **IV. Planned In-person Meeting**

- a. Possible dates – Best dates for an all-day in-person meeting will be a Tuesday or Thursday. Sam will send a Doodle poll for confirmation. Dolores will be tied up in meetings. We will endeavor to accommodate.
- b. Location - Celia and Colin volunteered their locations
- c. Travel Logistics – Fly to Orange Co. or LAX
- d. Other?

#### **V. Committee Priorities**

- a. See email attachment for the report on the resolutions that are the responsibility of this committee
  - S15 2.01 addresses new Standard I.B.6. Disaggregation on Learning Outcomes Data – We will have an ALO and an ACCJC representative to this committee to be appointed in the next month or so.
  - S17 9.01 has been reassigned to the Educational Policy Committee.
  - Collaborate with Educational Policies committee on recommendations for Strong Workforce program development, review, and discontinuance.
- b. ACCJC Conference (Faculty Centered Presentations). Covered under III. above.

#### **VI. Plenary Breakout Session**

- a. Potential Topics – Committee usually has a breakout at the plenary – Proposed: Accreditation update. Collaboration Topics are due today. General and generic and. 75 minutes.
- b. Presenters - Seems that most of the committee members will be present.

#### **VII. Other Items for Discussion**

- Travel: Sam informed that the ASCCC will cover transportation to and from the meeting location and lunch and snack. The process involves filling out the Travel Request form and the submission of an Expense reimbursement form, including mileage. For hosts: ASCCC covers most food. College to provide coffee and pastries in the morning.
- Distance Education and accreditation standards: Secretary of Education to delete several

standards.

- DE courses undergo much more scrutiny than face-to-face courses. An issue is “regular and substantive” vs “regular and effective.”
- ACCJC has a white paper for evaluators of DE classes. We must address this topic since it touches on accreditation and instructional technologies.
- ASCCC Accreditation Committee Membership: the ACCJC liaison may be Steven Reynolds – Not sure about who the ALO will be.

**VIII. Announcements/Events**

- a. Academic Academy: Faculty Leadership in Guided Pathway –September 14-15
- b. Fall Area Meetings – 12 and 13 October, locations vary
- c. Fall Plenary Session –November 1-3, Irvine Marriott

**IX. Adjournment**

The meeting adjourned at 2:58 pm.





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Accreditation Committee Meeting 25 September 2018, 10 a.m.

### Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>  
Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600  
Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)  
Meeting ID: 546 255 0600

## MINUTES

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- I. Call to Order and Adoption of the Agenda
  - a. Agenda approved.
  
- II. Approval of minutes of 21 August 2018
  - a. Minutes approved.
  
- III. Fall Plenary Breakout Session
  - a. Breakout Description and Planning
    - i. The description of the breakout session will be completed by the end of the first week of October 2018. The breakout sessions will be 75-minutes long.
    - ii. Members discussed the Fall Plenary Session with a draft title breakout "Accreditation 101." This would include basics of accreditation as well as updates. Updates might include new templates, changes to the Standards, and disaggregation of SLO data.
    - iii. The accreditation breakout session is tentatively scheduled for Friday Nov. 2.
    - iv. Members discussed how ACCJC will review disaggregation of SLO data. SReynolds from ACCJC articulated that the commission will not administer compliance recommendations if they find a college is not systematically disaggregating SLO data according to I.B.5 and I.B.6. This is not to say that disaggregation is no longer expected.
    - v. Members discussed progress on the paper regarding online evaluations and how teams are working with online evaluations to undergo the review process. There have been few changes to the thought-document since Summer 2018 and its use in Spring 2018. Members discussed a desire to see the updates to this paper for guidance.
    - vi. Another update to the accreditation process includes the fact that three vice presidents are accompanying teams on the visits. This helps to control for consistency in the way teams hand down recommendations, especially in multi-college districts.
    - vii. The breakout sessions should remind attendees that their individual college will not be compared to sister colleges; however multi-college districts may be subject to an examination of how colleges communicate across the district. The sessions presentations might also serve to remind faculty that their voices 101

- should be heard throughout the accreditation process.
- viii. The faculty who usually attend this breakout session will be those from colleges that will be going through an accreditation visit in the near future.
- b. Presenters
    - i. The ACCJC Representative, Steven Reynolds, will be available during those dates and offered to assist in the presentation of the accreditation breakout session.
    - ii. The following members volunteered to act as a presenter at the Plenary Breakout Session: Colin Williams, LBCC; Margarita Pilado, Pierce College; Christopher Howerton, YCCC.
- IV. SLO Symposium January 25, 2019 (see attached)
- a. Possible topics to include
    - i. Members discussed proposals that may review SLO disaggregation expectations and the fact that ACCJC will not be administering compliance recommendations if a college is not systematically disaggregating SLO data. Student privacy concerns could be a part of this topic.
    - ii. Members mentioned that any presentation that illustrates how part-time faculty can be meaningfully involved in SLO assessment and how colleges are making structural changes to accommodate part-time participation.
    - iii. Other potential topics could include how assessment improves student learning and how the curriculum committee is, and should be, involved in managing assessment programs on campuses as a 10+1 issue of academic and professional matters.
  - b. Planned attendance?
    - i. Several members of the committee expressed their intention to attend the SLO Symposium.
- V. Planning for In-Person Meeting
- a. Travel and reimbursement
    - i. Members discussed travel arrangements to Long Beach City College where the first in-person meeting will be held. The meeting will be at 4901 E Carson St in Long Beach, CA 90808. The meeting will begin at 10:30am and will be held in the L Building multimedia room L152. Parking permits have been emailed to the committee members; they should be printed in color and placed on the dashboard of their cars; members can park in any lot on campus.
  - b. Overview of Planning for ACCJC Conference (Faculty Centered Presentations)
    - i. Members will plan for the ACCJC Conference at the in-person meeting.
- VI. Other Items for Discussion
- VII. Announcements/Events
- a. Fall Area Meetings – 12 and 13 October, locations vary
  - b. Fall Plenary Session –November 1-3, Irvine Marriott
  - c. SLO Symposium—January 25, 2019, Santa Ana College
- VIII. Adjournment



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC CTELC Committee Meeting Notes September 10, 2018 11:00am-12:00pm

### Confer Zoom

#### 1. Member roll call: In attendance

- |                                |                          |                        |
|--------------------------------|--------------------------|------------------------|
| ⑥ Cheryl Aschenbach, Chair     | <del>⑥ Brenda Chan</del> | ⑥ Vickie Maheu         |
| <del>⑥ Brandi Asmus</del>      | ⑥ Kevin Corse            | <del>⑥ Brian Moe</del> |
| ⑥ Maria del Rosario Biddenback | ⑥ Mayra Cruz, Second     | ⑥ Meili Xu             |
| ⑥ Marie Boyd                   | ⑥ LaTanga Hardy          | ⑥ Carlos Perez         |
|                                | ⑥ Jody Johnson           |                        |

2. The agenda was approved. Cruz will be supporting with notetaking.

3. Chair Aschenbach reviewed the committee priority spreadsheet. The members discussed the priorities for 2018-2019.

#### ASCCC Resolutions

21.02 *High priority* Aschenbach reviewed the content of the resolution and encouraged members to work on the intent of this resolution. An advisory committee handbook may be an option.

9.03 *High/Medium* The Committee will review the content of the resolution to determine direction.

13.05 *High priority* **The Committee will work on a Rostrum article outline and paper.** The outline of the paper will be presented to the Executive Committee with the goal to have a draft in early spring. The members held an insightful discussion on the need to define and clarify language including Externship, Practicum, Work Practice, and other to be identified. It was suggested that we draw from the regulations and field resources, and to poll the field on the language. The process:

- Draft an outline
- Submit the outline to the Executive Committee end of October or early November
- Draft paper in November/December
- Obtain the Executive Committee approval of the paper in Jan/Feb
- Present at the April 2019 (Plenary)

#### Strong Workforce Recommendations

1.e *High Priority* Efforts to engage counselor are making a difference. **Engage CTE Counselors to write a rostrum article.**

3.h *High priority* Gather information from C-ID group.

7.a *Medium priority* Focus on the effort to obtain input from industry into curriculum.

9.a *High priority* Explore other resolutions and discuss at a future meeting.

11.B *Medium priority* Co-develop with the CCCO.

13.c *High priority* CCCO priority

15.D *High Priority* Co-develop with CCCO. Explore with the ASCCC Faculty Development Committee Chair.

#### 4. CTE GE Equivalency Examples – project and document

On the chart #12 & 1, Aschenbach provided the background and discussed the intent to improve in this area.

*The CTE Leadership Committee provides recommendations on career and technical education issues. Through recommendations to the ASCCC Executive Committee, the committee provides assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensures that similar courses, programs, and degrees are portable among community college districts, while expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.*

(1) That Human Resources does better in helping understand equivalency (2) Need for colleges to look closely at the use of equivalency for CTE

For the past two years, the Committee has been discussing this topic. The document will be helpful to hiring committees. It intends to lay the ground work and the focus is on general education. The document is a starting point. Members are encouraged to generate ideas and add discipline specific examples. **Members are asked to review and send feedback and ideas.** Workshops will be held in the spring 2019 to present this document.

The need to better define, educate the field on content and possibilities to qualify for discipline specific MQ and how to communicate information was discussed. One question to keep in mind- What documents could someone provide to demonstrate competency in GE areas? Are Applied Science degrees offered in the State of CA? The members discussed the need to further review regulations, policy or standards (guidance) that allow CTE programs to jointly work with academia. This matter could be addressed in a resolution for fall plenary. Another consideration to keep in mind is that some disciplines may not be able to have flexibility in addressing minimum quals. Ex. ECE and requirements under the Quality Rating System and permit potential new requirements; requirements of Nursing from the CA Board of Registered Nursing.

5. Future Tasks for CTE Leadership Committee

- a. Plenary Breakouts: CTE & Guided Pathways, CTE GE Equivalency  
Community members are encouraged to attend and help with breakout presentations.
- b. CTE GE Equivalency Trainings – Spring 2019 (Dates & locations TBD)  
Community members are encouraged to attend.
- c. CTE & Noncredit Education Institute (April 25-27, 2019 @ Doubletree by Hilton San Diego Mission Valley)  
**Community members are asked to attend.** ASCCC will reimburse for travel.

6. CCCAOE Conference October 10-12 – Faculty Rates

Aschenbach reviewed the opportunity for attend the CCCAOE conference in Rancho Mirage. Contact Grant Goold ([ggoold@cccoco.edu](mailto:ggoold@cccoco.edu)) at the Chancellor's Office to get the special code for a 50% registration scholarship. Limited registration scholarships are available. The code can only be used by one person, so encourage colleagues to also contact Grant. For more details about the conference, you can visit: <https://www.cccaoc.org/events/2018-fall-conference>.

7. Future meeting(s):

The committee will be meeting once a month, close to the second week of the month. **A doodle poll will be sent for the best day/time to meet on the 1<sup>st</sup> or 3<sup>rd</sup> week of each month.** The committee will meet in person at least once. The in-person meeting most likely be in the South as the majority of the members are from the South.

8. Meeting adjourned at 12:10pm





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Curriculum Committee

September 12, 2018

4:00 pm – 5:00 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/374414786>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

**Meeting ID:** 374 414 786

## MINUTES

**Members Present:** Ginni May (Chair), Carrie Roberson (2<sup>nd</sup>), Nili Kirschner, Donna Necke, Eric Wada, Jamar London, Stephanie Curry, Karen Daar (CIO)

**Members Absent:** Aimee Tran (Ginni didn't send her the meeting info)

### Guests:

1. Select note taker – Eric
2. Approval of Agenda – approved
3. Approval of minutes – done by email
4. Announcements – AB 705 Regional meeting in San Bernardino on September 20. A meeting in the north will be announced soon.
5. Curriculum Regionals: Fall 2018
  - a. November 16/17, 2018 approved by Executive Committee. Meetings will be in the north on the 16<sup>th</sup> and the south on the 17<sup>th</sup>.  
North: Carrie, Nili, Eric, Ginni, (Karen is putting out a call to CIOs)  
South: Donna, Jamar, Karen, Aimee, Ginni, (Carrie maybe)  
Committee members will do registration at 9:00 am.
  - b. Location Ideas – Let Ginni know if your college is interested.
  - c. Topic Ideas – Updates on COCI, Curriculum Approval Process; corequisite courses; AB 705; Work of 5C; more...  
Tentative program discussed and will be sent to the ASCCC Executive Committee for feedback and approval.

6. Resolutions
  - a. Update on progress – progress is noted below in red
  - b. Plan for S18 17.03 [Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives](#) Address at Curriculum Regional Meetings in November
  - c. Plan for F17 17.03 Apprenticeship – anyone have experience dealing with apprenticeship? NO
  - d. New Resolutions for Fall 2018 Plenary Session  
Two resolutions were discussed and sent forward:
    - Degree and Certificate Awards in Response to the New Funding Formula
    - Equalize Noncredit and Credit Curriculum Approval Processes
7. Upcoming Events (<http://asccc.org/calendar/list/events>)
  - Academic Academy – September 13-15, Embassy Suites by Hilton South SF Airport
  - Area Meetings – October 12 (A, B), October 13 (C, D)
  - Fall Plenary Session – November 1-3, Irvine Marriott
  - SLO Symposium – TBA (February 2019)
  - Curriculum Institute – July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
8. Future Meetings – Wednesdays, 4:00-5:00 pm via ConferZoom unless stated otherwise:
  - September 12
  - September 26
  - October 24 (tentative – CIO conference, Ginni might not be available)
  - November 14
  - December 14, 10:00-3:00, LA Valley College (Burbank is nearest airport)
9. Future Agenda Items: none identified at this time
10. Adjourn

### **Resources and Reminders:**

1. Travel Reimbursement – [asccc.org](http://asccc.org) → resources → forms → Expense Reimbursement  
<https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf>
2. Curriculum Institute
  - a. July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
  - b. Travel – Ginni will announce when to make travel requests and arrangements
  - c. Dinner Wednesday night

### **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. Inquiry sent to Stankas and Rutan
- 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. Inquiry sent to Ed Pol Chair, 2<sup>nd</sup>; ASCCC Officers: this will be covered in the SLO Paper
- 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. Inquiry sent to CTE LC Chair and ASCCC Officers:
- 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 resolution 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. In progress and ongoing...
- S16 9.12 [Prioritize Data Integrity](#)  
The CO is undertaking a review of MIS and data tracking mechanisms. 2017 - 18: The ASCCC will explore how to participate in the discussion through possible appointments to groups. Groups are being pulled together during September 2018 to address CB21 Coding. In progress...
- *AB 705 Data Revision Work Group: With the implementation of AB705, MIS needs to be revised to reflect the transition from a model with a sequence of pre-collegiate courses to a model where most students will be placed into transfer-level courses with appropriate supports.*
  - *TOP Codes Work Group of 5C: Establish procedures for creation of new TOP Codes, how they are created and who would approve them; how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual.*
- 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. **ASCCC Website is being updated by the last three ASCCC Curriculum Chairs.**

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	<p style="text-align: center;">High</p> <p>Numerous presentations at the Spring 16 Plenary and the 2016 Curriculum Institute focused on applied basic skills through the graduation requirements. <b>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 faculty to seek if there are other more tangible ways to implement this recommendation. This encouragement is underway with Guided Pathways and AB 705 implementation.</b></p>

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. C-ID Descriptors for CTE have been developed and are continuing to be developed. In addition, at the August 2018 5C meeting a workgroup was formed to develop a process for collaborative programs.
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. <b>PRIORITY</b>	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. 2018-19: Curriculum Streamlining has begun and is expanding to include noncredit.
TBD	9. a . Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process	7.05 S14 Research Tools for Program Review  13.02 F12 Redefinition of Student Success  21.02 S12 CTE Program Review	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 part of this conversation. The Program Development Paper by Ed Pol approve in 2017-18 addressed the recommendation.
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. <b>The Program Development Paper by Ed Pol approve in 2017-18 addressed the recommendation.</b>
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		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". <b>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. Processes are being written for awarding Credit for Prior Learning. Credit for Prior Learning for military will be focus of 2018-19. Title 5</b>

High

						Regs should be addressed by 5C this year.
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. September 2018: Inquiry sent to Cheryl and Rebecca.
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. September 2018: Inquiry sent to Cheryl and Rebecca.

**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

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## Curriculum Committee

September 26, 2018

4:00 pm – 5:00 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/248475488>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

**Meeting ID:** 248 475 488

## MINUTES

**Members Present:** Ginni May (Chair), Carrie Roberson (2<sup>nd</sup>), Nili Kirschner, Eric Wada, Jamar London, Stephanie Curry, Aimee Tran, Karen Daar (CIO)

**Members Absent:** Donna Necke (last minute college AB 705 meeting)

**Guests:** none

1. Select note taker – Eric
2. Approval of Agenda – approved as presented
3. Approval of minutes – done by email
4. Announcements – AB 705 regional meetings, September 20 and October 6
5. Curriculum Regionals: Fall 2018
  - a. North: 11-16-2018 (Mission College), South: 11-17-2018 (Mt. San Antonio College)
  - b. Additional Topic: AB 705 Data Revision Project
  - c. TOP2CIP Project
  - d. Will wait for feedback from the Executive Committee and then finalize the program
6. Resolutions
  - a. Update on progress
  - b. Plan for S18 17.03 [Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives](#) Address at Curriculum Regional Meetings in November – Have a breakout on working with collective bargaining groups on overlapping 10+1 matters.

- i. Consider a break-out at the regionals including collective bargaining units related implementing AB 705.
  - c. New Resolution for Fall 2018 Plenary Session – Flexibility in Local Curriculum Deadlines
- 7. Upcoming Events (<http://asccc.org/calendar/list/events>)
  - Area Meetings – October 12 (A, B), October 13 (C, D)
  - Fall Plenary Session – November 1-3, Irvine Marriott
  - SLO Symposium – January 25, 2019, Santa Ana College
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- 8. Future Meetings – Wednesdays, 4:00-5:00 pm via ConferZoom unless stated otherwise:
  - September 26
  - October 10, 4:15-5:15
  - October 24 (tentative – CIO conference, Ginni might not be available)
  - November 14
  - December 14, 10:00-3:00, LA Valley College (Burbank is nearest airport)
- 9. Future Agenda Items:
  - a. Go over Status of Previous Action Items, December 14
  - b. Curriculum Regionals, October 10
- 10. Adjourn – 4:37 pm

### **Resources and Reminders:**

- 1. Travel Reimbursement – [asccc.org](http://asccc.org) → resources → forms → Expense Reimbursement  
<https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf>
- 2. Curriculum Institute
  - a. July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
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#### **ASCCC Resolutions**

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Title 5 changes are being handled at 5C. 2017 - 18: The Committee chair will provide an update on the progress of this resolution 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. In progress and ongoing...
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the 2018 Curriculum Institute. **ASCCC Website is being updated by the last three ASCCC Curriculum Chairs.**

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Timeline	Goal	Current Positions	Action	ASCCC Committee Involvement		Comments
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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	<p><b>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.</b></p>

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. C-ID Descriptors for CTE have been developed and are continuing to be developed. In addition, at the August 2018 5C meeting a workgroup was formed to develop a process for collaborative programs.
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/Economi c 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. <b>PRIORIT Y</b>	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. 2018-19: Curriculum Streamlining has begun and is expanding to include noncredit.
TBD	9. a . Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process	7.05 S14 Research Tools for Program Review  13.02 F12 Redefinition of Student Success  21.02 S12 CTE Program Review	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 part of this conversation. The Program Development Paper by Ed Pol approve in 2017-18 addressed the recommendation.
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. The Program Development Paper by Ed Pol approve in 2017-18 addressed the recommendation.

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. Processes are being written for awarding Credit for Prior Learning. Credit for Prior Learning for military will be focus of 2018-19. Title 5 Regs should be addressed by 5C this year.
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. September 2018: Inquiry sent to Cheryl and Rebecca.
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. September 2018: Inquiry sent to Cheryl and Rebecca.

**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

October 5, 2018

Minutes

10 a.m.- 3 p.m.

Mt. SAC

Building 77 Room 2000

Chair Bruzzese convened the meeting at 10 a.m. Attendees included Greg Burchett, Julie Clark, Christy Karau-Magnani, Martin Ramey and Craig Rutan.

### Discussion Items:

- Review of Committee Priorities
  - The Committee reviewed the spreadsheet of carryover priorities from last year's group.
    - Existing SLO Terminology (creation of a glossary or specific paper). This remains a top priority for the committee. From Resolution 9.01.
    - Work from Resolution 17.01 (Grants) is in completion.
    - 21.02 (CTE Program Review) is done.
    - 19.03: Need to follow up with John Stanskas for guidance, will need to interact with EDAC.
    - 7.06: Re-enrollment- this is considered to be done.
    - 7.01: System Handbook – Anna Bruzzese will reach out to John Stanskas about contacting the Chancellor's Office.
    - 14.01: Report is at 5C.
    - 9.03 and 18.01 are completed.
    - 9.02: Work was completed in Spring and should be in the publishing stages.
    - 13.01: Course material options - believe that is drafted for *The Rostrum*.
    - 14.01: Repeats - Reach out to Ginni May to consider reopening the repetition regulations. Particularly so for Arts courses. We may need to determine what 5C would like to do. Last time the regulations were revised, the legislature wanted to eliminate repeatability altogether.

- 1.b. Statewide Career Pathways: This item is moot given the lack of funding.
  - 7.d. Contract Education: In progress.
  - 9.02: Dual enrollment – Completed.
  - 9.03: Course repetition – Anna Bruzzese will follow up on the status of the survey.
  - 12.01: OER - Complete.
  - 7.03: Home schools – Anna Bruzzese will follow up with John Stankas to determine how to proceed and appoint members.
  - 13.02: Learning labs – Completed.
- Student Learning Outcomes Glossary (Last update – 2009)
  - The request for the paper comes from a recognition that outcomes -- for some -- are viewed as a compliance tool (accreditation) and not as a tool for assessing instruction.
  - The glossary is fairly comprehensive and could have terms added to it without a huge overhaul. Maybe in the paper, the Committee could address the shift from compliance to improving instruction. K-12 uses some terms that might be helpful and those could be added to the glossary.
  - The fourth pillar in Guided Pathways addresses outcomes but doesn't imply student learning outcomes; rather it is more inclusive of accomplishments such as internships, etc. There is agreement that colleges have defined student learning outcomes as they saw fit many are realizing that the outcomes are not workable.
  - The title of the glossary might be changed from SLO Terminology to Assessment Terminology. We could also provide a rubric on how to develop SLOs.
  - The Course Outline of Record requires authors to have objectives. The paper can help in terms of understanding as to how those are aligned with broader outcomes for a course.
  - One option for the Committee's work might be to embed the glossary into the paper. The hope is that the paper would be a complete message around outcomes. When the Resolution was written, it may not have been remembered that there was an existing paper on SLOs.
  - One option is that the Committee could update this to include papers or *Rostrum* articles that mention or reference items in the Glossary.
  - Still a disconnect here. Need to motivate faculty to change their procedures so that learning outcomes are meaningful.

- Given the work, the paper will not be ready for Spring. It may be ready for Fall 2019.
- The Committee thought it would be a good idea for Krystinne Mica to do an article for *The Rostrum*. The Committee thought it might be advisable to also suggest a breakout at Spring Plenary.
- Additional changes needed to the Glossary:
  - Add a definition of program learning outcomes.
  - Perhaps, cull out the "outcomes" definitions under a heading of "Outcomes" and then have each underneath - student, program, institutional, GE, and an area for Guided Pathways.
  - Remove "assessment for placement."
  - Make assessment it's own section with definitions, as above with outcomes.
  - Add a definition of andragogy.
  - Add definitions of calibration and triangulation.
  - "Competencies" either need a definition or be removed altogether. May or may not want to keep core competencies.
  - "Variable definition" - Decided to remove variable from the glossary.
  - Take out content validity and leave validity.
  - Remove the ARCC sentence from Grades definition.
  - Changes: Greg Burchett will take the suggestions, review them and incorporate the Committee's markups into a revised document. The Committee will review that. Anna Bruzzese will then forward the revision to ASCCC's Executive Committee for a first reading. The goal would be to have this available for Spring Plenary.
- Ideas Surrounding Forthcoming Paper
  - A paper could build upon the previous SLO paper on guiding principles by highlighting effective practices with outcomes. Focus groups could be convened at the upcoming SLO Symposium in Santa Ana in January. Then a Rostrum article and a breakout at Spring Plenary. This work would be followed by a Rostrum article and a breakout at Spring Plenary.
  - A survey could also be distributed on outcomes to the field. Key questions might include:
    - Describe particular curricular changes your college has made due to the use of outcomes.
    - What assessment practices do you use to determine if students are learning?

- Compliance versus other purpose: How do you encourage it?

**Next meetings:**

December 5, 2018, 3:30 p.m. (Zoom)

January 25, 2019 – SLO Symposium (Santa Ana)

February 8, 2019, 10 a.m. to 2 p.m. (Mt. SAC)

Adjourned 1:45 p.m.

Respectfully submitted,  
Martin Ramey



## Executive Committee Agenda Item

SUBJECT: Equity Diversity & Action Committee		Month: October	Year: 2018
		Item No: VI. A. v.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	EDAC committee will share their four areas of academic priority.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Information	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

**BACKGROUND:** The Equity Diversity & Action Committee held its first meeting on September 14, 2018 at Santa Monica College, located in Santa Monica, California. EDAC create four areas of academic priority (agenda/minutes attached).

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



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Diversity, Equity and Action Committee (EDAC)

Friday September 14, 2018

10:00 A.M. – 3:00 P.M.

**Location: Santa Monica College 1900 Pico Blvd Santa Monica, Ca 90405  
Humanities & Social Science Building, Room: HSS261 (Senate Office)**

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10:00 am – 10:45 am

1. Order of the Agenda
2. Welcome and Introductions:

### EDAC Membership List - (2018 - 2019)

Silvester Henderson, Chair - Los Medanos College - Area B  
Conan McKay - Chair (2nd) - Medocino College - Area B  
Robin Allyn - Mira Costa College - Area D  
Leigh Ann Shaw - Skyline College - Area B  
Van Rider - Antelope College - Area C  
Khalid White - San Jose College - Area B  
Carlos Lopez - Folsom Lake College - Area A  
Nathaniel Donahue - Santa Monica College - Area C

3. Review of the Committee Charter:

*The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.*

4. Meeting Goals/Assignments & Deadlines:

A: Discuss Committee Priorities

B: Four Areas:

- Faculty Diversity & Hiring
- Student Equity, Student Services & Support
- Research & Academic Guides for Equitable Student Success
  - Pathways to College Teaching – A2MEND

5.

**10:45 am – 12:15 pm**

**Area I  
(30 Minutes)**

**“Diversity Hiring & System Partnerships”**  
*(Work with Professional Development, EEO, IEPI)*  
*Resolution 1.07 (Spring 2010)- Read*  
*Resolution 3.02 (Fall 2002) – Read*  
*Resolution 12.02 (Fall 2015) - Read*

**Committee Priorities**

- ASCCC/IEPI Diversity – Fall 2018 (Five) - **Discuss**
- Spring 2019 EDAC Hiring Regionals (Hiring Dates Suggested) – **Discuss**  
*(Please note these dates where selected in joint consultation with the ASCCC Professional Development Committee)*
- Diversity Regionals – TBA (North & South) – **Discuss**
- EDAC to review the Professional Development College Module for content.
- **Committee Priorities – Assign Committee Members – Expected Deadline**

**Area II  
(60 Minutes)**

**“Student Equity, Student Services & Support” - Area II**  
*Resolution 3.02 – Spring 2009 – Read*  
*Resolution 3.01 – Fall 2017 - Read*  
*Resolution 3.02 – Spring 2017 – Read*

**Committee Priorities:**

**“LGBTQIA” – Expanded Support (30 Minutes)**

- Rostrum Articles – Pride Month – Plenary Breakouts, Webinars?
  - Discussion
- **Committee Priorities – Assign Committee Members – Expected Deadline**

**Committee Priorities:**

**“DACA Expanded Support” (30 Minutes)**

- Rostrum Articles – Pride Month – Plenary Breakouts – Letters
  - Discussion
- **Committee Priorities – Assign Committee Members – Expected Deadline**

**Lunch  
12 :15 – 12:50**

**Area II - (Continue) - (60 Minutes)**

**“Student Equity, Student Services & Support” - Area II**  
*Resolution 7.04 – Fall 2014 – Read*  
*Resolution 13.01 – Spring 2015 – Read*  
*Resolution 7.02 = Spring 2017 - Read*

**Committee Priorities:**

**“Student Safety & Support” (30 Minutes)**

- Chancellor’s Office Legal – Check Policies – Report to the field.
- Suggestions regarding how to address the Resolution 13.01. Spring 2015
  - Discussion

***Committee Priorities – Assign Committee Members – Expected Deadline***

**Committee Priorities:**

**“Inmate Education” (30 Minutes)**

- Involvement in the CO Inmate Education Committee
- Rostrum Articles – Plenary Breakouts – Webinars – Faculty Training Sessions
  - Discussion
- Suggestions regarding how to address Resolution 3.02 – Spring 2017

***Committee Priorities – Assign Committee Members – Expected Deadline***

***Break***

***1:50 p.m. – 2:00 p.m.)***

**Area III - (40 Minutes)**

**“Research & Academic Guides for Equitable Student Success” – Area III  
(25 Minutes)**

*Resolution 3.03/Fall 2017 - Update/Revise the “Student Equity Paper”, Report ASCCC President  
– Member Responsible – High Priority – Due: September (Ending or October (1<sup>st</sup> Meeting)*

*Resolution 7.02/Fall 2016 - Update/Recommendation, Report ASCCC President  
– Member Responsible*

*Resolution 3.01/Spring 2017 – Draft Outline to Revise Paper (Attached) – Member Responsible*

*Resolution 3.01/Spring 2014 – Review plan/Address plan goal*

*– Adoption (Spring 2019 Plenary) – Member Responsible*

***Committee Priorities – Assign Committee Members – Expected Deadline***

**Area IV – (15 minutes)**

**“ Pathways to College Teaching”**

**Committee Priorities:**

**A2MEND – Partnership Presentation (March 2019)**

*(EDAC Chair has been asked to prepare various breakouts for approval & presentation)*

- **“Grow Your Own” – Associate Student Presentations – Involvement**
  - Discussion
- ***Committee Priorities – Assign Committee Members – Expected Deadline***

**2:40 P.M. – 3:00 P.M.**

5. Future Meeting Dates – TBA

6. Meeting Wrap – Special Acknowledgement

7. Final Comments & Thanks.

“Thank you” is sent to Dr. Kathryn Jeffrey, Senate President, Dr. Nathaniel Donahue and the Santa Monica College Academic for hosting EDAC’s Initial Fall 2018 meeting.





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Diversity, Equity and Action Committee (EDAC)

Friday September 14, 2018

10:00 A.M. – 3:00 P.M.

**Location: Santa Monica College 1900 Pico Blvd Santa Monica, Ca 90405  
Humanities & Social Science Building, Room: HSS261 (Senate Office)**

### Minutes

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**10:00 am – 10:45 am**

1. Order of the Agenda
2. Welcome and Introductions:

#### **EDAC Members Present:**

Silvester Henderson, Chair - Los Medanos College - Area B  
Conan McKay - Chair (2nd) - Mendocino College - Area B  
Robin Allyn - Mira Costa College - Area D  
Leigh Anne Shaw - Skyline College - Area B  
Khalid White - San Jose College - Area B  
Carlos Lopez - Folsom Lake College - Area A  
Nathaniel Donahue - Santa Monica College - Area C

3. Review of the Committee Charter:

*The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.*

4. Meeting Goals/Assignments & Deadlines:

A: Discuss ASCCC Executive Committee Priorities  
Guided Pathways  
AB 705  
Faculty Diversity  
Strong Workforce Development – CTE

**B: EDAC Four Areas:**

- Faculty Diversity & Hiring
- Student Equity, Student Services & Support
- Research & Academic Guides for Equitable Student Success
- Pathways to College Teaching – A2MEND

Status Report/Summary:  
FDIPs at Los Rios, Peralta, SMCCCD

**5. "Diversity Hiring & System Partnerships":**  
*(Work with Professional Development, EEO, IEPI)*

*Resolution 1.07 (Spring 2010)- Read*

**Summary Status Report:**

Recommend creating a resource (ie tool kit) that merges 1.02 (S10) and 1.07 (S10) and includes tools for incorporating cultural competence and hiring diverse faculty; 10-11 committee discussed also exploring breakout/general session speaker opportunities related to cultural competence. Update 6/25/2015: Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016).

In November, the CCCC's EEO Committee released its EEO and Diversity Best Practices Handbook. Faculty, including past senate presidents and current Executive Committee members, served on the committee to create the handbook. In addition, EDAC coordinated two regional meetings on the topic and the topic of Cultural competency in the classroom and on campuses. The meetings were held on 2/10/17 and 2/11/17 in the north and the south. Several breakouts included representatives from Association of Chief Human Resource Officer (ACRHO) (2017 – 18). A PDC module is under development and should be ready this fall. EDAC members will review the module for content.

**Statewide EEO Strategy:**

Phase I: Diversity Summit: - Sacramento Feb 8-9, 2019

Phase II: Panel discussions/Breakout sessions scheduled for the CIO conference, League, and ASCCC on diversity.

Phase III: Three faculty regionals on diversity in hiring (dates pending, hoping between Jan and Feb 2019)

Phase IV:

*Resolution 3.02 (Fall 2002) – Read*  
**SUMMARY**

Recommend that local senates establish a useful and relevant training program conducted by qualified trainers, approved by the local Academic Senate (AS) as suggested in the AS paper "A Re-examination of Faculty Hiring Processes and Procedures" adopted Fall 2000.

*Resolution 12.02 (Fall 2015) – Read*  
**SUMMARY**

EDAC: 2018-2019: This resolution is old. The Committee chair needs to determine if this resolution is still relevant. If it is, then the committee needs to make it a priority and create and administer the survey this month. If the committee feels it is not, then the chair needs to discuss with the president and seek approval from the Exec Committee. Regardless -- the field needs to be updated on this resolution.

***Resolution 3.02 (Spring 2009) GLBT Resolution:  
Summary/Status Report:***

ALLY training program; review of gender studies curriculum, survey to colleges

**Committee Priorities**

- ASCCC/IEPI Diversity – Fall 2018 (Five) - **Discuss**
- Spring 2019 EDAC Hiring Regionals (Hiring Dates Suggested) – **Discuss**  
*(Please note these dates where selected in joint consultation with the ASCCC Professional Development Committee)*
- Diversity Regionals – TBA (North & South) – **Discuss**
- EDAC to review the Professional Development College Module for content.

**Area II  
(60 Minutes)**

**"Student Equity, Student Services & Support" - Area II**  
*Resolution 3.02 – Spring 2009 – Read*  
*Resolution 3.01 – Fall 2017 - Read*  
*Resolution 3.02 – Spring 2017 – Read*

**Committee Priorities:**

- "LGBTQIA"– Expanded Support **(30 Minutes)**
- Rostrum Articles – Pride Month – Plenary Breakouts, Webinars?
    - Discussion
  - ***Committee Priorities – Assign Committee Members – Expected Deadline***

**Summary Status Report**

Nate/Conan to write a Rostrum article on LGBTQIA+ needs, support, safe spaces, etc.

**Committee Priorities:**

- "DACA Expanded Support" **(30 Minutes)**
- Rostrum Articles – Pride Month – Plenary Breakouts – Letters
    - Discussion
  - ***Committee Priorities – Assign Committee Members – Expected Deadline***

**Summary/Status Report**

Leigh Anne and Carlos to write a Rostrum article on DACA, educating faculty on what is being done, what needs to be done, and why

**Lunch**  
**12 :15 – 12:50**

**Area II - (Continue) - (60 Minutes)**

**"Student Equity, Student Services & Support" - Area II**

*Resolution 7.04 – Fall 2014 – Read*

Student Safety: Sexual Assault

**Summary Status Report**

The EDAC Chair will follow up with the State Chancellor's Office to see if there is a timeline for implementation of this policy and provide an update to the field.

*Resolution 13.01 – Spring 2015 – Read*

System-wide Collaboration on Violence Prevention Programs

**Summary Status Report**

The EDAC chair will follow up with the State Chancellor's Office legal to see if work has been done in this area. If not, the committee will discuss how best to address this resolution.

*Resolution 7.02 = Spring*

**Summary Status Report**

The EDAC chair will follow up with this resolution as he is also working with the ASCCC to support formally incarcerated student

**Committee Priorities:**

"Student Safety & Support" (30 Minutes)

- Chancellor's Office Legal – Check Policies – Report to the field.
- Suggestions regarding how to address the Resolution 13.01. Spring 2015
  - Discussion

***Committee Priorities – Assign Committee Members – Expected Deadline***

**Summary Status Report**

EDAC will update Resolution 13.01 for Spring 2019 Plenary

**"Inmate Education" (30 Minutes)**

**Summary Status Report**

The EDAC committee will give suggestions the chair for possible Spring Plenary Breakout Topics, and possible Rostrum Articles on best practices and personal experiences/rewards working within the prison system.

### **Area III - (40 Minutes)**

#### **"Research & Academic Guides for Equitable Student Success" – Area III (25 Minutes)**

*Resolution 3.03/Fall 2017 - Update/Revise the "Student Equity Paper", Report ASCCC  
President*

**– Member Responsible – High Priority – Due: September (Ending or October (1<sup>st</sup>  
Meeting)**

**Resolution 7.02/Fall 2016 - Update/Recommendation, Report ASCCC  
President**

#### **Summary Status Report**

Committee drafted outline and posted it to Google doc for group input – link here:  
The goal is to get an Outline to Exec to the Oct 31 meeting for approval. The  
committee will discuss the outline at the next EDAC meeting on Oct 26

[https://docs.google.com/document/d/10b65h-GjVPj7QLTeJhcQ25VMEdZM0bMgXSKS\\_Nowe40/edit?usp=sharing](https://docs.google.com/document/d/10b65h-GjVPj7QLTeJhcQ25VMEdZM0bMgXSKS_Nowe40/edit?usp=sharing)

### **Area IV**

#### **" Pathways to College Teaching" A2MEND – Partnership Presentation (March 2019)**

#### **Summary Status Report**

*(EDAC Chair has been asked to prepare various breakouts for approval & presentation)  
Khalid to work on this presentation with Silvester's assistance.*

#### **5. Future Meeting Dates**

Friday – October 26, 11:00am – 1:00pm (Zoom)

Friday – November 30, 11:00am – 1:00pm (Zoom)

Wednesday – December 19, 8:00am – 10:00am (Zoom)

"Thank you" is sent to Dr. Kathryn Jeffrey, Senate President, Dr. Nathaniel Donahue and the  
Santa Monica College Academic for hosting EDAC's Initial Fall 2018 meeting.

**Spring 2010 Resolution – 1.07 (Adopted)**

**Faculty Hiring Resources**

Whereas, Few colleges are hiring new full- or part-time faculty during this budget downturn, which gives faculty a chance to re-evaluate hiring practices, attitudes, and training for hiring committees;

Whereas, Providing excellent professional development opportunities that have been jointly developed by faculty, human resource directors, and other administrators should be a common goal prior to when districts return to hiring more faculty; and

Whereas, The Academic Senate fully endorses diverse hiring committees and practices that seek to find diverse individuals for community college faculty positions;

Resolved, That the Academic Senate for California Community Colleges develop a hiring toolkit or similar collection of resources for use by local senates that can be used to improve recruiting, screening, and hiring of full- and part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities jointly with human resource directors and/or instructional officers at conferences or institutes about best practices for hiring diverse faculty.

I

*Suggested Outcomes: In November, the CCCC's EEO Committee released its EEO and Diversity Best Practices Handbook. Faculty, including past senate presidents and current Executive Committee members, served on the committee to create the handbook. In addition, EDAC coordinated two regional meetings on the topic and the topic of Cultural competency in the classroom and on campuses. The meetings were held on 2/10/17 and 2/11/17 in the north and the south. Several breakouts included representatives from Association of Chief Human Resources (ACHRO). 2017 - 18: A PDC module is under development and should be ready this fall. EDAC members will review the module for content.*

II

***New EEO handbook updates to be done 2018-19. Committee held regionals on hiring around the state. 2018-19 budget includes ongoing monies for hiring. (\$50,000,000.00 has been earmarked for the hiring of new faculty – 2018-2019)***

III

***Regionals Dates Proposed: See ASCCC Proposed Agenda Hiring Regionals Suggested Dates***

**Fall 2002 Resolution – 3.02 (Adopted)**

**Fair and Effective Hiring Practices - Hiring Committee Training**

Whereas, The Academic Senate for California Community Colleges has a long history of supporting equal employment opportunity and fair hiring procedures; and

Whereas, Persons serving on hiring committees need to be informed of the laws and regulations regarding nondiscrimination and fair employment;

Resolved, That the Academic Senate recommend that local senates establish a useful and relevant training program conducted by qualified trainers approved by the local academic senate as suggested in the Academic Senate paper on examination of Faculty Hiring Processes and Procedures adopted Fall 2000; and

Resolved, That the Academic Senate recommend that no college community members be permitted to serve on a hiring committee unless they have undergone training and that there be a requirement that all potential committee members be "re-certified" on a regular basis. MSC  
Disposition: Local Senates, CHROs

**Summary:**

Recommend that local senates establish a useful and relevant training program conducted by qualified trainers, approved by the local Academic Senate (AS) as suggested in the AS paper "A Re-examination of Faculty Hiring Processes and Procedures" adopted Fall 2000.

**Status Report:**

EEO added to the charge of EDAC.

**Fall 2015 Resolution – 12.02 (Adopted)**

**Mutually Agreed Upon Criteria for Setting Hiring Priorities Campus-wide**

Whereas, The 2015-2016 community college budget included over \$62.3 million to support the movement toward 75:25 and increase the hiring of new full-time faculty, and local districts and colleges are hiring new faculty;

Whereas, The proposed budget for 2016-2017 also includes money for new full time hires and making progress toward 75:25; and

Whereas, At some colleges there are no mutually agreed upon criteria to use in the decision making process for setting priorities of new hires campus-wide;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation, and student need; and

Resolved, That the Academic Senate for California Community Colleges conduct research on the current criteria used by local colleges to set hiring priorities and disseminate information on faculty hiring by Spring 2016.

MSC

**Status Report:**

Faculty Development: 2017 - 18: The committee to develop a survey to report at the fall or spring plenary session.

*EDAC: 2017 - 2018: This resolution is old. The Committee chair needs to determine if this resolution is still relevant. If it is, then the committee needs to make it a priority and create and administer the survey this month. If the committee feels it is not, then the chair needs to discuss with the president and seek approval from the Exec Committee. Regardless -- the field needs to be updated on this resolution.*



**Spring 2009 Resolution – 3.02 (Adopted)**

**Support for Gay, Lesbian, Bisexual and Transsexual/Transgender (GLBT) Students and Staff**

The Academic Senate for California Community Colleges is consistent in its unflagging efforts for student success for all students and has a long-standing tradition of support for underrepresented minority students in the State of California;

Whereas, Each community college's support of the psychological health of every student in the California community colleges is important;

Whereas, Research demonstrates that prejudice against gay, lesbian, bisexual, and transsexual/transgender (GLBT) people has adverse effects on both GLBT students and the campus community as a whole; and

Whereas, The invisibility, both by omission and by design, of GLBT students and their issues in curricula, co-curricular activities, and campus practices perpetuates prejudice against GLBT individuals and promotes heterosexism;

Resolved, That the Academic Senate for California Community Colleges urge local senates to review their curricula, co-curricular activities, and campus practices for inclusion of gay, lesbian, bisexual, and transsexual/transgender (GLBT) people;

Resolved, That the Academic Senate for California Community Colleges employ appropriate venues to increase awareness of the issues affecting GLBT people in the California community colleges; and

Resolved, That the Academic Senate for California Community Colleges amend its diversity policy to include gender identity and expression (transsexual/transgender) in the policy's description of diversity.

MSC Disposition: Local Senates

Status Report:

A Rostrum article on college participation in the [LGBT Pride Index](#) appeared in the February 2015 issue.

A Rostrum article on college participation in the LGBT Pride Index appeared in the February 2015 issue. Work on this project is ongoing and remains to be relevant. 2017 - 2018: The committee chair should determine how to work this ongoing work into the committee chair or identify other ways to ensure that this issue is continually reviewed and refreshed.

**Fall 2017 Resolution – 3.01 (Adopted)**

**Support for DACA Students  
(Deferred Action on Childhood Arrivals)**

Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college;[\[1\]](#)

Whereas, Faculty in the California Community College system have requested guidance and resources from the Academic Senate for California Community Colleges to assist their DACA students;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of and commitment to DACA students who are attending our colleges; and

Resolved, That the Academic Senate for California Community Colleges provide resources and assistance to colleges to ensure that they are able to assist their DACA students to reach their educational goals.

**Suggested Outcomes:** *Prepare letter, rostrum or breakout. Other support systems are recommended. EDAC Chair will speak with the ASCCC President and report back to this committee on additional concerns and support suggested report structures.*

## Spring 2017 Resolution – 3.02 (Adopted)

### Support for Marginalized Students

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement<sup>[1]</sup> which states that the ASCCC “works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms” and supports this same principle as applied to all students and staff;

Whereas, Recent actions and rhetoric by federal government officials and the president of the United States have resulted in escalating concerns and fears on the part of students who identify with traditionally marginalized identities including, but not limited to, LGBTQIA+ students, students who may belong to targeted religious groups, undocumented immigrant students, or students with Deferred Action for Childhood Arrivals (DACA) status; and

Whereas, College and local senate leaders who wish to address the concerns of students but are uncertain as to the impact of passing local resolutions declaring their campuses to be “sanctuary” campuses including consideration of the liabilities and restrictions that self-designation may cause;

Resolved, That the Academic Senate for California Community Colleges support the guiding principles set forth by Chancellor Eloy Ortiz Oakley in the December 6, 2016, press release “California Community Colleges Chancellor’s Office Provides Guidance Related to Undocumented Students”<sup>[2]</sup> that states that “California Community Colleges are open to all students who meet the minimum requirements for admission, regardless of immigration status”;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to provide legal guidance to colleges considering passing resolutions expressing support for marginalized student populations including, but not limited to, LGBTQIA+ students, students belonging to targeted religious groups, undocumented immigrant students, and Deferred Action for Childhood Arrivals (DACA) students; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to engage in dialog with other constituent groups in order to best show support for all students and to promote the ASCCC goals of inclusiveness and equity by supporting equal opportunities and equal human dignity for all.

**Suggested Outcome:** 2017 - 18: *The committee will make a recommendation to the president regarding how best to accomplish this resolution.*

**Priority: High**

## Fall 2014 Resolution – 7.04 (Adopted)

### Student Safety Sexual Assault

Whereas, SB 967 (De León, 2014) has been passed by the legislature and signed by the governor, requiring district governing boards “to implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking,” and local academic senates should participate in the development and implementation of these programs in order to ensure the protection of faculty purview and the highest quality programs for students;

Whereas, Numerous questions regarding the implementation of the “Yes Means Yes Policy” requiring affirmative consent before sexual activity remain to be answered before implementation can take place; and

Whereas, Current policies and procedures regarding sexual assault and student safety at California community colleges vary dramatically in their appropriateness, effectiveness, and ability to comply with the law;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office, system partners, and other relevant constituencies to develop effective practices for complying with the requirements of SB 967 (De León, 2014).

**Suggested Outcome:** *The committee has identified a contact in the CCCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair. 2017 - 18: The EDAC Chair will follow up with the CO to see if there is a timeline for implementation of this policy and provide an update to the field.*

**Priority: High**

## Spring 2015 Resolution – 13.01 (Adopted)

### System-wide Collaboration on Violence Prevention Programs

Whereas, The provisions in both the federal Violence Against Women Reauthorization Act of 2013 and California Education Code §67386 require California Community Colleges to “implement comprehensive prevention and outreach programs addressing sexual violence, domestic violence, dating violence, and stalking” with the outreach programming to be included in every incoming student’s orientation;

Whereas, Many California community colleges are currently in the process of developing programs to meet the guidelines of the Violence Against Women Act and the Campus Sexual Violence Elimination Act, as well as trying to determine the most effective ways to implement them;

Whereas, A significant number of students transfer back and forth among multiple campuses within the California Community College System; and

Whereas, Adopting shared orientation materials that assert a united, system-wide stance against violence and that could be customized by the addition of unique, campus-specific information might be more effective than colleges or districts developing and implementing materials independently;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to develop and distribute guidelines to assist with developing and implementing effective anti-sexual assault and violence prevention programs at their colleges.

**Suggested Outcome:** The EDAC chair will follow up with the Chancellor Office of the California Community Colleges Legal (CO) to see if work has been done in this area. If not, the committee will discuss how best to address this resolution.

**Spring 2017 Resolution – 7.02 (Adopted)**

**Online Training for College Staff to Support Formerly Incarcerated Students**

Whereas, The Student Mental Health Program, a partnership between the Chancellor's Office and the Foundation for California Community Colleges, offers online training courses that simulate interactions in real situations between students and staff for any community college employee or student in order to improve the mental health outcomes for individuals, families, and communities;

Whereas, The online training courses currently available to community college employees and students consist of modules that simulate encounters with veterans, LGBTQIA+ students, and students broadly identified as “At Risk”, but do not provide simulations specifically designed to work with formerly incarcerated students; and

Whereas, Formerly incarcerated students face serious mental health challenges when re-entering society and attempting to navigate through the California’s community colleges;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office and the Foundation for California Community Colleges, mental health providers, and relevant service providers who work specifically with formerly incarcerated populations to develop online training courses that include simulated interactions between students and staff to help the college community be responsive to and supportive of the mental health of formerly incarcerated students and improve their success outcomes.

MSC

**Fall 2017 Resolution – 3.03 (Adopted)**

**Revise the 2002 Paper Student Equity: Guidelines for Developing a Plan**

Whereas, Resolution F14 20.01 Developing a System Plan for Serving Disenfranchised Students<sup>[1]</sup> calls for the ASCCC to work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a long-range plan that will increase services for disenfranchised students, but the field is unclear to the definition of the term "disenfranchised student;"

Whereas, The Academic Senate for California Community Colleges' (ASCCC) paper on developing student equity plans, Student Equity: Guidelines for Developing a Plan,<sup>[2]</sup> was adopted in Fall 2002, and does not use the term "disenfranchised students" but addresses issues that affect students often deemed disenfranchised; and

Whereas, Since the adoption of the *Student Equity: Guidelines for Developing a Plan*, changes that affect equity planning have occurred including the establishment of funding mechanisms and priorities intended to promote equity in all areas of our colleges and the increased attention on guided pathways and other strategies for addressing student equity achievement gaps;

Resolved, That the Academic Senate for California Community Colleges revise the 2002 paper *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption.

MSC

**Fall 2016 Resolution – 7.02 (Adopted)**

**Inclusion of English Language Learners in Equity and Scorecard Categories**

Whereas, English Language Learners (ELLs) are currently tracked in the California Community College Chancellor's Office equity plan template only in the categories of English as a Second Language (ESL) and basic skills completion and only in the category of remedial/ESL basic skills in the Student Success Scorecard but are excluded from all other categories in the template (access, course completion, degree and certificate completion, and transfer) and all other categories in the Scorecard (persistence, 30 units, degree/transfer);

Whereas, ELLs in California's community colleges are no different from other identified demographics of students who struggle in regard to access, course completion, persistence, unit attainment, transfer, and degree and certificate attainment; and

Whereas, The practice of defining ELLs, and not other identified demographic groups, solely based on their transition into and through freshman composition demonstrates an inequitable, deficit-model approach towards ELLs by fomenting the inaccurate perception that they are a problem to be solved rather than a demographic to be served;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify tracking in the equity plan and the Student Success Scorecard to include English Language Learners in the categories of access, course completion, degree and certificate completion and transfer in equity plans and in the categories of persistence, 30 units, degree/transfer in the Student Success Scorecard.

MSC

Status Report:

2017 - 18: The EDAC chair will explore whether any work has been done in this area with the CO. If nothing has been done in this area, the chair will make a recommendation to the president on how best to accomplish this resolution.



**Spring 2017 Resolution – 3.01 (Adopted)**

**Revise the Paper A Re-examination of Faculty Hiring Processes and Procedures**

Whereas, The most recent Academic Senate for California Community Colleges (ASCCC) paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures*<sup>[1]</sup>, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook*<sup>[2]</sup> which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

MSC

## Spring 2014 Resolution – 3.01 (Adopted)

### Infusing Cultural Competence

Whereas, Resolution 1.02 Spring 2010<sup>[1]</sup> asks that “the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates”; and

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students;

Resolved, That the Academic Senate for California Community Colleges engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates; and

Resolved, That the Academic Senate for California Community Colleges report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates.

MSC

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<sup>[1]</sup> The full text of this resolution is found at <http://asccc.org/resolutions/plan-infuse-cultural-competence>

#### Status Report:

At its June 2014 Orientation meeting, the Executive Committee received cultural competency training, which provides feedback to the Equity and Diversity Action Committee in preparing information for local senates.

This resolution will continue to be addressed through the creation of the ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016).

EDAC created a Cultural Competency Plan, which is posted on the ASCCC website. A module for the Professional Development College on cultural competency is under development and is anticipated to be complete in August 2017. This resolution calls for the Cultural Competency Plan to be presented to the body in Spring 2015. However, in a review of resolutions on this topic, there doesn't appear to be a resolution adopting the cultural competency plan. 2017 - 18: EDAC will review the cultural competency plan to ensure that it addresses the resolution and bring forward to the body for adoption.



# Academic Senate for California Community Colleges

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## Legislative and Advocacy Committee

9 October 2018

1:00pm – 2:00pm

### CONFERENCE CALL INFORMATION

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/399365081>  
Or iPhone one-tap (US Toll): +16699006833,399365081# or +16468769923,399365081#

Or Telephone:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 399 365 081

### Minutes

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- I. Call to Order and Adoption of the Agenda – 1pm
  - a. Present – Dolores Davison (chair), Jennifer Johnson, Katie Krowlokowski, Juana Mora, Roy Shahbazian; Absent (excused) Cheryl Aschenbach
  
- II. Status of Committee Priorities for 2018-19
  - a. Leg Priorities Approved by Executive Committee on 28 September
  - b. Additional Priorities
    - i. Cal Grants
    - ii. Increased funding for faculty hiring/diversification
      1. Committee agreed to include these as priorities
      2. Dolores will bring additional priorities to Exec for approval on 31 October
  
- III. Plenary Planning
  - a. Session on leg priorities and process – Roy will present with Dolores and Cheryl. Focus on the bills that ASCCC supported or opposed and process itself
  
- IV. Leg Day Planning
  - a. Value in making appearances and thanking legislators and staff/making connections
  - b. Possible dates in February after drop of initial budget
    - i. Suggested dates: Wednesday, 20 February; Tuesday, 26 February; Wednesday, 27 February
    - ii. Dolores will bring dates to exec for consideration at 31 October meeting.
  
- V. Announcements
  - a. Area meetings this weekend
    - i. Friday – A at College of the Sequoias, B at DeAnza College
    - ii. Saturday – C at Compton College, D at Palomar College
  - b. AB705 Regional at San Mateo on 20 October
  - c. Plenary Session Executive Committee meeting 31 October, Irvine Marriott
  - d. Plenary Session 1-3 November, Irvine Marriott
  - e. Curriculum Regionals 16/17 November
  
- VI. Adjournment





# Academic Senate for California Community Colleges

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## Online Education Committee

September 12, 2018

8:00am

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/290287467>

Or iPhone one-tap :

US: +14086380968,,290287467# or +16468769923,,290287467#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 408 638 0968 or +1 646 876 9923 or +1 669 900 6833

Meeting ID: 290 287 467

International numbers available: <https://zoom.us/u/qRjlyB7o>

## MINUTES

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### I. Welcome

At 8 am Geoffrey Dyer (chair) welcomed the committee members participating in today's meeting: Anna Bruzzese, Cathy Fernandez, Michael Heumann, and Julie Oliver. The committee agreed to meet again in early October, either on October 3<sup>rd</sup> or October 10<sup>th</sup>. Geoffrey will follow up by email to see which date works better for all committee members. At 8:30 am Geoffrey also welcomed guests, Autumn Bell and Kate Jordhal.

### II. Status of Previous Action Items

#### a. [9.03 S18 Effective Practices in Online Communication Courses](#)

Geoffrey has had some experience with teaching oral communication classes, so he drafted a draft survey which he then sent to the committee prior to today's meeting. The committee reviewed it and suggested minor revisions. Geoffrey requested any additional feedback to be sent to him by 9 am this Friday, September 14<sup>th</sup>. He will then send the survey to the ASCCC Executive Committee for their review.

#### b. [9.04 S18 Effective Practices in Online Lab Science Courses](#)

The committee discussed how to best approach this resolution. Julie Oliver agreed to take a lead on developing this survey, given her area of expertise (Biological Sciences). There is also a plenary breakout being planned on this topic.

#### c. [11.01 S17 Using Savings from Adopting Canvas](#)

Michael Heumann is considering writing a Rostrum article on this topic. Geoffrey Dyer went over the Rostrum article submission deadlines (September 21, January 7 and March 4).

#### d. [9.02 F17 Expand System-wide Online Educational Opportunities](#)

This resolution is moot.

III. Plenary Planning –

The committee discussed the following proposed breakout topics related to online education and the availability of the committee members to participate. Julie Oliver agreed to participate in breakouts related to the California Online Community College, the Regular and Substantive Contact in Oral Communication and Laboratory Science and the CVC-OEI-C-ID. Kate Jordhal also volunteered to participate in the CVC-OEI-C-ID breakout. Breakout Topics related to online education are listed below:

- i. The California Online Community College
- ii. Regular and Substantive Contact in Oral Communication and Laboratory Science
- iii. Hot Topics in Online Education - Including Single Cloud Based Library Services Platform (LSP)
- iv. CVC-OEI-C-ID: The Intersection of Initiatives
- v. Noncredit and Online Courses

IV. Resolutions

a. Academic Senate for California Online Community College

The committee reviewed the draft resolution proposed by Geoffrey and suggested some revisions. All members present agree that this resolution should go forward. Julie Oliver will be the contact person on this resolution.

b. Local Adoption of CVC – OEI Course Design Rubric

Autumn Bell, the CVC – OEI Chief Professional Development Officer and Kate Jordhal, the CVC – OEI Director of Academic Affairs and Consortia joined the committee to provide additional information about this resolution. They gave some background information on the implementation of the OEI Course Design Rubric so far, and about the review process. Student success is higher in courses that have been designed with the rubric. The committee reviewed the draft resolution written by Geoffrey and agreed to add a resolve related to encouraging colleges to explore the development of an online local peer review process. All members present agree that this resolution should go forward. Julie Oliver will be the contact person for this resolution.

V. Announcements

a. [Events](#)

VI. Adjournment

The meeting adjourned at 9 am.

Minutes respectfully submitted by Anna Bruzzese.



# Academic Senate for California Community Colleges

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**Resolutions Committee**  
September 12, 2018  
10:30am – 11:30am **Zoom:**

**Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/831823232>**

**Or iPhone one-tap :**

**US: +16468769923,,831823232# or +16699006833,,831823232#**

**Or Telephone:**

**Dial(for higher quality, dial a number based on your current location):**

**US: +1 646 876 9923 or +1 669 900 6833 or +1 408 638 0968**

**Meeting ID: 831 823 232**

**MINUTES**

1. Welcome and Introduction  
Attendance: Eric Narveson, Darci McClelland, Rebecca Eikey, Geoffrey Dyer  
Absent: Sam Foster and Conan McKay
2. Share cell-numbers  
Numbers exchanged as needed.
3. Overview of Resolutions Committee and expectations of committee work this year:

### The Resolutions Committee Charge

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

Meetings – schedule as needed; Doodle poll will be sent for possible meeting on Oct 5 and 8 – to meet in advance of the Area meetings. Possible in person meeting at a later date to discuss revisions to handbook, if needed.

Events – all Resolutions Committee members have responsibilities at the Area Meetings and the Plenary Sessions.

### Area Meetings Fall 2018

Area A/B, October 12, 2018, 10:00-3:00

Area C/D, October 13, 2018, 10:00-3:00

### Fall 2018 Plenary Session

November 1-3, 2018, Irvine Marriott (ends Saturday at 3:30 pm)

### Area Meetings Spring 2019

Area A/B, March 22, 2019, 10:00-3:00

Area C/D, March 23, 2019, 10:00-3:00

### Spring 2019 Plenary Session

April 11-13, 2019, Westin San Francisco Airport (ends Saturday at 3:30 pm)

#### 4. Area Presentation and Post-Area Meeting responsibilities:

##### a. Power Point

This was sent via email. Possible revision to slide 4 to match the Plenary Program deadlines. If there changes or additions, please bring forward to the early October meeting.

##### b. Resolutions Packet

Pre-session resolutions will be sent in advance of the Area meetings. These will be available October 1<sup>st</sup>. These will be resolutions created by standing committees under Executive Committee. It usually has a smaller number of resolutions.

Take notes regarding discussion around the Pre-session resolutions.

##### c. Following the Area Meeting, send recommended edits, questions, and new resolutions to Resolutions Chair

If new resolutions are originating in the Area meeting, please send to Geoffrey as soon as possible after the Area meeting occurs, ideally the Monday after the Area meeting (October 15).

##### d. Be available to assist with Resolutions Packet after Area Meetings: research past positions; check for grammar, typos, format, clarity.

Use the Resolutions Handbook for following style guideline and reviewing past positions.

#### 5. Plenary Session Responsibilities:

##### a. Assist at Area meetings

These occur at Plenary. Roles of the committee members is the same during this meeting as the pre-plenary Area meetings. However, there are new resolutions that come in during Plenary.

##### b. Assist at Submitting Resolutions and Amendments Sessions (Thursday and Friday)

Expectations of committee members to attend these sessions and help assist people who have submitted resolutions and amendments. It is important for committee members to



review the new resolutions and amendments before the meeting. The new resolutions and amendments should be checked against previous positions and compared to see if new resolutions conflict in positions.

c. Additional Plenary Breakouts: Resolutions 101 (Conan McKay and Sam Foster are leads); Perfecting Your Resolution working session. Eric Narverson volunteered to assist with both sessions. Darcie will follow-up once she knows if she can attend plenary.

d. Assist in putting together the Resolutions Packet (Thursday and Friday evening)

Packet will be put together each night (Thursday and Friday). This work can several hours. Dinner will be provided and breaks allowed.

e. Track and document outcomes of Resolution voting, will need time-keepers (Saturday)

f. Be available to proofread the Final Approved Resolutions packet after (a few days after) the Plenary Session

6. Upcoming Events (<http://asccc.org/calendar/list/events>)

7. Future Meetings

8. Adjourn



**California Community Colleges Curriculum Committee (5C)**  
**August 30, 2018**  
**10 AM – 3 PM**  
**Chancellor’s Office 6<sup>th</sup> Floor Conference Room (638/639)**  
**Minutes**

Chairs:	Virginia Guleff and Ginni May
Committee Members Present:	ASCCC: Cheryl Aschenbach, Mayra Cruz, Carrie Roberson, Melinda Tran  CCCCIO: Erik Shearer, Leandra Martin,  Liaisons: Jan Young (ACCE), Kim Harrell (CCCAOE)  CCCCO: Marilyn Perry
Committee Members Absent:	Alice Perez (CCCCO), Sylvester Henderson (ASCCC), Jackie Escajeda (CCCCO)
Committee Members by Phone:	Carol Farrar (CCCCIO)
Guests Present:	Njeri Griffin (CCCCO), LeBaron Woodyard (CCCCO), Chantee Guiney (CCCCO), Erin Larson (CCCCO)
Guests by Phone:	Rachel Stamm (COCI)
Meeting Location:	Chancellor’s Office 6 <sup>th</sup> Floor Conference Room

Meeting called to order at 10:00 am.

1. Welcome and Introductions  
*Members introduced themselves*
  
2. Overview of 5C  
*In 2016 the committee changed its name from System Advisory Committee on Curriculum (SACC) to California Community Colleges Curriculum Committee (5C). 5C is a recommending body that provides policy and guidance / policy guidance on all matters related to curriculum, including creation, implementation and endorsement of curriculum through the California Community College system.*
  
3. Constituent Group Reports
  - a. ASCCC: 4 focus areas this year 1. AB 705 implementation, 2. Diversification of faculty, 3. Strong Work Force Recommendation re: hiring and equivalency for GE, 4. Strong Work Force Recommendations re: credit for prior learning. ASCCC Academic Academy (September 13-15) is focused on Guided Pathways. Looking for an Executive Director, so we encourage questions and applications.

- b. CCCIO: Two long-time members are retiring, which impacts everyone. They will be taking a different approach for fall and spring CIO trainings at the conference (fall will be about training new CIOs while spring will be about training aspiring CIOs). CIO Board is talking a lot about how to respond to the initiatives underway.
- c. ACCE: Next Friday is a First Friday Noncredit Webinar. It will be about 705 with a focus on noncredit. All First Friday Webinars can be found at <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/NoncreditCurriculumandInstructionalPrograms/NoncreditFirstFridayWebinarArchives.aspx> or <http://www.acceonline.org>
- d. CCCAOE: Leadership conference in June. Next event is fall conference October 10-12 in Rancho Mirage.

4. 5C Workgroups

*All workgroups from last year were reviewed and updated. Four workgroups have work that continues into 2018-2019. New workgroups are added as needed.*

<b>Noncredit</b>	Cheryl, Jan, Leandra, Chantee Guiney
<p>Task: Develop draft guidelines regarding noncredit courses as prerequisites to credit by November 5C meeting. This group will also work on information regarding mirrored courses.</p> <p>2017-2018 Update: <i>The group put forward recommendations about pre-reqs and co-reqs as well as streamlining recommendations. The pre-req and co-req input was forwarded to legal but there has not been a response. Mirrored courses are allowable, and the Chancellor's Office is working to determine ways to approve noncredit outlines that mirrored credit automatically in COCI.</i></p> <p>2018-19 Update: <i>Two issues that need to be addressed include noncredit internships/work experience for noncredit and distance education in noncredit. The workgroup will bring back the recommendations about pre-reqs and co-reqs, along with an update on streamlining of mirrored course approval.</i></p>	
<b>Catalog rights</b>	Ginni, Virginia, Jackie, Melinda, Marilyn + a CSSO (?)
<p>Task: Moving forward, determine whether catalogs must be printed. If not, then what guidelines need to be established around updates and online addenda?</p> <p>2017-2018 Update: <i>Mid-2016-2017 the group requested information from legal but to date has not received anything.</i></p> <p>2018-19 Update: <i>In order to move forward with this since it was originally discussed with streamlining efforts, the workgroup will now recommend guidelines for catalog rights, publication of printed versus online catalogs, etc. for consideration at a future 5C meeting.</i></p>	
<b>COCI</b>	Ginni, Virginia, Jackie, David, Chantee, Marilyn
<p>Task: Workgroup works with COCI development staff to prioritize efforts to meet needs of stakeholders</p> <p>2018-2019: <i>Group needs to continue to meet in preparation for COCI 2.0 development and release.</i></p>	

<b>TOP Codes</b>	Ginni, Virginia, Marilyn, Jackie, Eric Nelson, Todd Hoig (possible invitee)
<p>Task: Establish procedures for creation of new TOP Codes, how they are created and who would approve them; how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual.</p> <p>2018-2019 Update: <i>This work was not complete and is still needed.</i></p>	
<b>Streamlining Certification Review Board</b>	Virginia, Ginni, Eric, Jackie, Kim, Mayra, Marilyn
<p>Task: Recommend a process for individual colleges to request a reconsideration of Chancellor’s Office decisions regarding certification status (relative to overall status, program status, or course status) as well as to mediate discrepancies in these situations.</p> <p>Status: <i>NEW for 2018-2019</i></p>	
<b>Collaborative Programs</b>	Jackie, Kim, Melinda, Mayra, Erik
<p>Task: Recommend an internal submission process that can be a pilot as well as a model for future collaborative program development and submissions</p> <p>Status: <i>NEW for 2018-2019</i></p>	

5. Streamlining Certification in Fall 2018 – Periodic Review and reconsideration process  
A workgroup is needed to set up the periodic review process and communicate it to the colleges. This is needed when either a college says that they won’t certify for local approval or when the Chancellor’s Office audits a college’s curriculum and identifies that a college needs some support or assistance but the college disagrees. Reconsideration refers to a process (TBD) for a college to appeal or argue a Chancellor’s Office decision that a college is not appropriately self-certifying courses and programs. It could be considered a Certification Review Board which will mediate discrepancies between the Chancellor’s Office and a college. Workgroup members: Virginia, Ginni, Eric, Jackie, Kim, Mayra, Marilyn
  
6. TOP Codes  
*Last year’s TOP codes workgroup will work on establishing a process for requesting and implementing new TOP codes. Other information requested is a timeline for the SWP and TOP code alignment project.*
  
7. Guidelines for the use of EW  
*Guidelines helping colleges better understand when to use EW are needed to address §55024 e.1. Rather than guidelines, it seems a memo is needed to communicate the existence of the EW grade and recommend its use in cases outlined in Title 5. **Virginia and Ginni will follow up with Jackie to prepare a memo.** Memo should include a recommendation that there be local procedures and trainings initiated.*

8. Certificates of Achievement – Updates and clarifications in regards to Title 5 §55070 changes
- *Changes to Title 5 §55070 went into effect August 23. The minimum number of units for submission of Certificates of Achievement has changed from 18 semester (27 quarter) units to 16 semester units (24 quarter). Certificates with 16-17.5 semester units must now be submitted and certificates as low as 8 semester units (12 quarter) may be submitted for CO approval. There are questions about the timeline for compliance and whether LMI, advisory committee minutes, and regional recommendation information need to be submitted. COCI doesn't yet have the choice to allow submission of certificates under 18 semester units, which hinders both submission of the 16-17.5 semester unit certificates and optional submission of 8-15.5 semester unit certificates. Right now, it is unclear when COCI will be updated to allow for submissions. It is a priority. Communication needs to go to the field; Eric suggested the **memo update the unit language on page 83 of the PCAH (6<sup>th</sup> ed.) to reflect current Title 5 language.***
  - *Regarding submission requirements for 16-17.5 semester unit certificates, LMI should be recent (covers current year), even if the certificate was approved locally, because the certificate has never been chaptered by the Chancellor's Office, and current info is necessary for Chancellor's Office chaptering. Some of the LMI data demonstrates net labor demand which is dependent on local program offerings, and that has likely changed since the point where the local certificate was approved.*
  - **Ginni will talk to Jackie about preparing a memo.**
  - **There is also concern about non-CTE local certificates. This will be addressed later.**
9. Noncredit Update
- a. Streamlined approval – *the workgroup will follow up on earlier recommendations for noncredit streamlining of programs*
  - b. Mirrored Noncredit and Credit – *the Chancellor's Office is working on an expedited means of submitting/getting approval of noncredit courses based on the same outlines approved for credit format.*
  - c. Cooperative Work Experience – *the workgroup will work on addressing the potential for noncredit CWE.*
  - d. Modifications to Funding for Online Courses – *noncredit distance education has been considered at a disadvantage because of the attendance accounting method required and its impact on funding. LeBaron shared this summer that the funding formula can be better utilized for noncredit DE instruction to more fully capture the student participation in a course. For example: Modifying the FTES calculation for noncredit DE classes. Currently less than 1% of noncredit courses are offered through DE. FTES is calculated using positive attendance with the average student count based on two census dates.  $FTES = wsch * (census 1 + census 2) / 2 * 17.5 / 525$ . LeBaron demonstrated an alternate method of calculating WSCH for noncredit classes. Typically,  $wsch = \text{hours of instruction}$ . He suggested that WSCH should include (hours of instruction + instructor contact + out of class assignment). This would greatly increase the FTES produced for these classes. The chancellor's office will continue to*

*work with ACCE to explore this option. Two challenges exist: 1. Communication to the field about how to navigate and 2. The perception that noncredit is at a disadvantage for distance education apportionment. LeBaron explained the calculations for DE noncredit attendance accounting. Two elements that need to be better accounted for and captured are hours of instructor contact (regular effective/substantive contact) and hours for outside of class assignments. For example, A noncredit DE addendum should include information about the number of hours of outside (independent) work expected of each student. What is needed? Communicate to the field and inform all stakeholders of what is necessary to offer DE noncredit courses and capture more equitable apportionment. Some problem-solving is necessary from a practical perspective, including how to note contact and outside-of-class hours on DE addendums and how to get info into student info systems and enterprise systems. Regarding education, there are plans to disseminate the info via First Friday Noncredit webinars, ACCE workshops, and an ASCCC Rostrum article.*

10. Update on Legal Issues

- a. Noncredit Streamlining – *awaiting an opinion about ability to offer credit and community service courses at the same place and time. Historically, the recommendation from 2012 was that it be allowed as a mean to address repeatability. Some colleges are doing it and could provide guidance for how to ensure there is no violation of comingling of funds. Elias Regalado previously said it wasn't allowable but never provided a formal statement of fact. **Erik will provide a summary for Ginni to share with Alice, and hopefully receive a definitive response from legal and provide guidance for the field.***
- b. Online Catalogs – *work group will present a recommendation at a future meeting.*
- c. High School Articulation / residency for CTE – *There is a question of whether courses taken under a high school 2+2 agreement count toward a college's residency requirements. Title 5 language speaks to residency for AA and AS degrees, but not certificates; it is silent on certificates as LeBaron explained. Local policy may dictate differently. It seems that there needs to be communication to the field about the residency applying only to degrees, not certificates. **Ginni will talk to Jackie about including it in a future memo.***
- d. RD/FW on transcripts – *This was put in motion last year but held by Board of Governors. **Ginni will check on status and get back to us at the next meeting.***
- e. Title 5 §55063 possible revisions – *math and English competency requirements for Associate degrees. Is there a need to change Title 5 to address situations where alternate math courses do not have a beginning algebra prerequisite? This can wait since §55063 will likely be revised as part of the AB 705 implementation.*
- f. AB705 – *Laura Hope and some of her staff are composing draft Title 5 changes and will submit recommendations to 5C for consideration per the regular consultative process.*

11. COCI Update – *Rachel Stamm provided an update on COCI. The system was taken offline mid-August for maintenance, preparation of training materials, and prevention of*

*problems caused by earlier update transitions. Control numbers are current as of now. Regular training schedule is set for Wednesdays 10am (Introductory Training) and 1pm (Course and Program Submissions) with a prescribed curriculum. Fall release will be 2.0 release. Major changes include new page layouts for program and course submissions, introduction of autocomplete and conditional display for fields based on credit category, addition of work experience hours field, auto approval for program modifications for 4 of 7 program award types, addition of bi-directional comments, a clean-up tool that doesn't impact document status, and document organization with screens and document types available to upload.*

- a. COCI and C-ID – there is a plan to do a one-time data comparison of courses between C-ID and COCI and a look at entry info that is duplicative between the two systems as well as differences between the COR in COCI and C-ID.*
- b. Regarding new certificate unit levels, how soon will the drop-down choice be available for submission of 16-17.5 semester unit certificates and lower-unit certificate submissions (Award field options)? It will be part of the fall 2.0 release scheduled for the end of October.*

12. *PCAH 7<sup>th</sup> Edition – target delivery will be after Title 5 changes relative to AB 705 implementation in order to incorporate the changes. Generally, most of the document can be easily updated, so it is anticipated that the update could be done this year. It was pointed out that 6<sup>th</sup> Edition never had the guidelines published, and the field has been looking for it. Erik clarified that the guidelines were intended to be separate from the PCAH because the PCAH is a legal document and that they were written but never finalized because COCI wasn't finished. They should be updated and refined for the 7<sup>th</sup> Edition. Njeri asked that the guidelines be released at the same time as the PCAH; it was agreed we should aim for that.*

13. *Collaborative Programs – LeBaron asked that 5C look at collaborative programs. It is mentioned in the 6<sup>th</sup> edition of the PCAH but not much is said other than that colleges may collaborate with other colleges to offer a program. The Chancellor's Office has helped three colleges to organize a collaborative Certificate of Achievement with the eight courses (24 units) shared by the three colleges. One purpose, among other reasons, is to demonstrate to colleges how to do a collaborative program. LeBaron is asking that 5C work with Chancellor's Office staff to develop an internal submission process that can be a pilot as well as a model for future collaborative program development and submissions. Work group participants: Jackie, Kim, Melinda, Mayra, Erik*

Adjournment at 2:50pm

**Future Meeting Dates:**

September 27, 2018 10:00-3:00 at Chancellor's Office

October 11, 2018 10:00-3:00 at Chancellor's Office

November 9, 2018 10:00-3:00 at Chancellor's Office

December 13, 2018 10:00-3:00 at Chancellor's Office



January 24, 2018 10:00-3:00 at Chancellor's Office  
February 22, 2018 10:00-3:00 at Chancellor's Office  
March 14, 2018 10:00-3:00 at Chancellor's Office  
April 26, 2018 10:00-3:00 at Chancellor's Office  
May 17, 2018 10:00-3:00 at Chancellor's Office  
June 11, 2018 10:00-3:00 at Chancellor's Office





## CCC Math and Quantitative Reasoning Task Force

September 22, 2018

10:00 am – 3:00 pm

San Diego Mesa College – Room MS 202

7250 Mesa College Drive

San Diego, CA 92111

[Campus Map](#)

ConferZoom: Join from PC, Mac, Linux, iOS, Android: <https://cccconfer.zoom.us/j/214450710>

Or Telephone:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 214 450 710

### MINUTES

**Members Present:** Leslie Banta (co-chair), Matt Clark (Zoom), Wade Ellis, Katia Fuchs, Ginni May (co-chair), Raul Vargas Navarro, LaTonya Parker (Zoom), Toni Parsons, Eddie Tchertchian (zoom/in-person)

**Members Absent:** Dong Phan-Yamada (Zoom)

**Guests:** none

1. Welcome and Introductions: Meeting began at 10:05 am  
Raul introduced to the group (Southwestern College – statistics and computer programming, works with prison inmate population)
2. Select member to take minutes: Leslie
3. Approval of Agenda: approved as presented
4. Announcements
  - a. UC TCA update has been released
    - i. BOARS memo still requires Alg I, Geom, Alg II or IM I through III and TCA update refers to that memo
    - ii. Assumption that students met requirements in high school? What about

- high schools that offer various levels of these course?
    - iii. UC and CSU are trusting the CCCs to educate transfer students at the appropriate level for transfer.
  - b. Resolution for Fall plenary – The task force drafted a resolution to send to the ASCCC Executive Committee for consideration.
- 5. Reports:
  - a. Pre-transfer C-ID Descriptors
    - i. AB 705 Resources - <https://www.c-id.net/resources>  
C-ID descriptors approved and posted
    - ii. Email from Miguel Rother at ASCCC  
ASCCC listservs such as Math, Curriculum, Senate Presidents
  - b. ASCCC
    - i. ASCCC Fall Plenary Session in Irvine - <https://asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session>  
Nov. 1 – 3 in Irvine, breakout with Ginni and Craig Rutan on AB 705 and MQRTF
    - ii. AB 705 Regional Meetings  
100+ people attended, another at Cosumnes River College on Sat., Oct. 6
    - iii. Other events - <https://asccc.org/calendar/list/events>
    - iv. Consultative Process and Title 5 Changes – Ginni explained the consultative process for Title 5 revisions that fall under curriculum and other academic and professional matters.
  - c. CMC<sup>3</sup>
    - i. CMC<sup>3</sup> Conferences - <https://www.cmc3.org/conference/future.html>  
Jen Carlin-Goldberg conference chair has included AB705 strand that includes a panel about implications for math, a session on co-requisite models, etc.
    - ii. Additional Information  
Newsletter and website can be a source for how colleges are implementing AB705. Perhaps a partnership with American River College. Contacts: Thomas Green and Bill Scroggins
  - d. CMC<sup>3</sup>-South
    - i. CMC<sup>3</sup>-South Conferences - <http://www.cmc3s.org>  
Fall mini-conference in October w/ AB705 theme
    - ii. Additional Information  
No updates on AB705, executive board remains neutral
- 6. MQRTF Report – will include MQRTF Recommendations – Part II:
  - a. MQRTF Recommendations – Part I:  
<https://asccc.org/sites/default/files/MQRTF%20Recommendations%203-3-2018.pdf>
  - b. Report Outline – incorporated into draft MQRTF Report  
Copy and pasted from previous report for first part of report. Changes came in on pg. 2 with Spring 2018. Minor adjustments to wording in

Spring and Summer sections.

c. Discussion and Assignments

i. Report

1. Who are our students? – Ginni, Katia
2. What about STEM? – Katia, Wade, Raul
3. Use of High School Transcript Data – Leslie
4. One Size Does Not Fit All – Katia, Leslie, Eddie
5. Data Analysis Recommendations – Ginni, Raul, Matt
6. Legislation and Regulation – Ginni
7. Recommendations Part II – revised list, collaborative work, Wade will write on recommendations for affective domain, LaTonya will write on self-guided placement

d. Timeline and due dates

Needs to be available before Fall plenary so that, if someone wants a resolution constructed in response, it could occur. Preliminary draft for sections to Ginni by 9 am Sunday, Oct. 7<sup>th</sup> for review and feedback. All MQRTF report sections due to Leslie by 9 am Sunday, Oct. 21<sup>st</sup> (no excuses) for her to work on. Ginni will work on it the following week.

7. Travel Reimbursement Information:

- Travel Reimbursement Form - <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*
- Person in Charge of Meeting – write *Ginni May*

8. Adjourn: 2:10 pm



CALIFORNIA COMMUNITY COLLEGES  
**ONLINE EDUCATION**  
INITIATIVE



ACCESS | QUALITY | COMPLETION

**CALIFORNIA VIRTUAL CAMPUS - ONLINE EDUCATION INITIATIVE  
ADVISORY MEETING MINUTES**

Friday, August 10, 2018, 9:30 AM – 11:30 AM  
Virtual Meeting

**LIST OF ATTENDEES**

Cheryl Aschenbach, Lisa Beach, Naomi Caietti, Phillip Cerda, Antia Crawley, Jay Field, Thomas Greene, Jory Hadsell, Andrea Hanstein, Kate Jordahl, Erin Larson, Adriana Martinez, Bob Nash, Bonnie Peters, Justin Schultz, Jodie Steeley, Jennifer Strobel, Vivian Varela, Tabitha Villalba, LeBaron Woodyard

**I. WELCOME** (*Jodie Steeley/Cheryl Aschenbach*)

**II. INTRODUCTIONS**

Two new student representatives, Cameron and Gabriel. Included link to Charter in the agenda, and it is posted in Basecamp. Charter will be reviewed at the face to face meeting in September to go over policies and procedures as needed and confirm the membership moving forward. For any issues with the new Basecamp, contact Kate Jordahl.

**III. APPROVAL OF MINUTES** (*Cheryl Aschenbach/Jodie Steeley*)

No quorum

**IV. MANAGEMENT TEAM UPDATES** (*Jory Hadsell & Executive Team*)

**CVC-OEI Grant Award Overview/Executive Director Update** (*Jory Hadsell*)

On July 16, 2018, Foothill – De Anza Community College District was awarded the CVC-OEI grant. Previously, the grant was a partnership between FHDA and CCC Technology Center at Butte College. The new grant is a re-cast of OEI into CVC-OEI, merging the California Virtual Campus and the Online Education Initiative to create a highly visible online student hub, as well as, continue the work with infrastructure, professional development, course quality, and online services. The new grant is with the Foothill – De Anza Community College District.

The new grant combines OEI into CVC-OEI and @ONE. @ONE is part of the CVC-OEI family. The new grant gives three identities (OEI, California Virtual Campus, and @ONE). The leadership is currently engaged with CCCO and the Foundation for California Community Colleges as part of branding research

and analysis phase around how to present either the three brands or unify those into a single brand. Official re-brand and launch planned for later this fall.

In addition to the grant, additional one-time funding of \$35 million was provided in the 2018-19 state budget. This portion of the funding has not yet been awarded by the CCC Board of Governors. A work plan, is under construction, since this was a last minute add to the state budget, and that will go to the Board of Governors probably in September to be awarded. Then, the CVC-OEI can proceed with grants under that authority.

The purpose of the one-time funding is to provide grants to community college districts in the state for industry value certificates, credentials, or programs. Also, help students transition from programs offered by the new online college towards career pathways.

The high-level summary of the CVC-OEI 5-year Roadmap is broken into five major strands:

1. Consortium: Growth, barriers of expansion and implementation, governance structure.
2. Growth: The Chancellor's Office provided very clear targets for growth, especially around online ADTs, certificates of achievement, and other metrics.
3. Ecosystem: Work with Canvas and all the services and tools that are integrated into Canvas for the student experience, including tutoring, proctoring, readiness, counseling, other services, and the course exchange. There are three strands within the ecosystem: the exchange, CVC.edu website, and Canvas.
4. Students: Increase student awareness and success is a priority. Increase visibility and marketing plans. Outreach to equity populations.
5. Faculty: Course quality and providing instructor and staff support.

In the previous grant cycle, the OEI worked with the Technology Center to develop custom software called Course Exchange that was intended to provide students with the ability to find a course they could not get at their home college. In the process, a decision was made in March/April 2018 to discontinue production of that software and to look back at the commercial marketplace to serve the cross-enrollment need. The CVC-OEI conducted a commercial market analysis and discovered the marketplace had evolved in five years, since the beginning of the grant cycle. A change in thinking evolved into a couple of dimensions.

- Course Finder, including Quottly (Finish Faster Online) Summer/Fall 2018. Ability to test the course search technology where students can find the class, filter it, and then identify the school and course section. The need is for students to do a quick search for online courses.
- Automated Cross-Enrollment through n2n Services, Fall 2018/Spring 2019 Proof of Concept. Integration of individual college SIS and being able to transfer data to another college SIS. N2n Services has an existing library of APIs that will allow for data transfer between Peoplesoft, Banner, and Colleague. The lift is significantly less for the colleges and can be integrated into the course finder.
- Fully Online ADTs, Certificates, Programs through Concentric Sky/Program Pathways Mapper, Spring 2019. Help colleges expose fully online ADTs and other fully online degrees, certificates, or programs. Looking at software to do this and create an integrated experience for students. Offer an a la carte service for students to find classes and programs.



Jodie Steeley asked about the 50 unique ADT programs coming from the consortium that are fully online and if there can be collaboration. LeBaron Woodyard followed up and replied that not necessarily collaborated ADTs. Colleges offer approximately 500 degrees/certificates (2016-2017 data). Many are right at the cusp of having a fully online program, but the issue in the past has been around oral communication. Marketing and identification of programs were also issues. Some could be collaborative programs. CVC-OEI looking at all opportunities.

Another question was about the 114 colleges as home colleges and what that means? Required in the RFA that students from 114 colleges participate in finding courses or programs through the exchange. CVC-OEI are working on a plan to figure out agreements and what they might involve. The initial approach is to expose the availability of the courses and programs on a public facing site which allows students from any college to find them. But, there will need to be conversations about whether there's additional details or depth to it. The legislature wrote it into law that the courses would be available to any student from any Community College.

Important updates for the Course Finder are that the Course Finder will include fully online, transferable courses. Quotiently course finder features integration with assist.org data so students can search by IGETC, CSU GE pattern, or equivalent course either at their home college or another college. Initial focus this fall on accuracy, including seat count for consortium colleges. Project Leader and IT Director will be contacted for seat count data to bridge information until cross enrollment automation is in place. Phase 1 is the 23 Original (Pilot) Colleges, and Phase II is the 33 2018 Online Equity Cohort upon signed Master Consortium Agreement.

An important update for Course Finder is the implementation of badging for courses/sections aligned to the OEI Course Design Rubric and using the ecosystem of services provided. Jodie added that word selection and how it's rolled out to faculty are very important.

With the Course Finder, non-consortium colleges and courses will be searchable based on public schedule data. Sort order will rank badged courses (formerly "exchange-ready" courses) highest to highlight important quality and support elements. Present students will see courses that have been reviewed for quality or resourced first on the list in the Course Finder. Students can filter for other variables also, such as distance from their home college, start date, or end date.

CVC Exchange – Cross Enrollment Automation:

- Proof of Concept underway with n2n Services to connect Peoplesoft, Banner, and Colleague.
- Integrate user interface with Course Finder to create interactive, modern, and elegant user experience to leverage AB 637 (cross-enrollment) and real-time enrollment automation from home to teaching SIS.
- Three districts will test implementation and functionality in test environments in Fall 2018 at the direction of the Chancellor's Office: Foothill-De Anza (Banner), Cabrillo (Colleague), and Los Rios (Peoplesoft) districts – American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

With cross-enrollment, if proof of concept works as anticipated, and CCCCO approves moving forward, the current goal would be for those seven colleges to move to production in time for Spring 2019 registration and begin implementations with other consortium colleges beginning for Fall 2019. Starting with a more simplified workflow, the registration aspect. The Financial Aid Consortium Agreement would be in place, but focused on registration first to help students find the classes and grow that functionality over time. Non-consortium colleges would not have access to cross-enrollment automation.

### CVC Exchange – Program Mapper: Online ADTs, certificates, and programs

The idea is for students to go to CVC website and find the online ADT, certificates, or programs and help colleges promote and expose students directly to the online programs. The Chancellor's Office has focused on ADTs.

- Later this year, students will be able to search for fully online ADT programs, certificates, and other programs via the CVC Exchange. Implement a software solution for students to see discipline clusters. Develop a program pathways mapper similar to what Bakersfield College is using.
- Serves unaffiliated and current students seeking fully online degree options.
- Currently examining a modified version of Program Pathways Mapper to showcase fully online degrees, courses, and incorporate labor market data through Concentric Sky. Concentric Sky to be used as an online degree finder and showcase online degrees from consortium schools. Integrate into Course Finder as well. Guidance from the Chancellor's Office to include online Certificates of Achievement.

There are related activities taking place with the CVC-OEI:

- Online Degrees: Marilyn Harvey, the Dean of Academic Affairs – Student Experience, and Logan Murray, Project Analyst are identifying an inventory of online ADTs and program elements by colleges. If you were contacted but have not yet responded, please reach out to Logan @ [lmurray@cccconlineed.org](mailto:lmurray@cccconlineed.org) or Marilyn @ [mharvey@cccconlineed.org](mailto:mharvey@cccconlineed.org).
- Migration of CVC.edu: The migration for the domain for CVC.edu is in progress. Updates to content will follow. The re-branding of OEI will include a revamped CVC.edu incorporating Course Finder for the CCC courses only, online student support resources, and fully online programs when that data is ready. Historically, CVC included courses from Cal State, UCs, and private institutions. But, the mandate from the Chancellor's Office is to focus CVC.edu on California Community College courses as an online hub for students to find courses, programs, and support resources.
- Professional Development: The Course Design Academy continues, along with other training opportunities. Visit [onlinenetworkofeducations.org](http://onlinenetworkofeducations.org) for a current list of courses. There is a strong emphasis on building a local peer online course review process. Share this with individuals on your campus who may need access to these professional development opportunities. More training is coming for colleges to maximize the CVC-OEI funded ecosystem tools, such as tutoring, proctoring, counseling, etc. American River College is the first college to implement a local POQR process.
- Project Management Infrastructure being refined and coming into line with new requirements from the Chancellor's Office for all the grants. Justin Schultz has taken on a new role as the Project Management & Operations Supervisor for CVC-OEI. He is building a Project Management Office framework and advancing project management and reporting capabilities.
- College Support Team: The CVC-OEI is ramping up the College Support Team, formerly known as the Implementations Team. The goal is to evaluate CRM solutions, streamlining communication to college staff, and create a single hub for colleges for implementation and technical support. Bob Nash will start on August 22, 2018 from Coastline College as the new Dean of Academic Affairs – College Support. Bob will serve as a mentor for other colleges.

As an upcoming activity, the CVC-OEI has been asked by CCCCCO to examine current advisory and governance structures. There is a study session at the September face-to-face meeting in Sacramento.

*Key Questions:*

- What do we need now versus five years ago?
- Are there ways to maximize efficacy over the next five years?
- What strategies can we use to further institutionalize CVC-OEI as part of the system?
- Are there ways to better leverage other statewide bodies?

#### Finish Faster Online/Branding Update (Andrea Hanstein & Jay Field)

Finish Faster Project was officially launched on Monday, May 21, 2018. The search was embedded into the OEI website. This was a project that included both California Community College classes and CSU online classes. CSU was willing to partner during the summer because many CSU students make progress on their degree or retake a class.

Objectives:

- Increase access to high-quality, online, transfer-level courses for California college students.
- Increase and accelerate student completion.
- Increase awareness of online support services.
- Market opportunities for enrollment.
- Benefit California through increased intersegmental collaboration.

There was a Marketing Campaign with ads placed on Facebook, Instagram, Google, and Pandora.

- 43,821 clicks on advertisements
- 15.7 million impressions
- 3.6% conversion rate (Industry average is 2.4%) – number of people who clicked on the ad and actually acted on it and did a search.

From May 21 – July 1, 2018, 7,775 fully-online, CCC summer courses (of which 171 were badged). For unique visitors, 1,596 performed a search using the Quottly interface. 528 completed an application at one of our 114 colleges.

Andrea will be following up with the 56 consortium colleges to give college specific data showing how many students actually applied at each college. As an example. Foothill College had over 100 people complete an application as a result of this campaign.

The project was embedded into the OEI website and traffic exploded on the website. It brought visibility and enrollments.

OEI Website Traffic: May 21 – June 6, 2017

- 4,172 users; 3,809 were first-time
- 11,985 page views

OEI Website Traffic: May 21 – June 6, 2018

- 33,076 users; 32,014 were first-time
- 78,356 page views

Top Three Reasons for Enrollment

- Finish transfer requirements CSU/UC
- Find classes unavailable at home school

- Finish AA/Certification requirements

#### Most Popular GEs

- Math/Quantitative Reasoning
- English Composition
- Oral Communication

#### Most Popular Courses

- Math/Quantitative Reasoning
- English Composition
- Oral Communication

The project is continuing in Fall 2018 as Finish Faster ONLINE! The CVC-OEI did look for improvements and used a lot of college feedback. There was a modified tagline. As improvements, Finish Faster Online will provide accuracy of college data and regular reporting of data directly to colleges. From an enrollment management perspective, Quottly can see data on courses that are filled so information can be shared with colleges to possibly add another course to meet the needs of students.

#### Fall Course Finder Specs

- Course finder will only include CCC courses.
- CSV file upload available to improve accuracy.
  - First priority is 23 original Consortium colleges; will follow with additional 33.
  - File uploaded to website as a web accessible link; Quottly will upload to course finder. Colleges continue to update the same file each term to keep up to date.
  - Process and format explained in email from College Support Team. Email sent to IT Director and Project Leader for each of the 23 original colleges. Jay Field will be following up with IT Directors next week.
  - Upon success of the Proof of Concept, the integration will replace this interim step.

Quottly is working on improvements with their scraping technology, two parallel tracks taking place. Quottly will improve their own technology, and CVC-OEI has a method to make up for any gaps.

Print collateral sent to 56 Consortium colleges with electronic collateral distributed system-wide and a digital ad campaign. Material (postcards and posters) will be sent to Marketing Directors or Chief Marketing Officer. Electronic collateral will include web banners, social media through the state, and paid digital marketing. Andrea will follow up with student demographics on the 528 students who enrolled, such as age, race, ethnicity, FT-PT students, first generation, etc.

Cheryl asked a question about how the Finish Faster Online project using Quottly differs from the CVC listing? Will they both continue to exist separately or will this replace the old CVC listing moving forward? Jory replied that the CVC now is a static catalog of potential classes that could be offered online. As the next generation, the CVC will be actual, currently available course sections. The CVC-OEI is in transition with Butte on taking over CVC domain and existing site and incorporating Finish Faster Online into that. With the new grant, it will be an integrated experience for students.

#### Implementation Update (Kate Jordahl)

Executive Management Team List. The full list of staff is in Basecamp.

- Jory Hadsell, Executive Director

- Bonnie Peters, Chief Student Services Officer
- Autumn Bell, Chief Professional Development Officer
- Kate Jordahl, Director of Strategic Planning & Operations
- Jay Field, Director of Technology
- Andrea Hanstein, Director of Communications & Strategic Partnerships
- Marilyn Harvey, Dean of Academic Affairs
- Justin Schultz, Project Management & Operations Supervisor

For future communication, agendas, minutes, staff list, calendar, and support resources, CVC-OEI Advisory Committee has been set up in Basecamp. If you are not receiving messages from Basecamp, please mail Kate Jordahl to be added (kjordahl@ccconlineed.org). The old Basecamp will be retired after this meeting. It has been archived, and if you need any material, please contact Kate.

Welcome to the new, CVC-OEI 2018 Online Equity Cohort. On April 25 – 26, 2018, the CVC-OEI welcomed 33 colleges to the Consortium. There are 56 consortium colleges spread throughout California, from College of the Siskiyous to Imperial Valley College.

#### Next Steps:

- Colleges received Welcome emails
  - Identify their OEI Local Team
  - Invitation to Course Design Academy
  - Congratulations to College Presidents from OEI Executive Director
- Introductory and Readiness/Quest Webinar
- Consortium Agreement sent to College Presidents
- Invitation to CVC-OEI Consortium Basecamp
- NetTutor Webinar scheduled for August 13, 2018 @ 11am
- Implementation work to continue through Fall 2018

Yesterday was first consortium meeting with over 70 people present with enthusiasm over the process.

#### Professional Development (CanInnovate, Course Review) (Kate Jordahl)

##### CanInnovate

- Save the date for Friday, October 26, 2018 (all day fully online, free)
- Call for Proposals closed Monday, August 13, 2018
- Keynote and showcase speakers confirmed:
  - Natalie Miller, former student at College of the Canyons
  - Laura Gibbs, online instructor, University of Oklahoma
  - Mindy Hintz, Director of Strategic Consulting, Instructure
  - (<https://onlinenetworkofeducators.org/caninnovate18-speakers/>)
- Invitations sent to 5 consortium colleges (American River College, De Anza College, Clovis College, Mt. San Antonio College, Palomar College) to serve as regional hubs (for face-to-face interactions and viewing of the session). If not responded yet, follow up with Michelle Pacansky-Brock about invite (mpacanskybrock@ccconlineed.org).
- Upcoming announcements will be released later this month: Regional hubs and full program of sessions.

##### Course Review as of Tuesday, August 7, 2018

- Aligned courses: 136
- Pending courses:

- 18 courses currently in the Lead Review process
- 40 courses with Instructional Design team
- 10 courses pending review
- Course Design Academy Faculty Info meeting call schedule
  - Thursday, August 16, 2018: 1:00pm – 2:00pm
  - Tuesday, August 28, 2018: 10:00am – 11:00am
  - Wednesday, September 12, 2018: 10:00am – 11:00am
  - Friday, September 28, 2018: 3:00pm – 4:00pm

#### Quottly (Jay Field)

If there are questions, contact Jay Field, CVC-OEI Director of Technology at [jfield@ccconlineed.org](mailto:jfield@ccconlineed.org).

#### Proctoring (Marilyn Harvey)

Full launch this Fall with 19 colleges participating. Colleges should now have their Chromebooks. Looking closely at the usage as it relates to the Proctoring Network. Goal to recruit other colleges to participate and bring on new members after the launch. Cleaning up their Basecamp which will be completed next week.

#### V. Travel Arrangement Info for September Meeting (*Kate Jordahl*)

Confirm membership via email before the in-person invites go out for September.

The Chancellor's Office collaboration hub has office space that has many advantages. Face to face meeting scheduled for Thursday, September 13, 2018. Agreed to conduct meeting from 10:00 a.m. – 3:30 p.m. with a working lunch. At face to face meeting in September, vote on a formal change to the time. The decision to hold the meeting on a Thursday was voted on in June, 2018.

Once the membership has been confirmed, an email will be sent with travel information and a list of suggested hotels. Individuals will need to make own hotel reservations. In Basecamp will be a reminder to Save the Date and please make your travel arrangements.

#### VI. Chancellor's Office Update (*LeBaron Woodyard*)

- Distance Education

There is a change in California Code of Regulations for Title 5. The first one is in Distance Education regulations which went to the Board for the first reading in July. They are in the public comment period now, and they will go back to the Board of Governors for a second reading in September. Comments must be responded to by the Chancellor's Office and once that is completed, they move over to the Dept. of Finance and then the Secretary of State. This process takes 30-60 days. It will become law around mid-to-end of November, 2018.

The Distance Education Committee will be working on the guidelines that have been affected. At the end of August, team members update the entire DE guidelines book which was last done in 2006.

- Certificate of Achievement Unit Changes

Certificate of Achievement changes are now going to the Department of Finance and Secretary of State for financial aid purposes to align with financial aid program requirements and when it can be transcribed. Before, there were two levels, an 18-unit Certificate of Achievement and a low unit, 12-unit Certificate of Achievement. These were the only two Certificates of Achievement that could be transcribed. There is a change, and now there are 16-unit and 9-unit certificates that align with Federal

Financial Aid program levels and are in the process of being sunsetted at the Secretary of State's office. They will become fully effective this month.

- Tutoring

Another set of Title 5 regulations that went to the Board for first reading in July was the tutoring regulations which allow a student to self-refer for tutoring if a student feels that s/he is having a problem. A student does not need to take time to find a faculty member or counselor for referral to tutoring. This change will take effect in mid-November.

- Library Annual Report Date

The reporting period was moved up to accommodate faculty before summer starts. The previous due date for the annual report was August 31.

- Distance Education Report:

<http://extranet.cccco.edu/Portals/1/AA/DE/2018/2017-DE-Report-Final-Print.pdf>

- Fully Online College – first Board of Trustees meeting held on Monday.

Link to the Presentation:

<http://www.doingwhatmatters.cccco.edu/Portals/6/docs/OCC/OCC-Presentation.pptx>

Link to Infographic:

<http://doingwhatmatters.cccco.edu/Portals/6/docs/OCC/Infographic-Online-Community-College-Flyer.pdf>

Link to the Agenda for Fully Online College Meetings:

<https://extranet.cccco.edu/SystemOperations/BoardofGovernors/August2018Agenda.aspx>

Link the Meeting video:

<http://www.3cmediasolutions.org/services/CCC-Board-of-Governors/archive/August2018>

- Profession Learning Network (PLN)

Name changed from PLN to the Vision Resource Center to align with the vision for success. Moving from departments as well to Educational Services.

- Cyber Security Program

A collaborative program between four colleges: Fresno City College, LA Pierce College, Cerro Coso College, and Cosumnes River College. Cyber Security is a popular CTE discipline. They will contribute to the delivery of instruction, and students form a cohort. First set of courses to begin in Spring 2019 as eight-week courses in a sequence of two courses at a time. From the 35-week program, students will complete a Certificate of Achievement. The Chancellor's Office has authorized the development of collaborative programs.

- AB 705 Implementation

Another change that moves students through college-ready courses earlier and with better outcomes. Historically students have taken too long to get through the basic skills sequence based on high-stakes assessment tests. Goal is to put students into college-ready courses and then provide wrap around support services.

## **VII. FOR THE GOOD OF THE ORDER**

- No quorum, this meeting was informational.
- Video, PowerPoint, 5-year plan graphic will be posted in Basecamp.

- Requests for future agenda items send to Cheryl or Jodie.
- Charter posted in Basecamp to review before the face to face meeting in September.
- Confirm membership with the constituency groups via email.





**C-ID Advisory Committee Minutes**  
**May 22, 2018**  
**1102 Q Street, Room 630**  
**Sacramento, CA 95811**  
**11:00 am – 3:00 pm**

*In Attendance:*

Deanna Abma, Articulation Officer, City College of San Francisco  
Raul Arambula, Dean of Curriculum and Instruction, CCCCCO  
Dolores Davison, Vice President elect, ASCCC  
Jackie Escajeda, Dean Intersegmental Programs & Credit Curriculum, CCCCCO  
Sam Foster, At Large Representative, ASCCC  
Roger Gerard, Culinary Arts Faculty, Shasta College  
Krystinne Mica, Chief Operating Officer, ASCCC  
Amanda Paskey, C-ID Advisory Chair, Cosumnes River College  
Carolyn Reisner, Articulation Officer, Folsom Lake College  
Craig Rutan, Secretary elect, ASCCC  
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor  
Barbara Swerkes, Consultant, CSU System Office  
John Tarjan, Business Faculty, CSU Bakersfield  
Mark Van Selst, Psychology Faculty, San Jose State University

*Via Telephone:*

Kyle Burch, Articulation Officer, CSU East Bay  
Kate Fitzpatrick, Transfer Articulation Analyst, University of California Office of the President

*Staff:*

Heidi Roodvoets, Program Specialist, ASCCC  
Miguel Rother, C-ID Program Manager, ASCCC

**I. Introductions and Announcements**

Chair Paskey welcomed committee members and made introductions.

**II. Approval of the Agenda**

A request was made to include mid-cycle reconsideration of TMCs under agenda item IX.

**ACTION:**

Motion to accept the agenda with the addition of mid-cycle reconsideration under item IX. (Reisner, MSC)

### III. Approval of September 13, 2017 Meeting Minutes

A correction was made to Sam Foster's title under the attendance heading of the September 13, 2017 minutes.

#### **ACTION:**

Motion to approve September 13, 2017 minutes with correction. (Swerkes, MSC)

### IV. Interpretation of SB440

Simpson-Alisca discussed the interpretation of SB440 by the CSU segment. The CSU's understanding of the bill language is that community colleges are required to create an Associate Degree for Transfer (ADT) in any area where the college offers an associate degree. However, the CSU noticed there are new TOP Codes being created for certain disciplines. It was explained that the TOP codes fall under the subset of Area of Emphasis (AOE) TMCs, as SB440 required the creation of four (AOE) TMCs. At the time of implementation, the Intersegmental Curriculum Workgroup (ICW) agreed that AOE TMCs will remain separate and distinct from other TMCs so that colleges can create an ADT in one of the areas, but are not mandated to do so. As a result, new TOP codes were created so that colleges can create ADTs in the areas of focus.

The group discussed ways in which the CSU tracks degrees, and issues that arose due to new TOP codes associated with the AOE TMC for Social Justice Studies. The group agreed that, in the future, communication between the two segments should occur prior to the creation of new TOP Codes.

The committee discussed high-unit majors in relation to SB440. Many colleges are finding it difficult to create an ADT in STEM majors without reducing units for certain courses. The group discussed that removing units is not beneficial to students, and that STEM majors should be excluded from the requirements of SB440. It was noted that work is underway in the disciplines of chemistry and physics to offer students a guarantee of admission to the UC segment when completing a degree aligned to a UC Transfer Pathway. If successful, data regarding student transfer in STEM disciplines to the UC segment will be helpful in future discussions surrounding legislation and high unit majors.

The group discussed the draft Assembly Bill 2166 (2018 - Caballero), which proposes that the Board of Governors (BOG) direct the ASCCC to explore the creation of a TMC in the sub-discipline of Agricultural Technology. Group members agreed that SB 440 is general enough to cover the most common transfer disciplines, and that legislation should not be created to mandate TMCs in specific sub-disciplines.

**ACTION:**

The discussion surrounding SB 440 and high-unit STEM majors will be provided as an update to ICW.

**V. Guarantees for CCC Model Curricula (MC)**

This item was discussed during previous C-ID Advisory meetings, and is being brought before the committee for further discussion. C-ID is often asked what incentives exist for CCCs to submit courses for CTE descriptors or to align degrees to MC. Since there are not guarantees associated with CTE descriptors or MC, many colleges forgo submitting courses for C-ID designation. A suggestion was made that a potential incentive could be if the California Community Colleges Chancellor's Office (CCCCO) were to offer an expedited approval process for degrees aligned to C-ID MC. A question was raised in relation to intrasegmental descriptors, and whether CCCs are required to accept courses if both colleges have C-ID approval. It was stated that while there is legislation to create a common course numbering system, there is not legislation for the CCC MC or descriptors. However, reciprocity among CCCs for the acceptance of courses with C-ID approval for intrasegmental descriptors is in the best interest of students.

**VI. Social Justice Studies TMC/TOP Codes**

The CCCCCO recently released a memo detailing eight TOP Codes and titles to be used for ADT degrees aligned to the Social Justice Studies Area of Emphasis (AOE) TMC. Prior to the creation of the eight TOP Codes and titles, the Social Justice Studies TMC was interpreted to allow for one TOP Code and the title of "General". Since the intent of the Faculty Discipline Review Group (FDRG) was for the Social Justice Studies TMC to allow colleges to create multiple degrees that align with it, but the only title was "General", CCCs found it problematic to create more than one ADT in Social Justice Studies without creating a unique title for each. The group discussed difficulties each segment experiences tracking degrees with multiple titles and TOP Codes within the discipline. It was stated that this conversation is in relation to the implementation of intersegmental degrees and the titles associated with them, therefore this topic should be discussed by ICW for action.

**ACTION:**

This topic will be brought before ICW for discussion.

**VII. Draft 5-Year Review FDRG Member Policy**

Paskey introduced the proposed draft policy to the group. The draft policy provides guidance to C-ID staff on how to move forward with the 5-year review when the FDRG membership for the discipline is incomplete, either because faculty members are no longer interested in participating, or no longer eligible to participate. The draft policy outlines the steps necessary for beginning the 5-year review, and the criteria for

consideration of FDRG member replacement. The group discussed the document and suggested edits.

**ACTION:**

The draft will be brought before ICW with suggested edits for consideration. (Abma, MSC)

**VIII. CSU Determination of Similar**

During a recent AO Subgroup meeting, members expressed concern regarding the process by which the CSU segment reaches a determination of similar for TMCs. Specifically, they noted the following: variations from campus to campus for the determination of similar; whether CSU AOs are informed of new TMCs, or modifications to existing TMCs; and the impact that the removal of a similar determination will have on students.

Simpson-Alisca provided an overview of the process the CSU follows to review a TMC.

- CSU AOs are the first point of contact and are consulted regarding which faculty on campus to contact when feedback is needed. This ensures that contact lists remain current and maximizes feedback.
- Follow-ups are conducted by the CSU Chancellor's Office (CSUCO) and AO if feedback is not received from a campus.
- Campuses are not able to remove their determination of similar without CSU CO approval. At which time an assessment of the impact will be conducted.
- It was noted that CCCs can contact the CSUCO if there is concern that a campus has a program similar to a TMC, but has not made a determination of similar.

It was suggested that if circumstances are to arise where a determination of similar will be reversed on a CSU campus, that the CSU CO consider a grace period for CCC students enrolled in the program. It was stated that catalog rights begin at the time of enrollment at the CSU and does not apply to students in progress. Furthermore, SB1440 guarantees enrollment at the CSU but not to a specific campus, so students would not be adversely impacted. Concerns were raised that the reversal of a determination of similar would impact students and that a grace period should be in place.

**IX. Math 110 – CSU Update**

Simpson-Alisca provided an update regarding recent meetings the CSU segment held to discuss revisions to the prerequisite on C-ID Math 110; the potential impact that change may have on eight TMCs containing the descriptor; and potentially including intermediate algebra competency as a requirement on the TMC for disciplines affected. Faculty present at the meetings agreed that if the content remains the same on the Math 110 descriptor, students will be successful in upper division coursework

despite the change to the prerequisite. Therefore, at this time no changes to the TMC for any of the eight disciplines are being recommended as a result of the prerequisite change to C-ID Math 110.

### **Mid-cycle Review**

Tarjan provided an update regarding recent CSU discussions surrounding the Business Administration TMC and the removal of intermediate algebra from the Math 110 descriptor. Faculty present expressed concern that students could potentially complete an ADT degree without demonstrating proficiency in algebra, thereby leaving the student unprepared for upper division coursework. A request was made for the Business Administration TMC to be opened for a mid-cycle review in order to address the concerns. Additionally, CSU faculty would like a Discipline Input Group (DIG) meeting to be arranged for faculty to meet in-person to discuss possible solutions.

The group discussed the potential impact that changes could have to students, as well as colleges that will be required to update their existing ADTs if substantive changes are made to the TMC. It was suggested that the FDRG meet to discuss the concerns expressed by faculty as the first step to move forward.

### **ACTION:**

- The Business FDRG will be convened to discuss the concerns before moving forward with a DIG meeting.
- An update regarding the discussion will be provided to ICW.

### **X. 5-Year Review / 2015 Disciplines**

C-ID is experiencing difficulty completing the 5-Year Review for certain disciplines that do not have the required 3 CCC and 3 CSU members appointed by their respective academic senate. This topic is being brought before the committee in order to discuss the 5-year review, how many FDRG members from each segment are necessary to conduct the review, and what can be done to improve upon the process. It was suggested that if more CSU faculty feedback is received during vetting, specifically from CSU campuses receiving students in the discipline, perhaps the review would not require all 3 FDRG members. However, this would need to be discussed by the CSU Academic Senate and ASCCC.

### **XI. AB 705 – Guidance for C-ID**

C-ID receives a significant number of requests for guidance regarding AB 705 (2017 – Irwin), and the affect that changes to course prerequisites may have on courses that currently have C-ID approval. It was stated that changes to course prerequisites is not recommended at this time, and that colleges should be advised to wait until implementation of AB 705 has occurred before making changes.

## **XII. General Updates**

### **A. General Disciplines Update**

- In Fall 2017, C-ID began the 5-year review for Agriculture Business, Agriculture Plant Science, Agriculture Animal Science, Chemistry, and Biology. C-ID staff are working with the CSUCO to distribute vetting surveys in order to obtain adequate CSU faculty feedback.
- The Information Technology and Information Systems FDRG recently met to discuss the Intersegmental Model Curriculum (ISMC) and descriptors for their discipline. The FDRG is recommending revisions to the ISMC and 3 existing descriptors, as well as the addition of 3 new descriptors. Draft materials are currently vetting, and the FDRG will meet to discuss the results once vetting concludes.

### **B. CTE MQ DIG Update**

- C-ID held two DIG meetings in late February and early March for the disciplines of: Cybersecurity, Small Business & Entrepreneurship, International Business, Emergency Medical Technician (EMT), Paramedic, Fashion, Interior Design, and Real Estate.
- The ASCCC and C-ID hosted two DIG meetings in May, 2018. The purpose of the meetings was to bring together faculty in the disciplines of HVAC, Welding, and Automotive Technology, to identify sub-disciplines (or specialties) within the existing discipline and to determine competencies to map to general education requirements. The materials drafted during the meetings will be used to inform the work of the CTE Minimum Qualifications Work Group.

## **XIII. C-ID 2.0 Website**

C-ID staff continues to work with the CCCTC to identify and prioritize bugs in the new C-ID 2.0 system.

## **XIV. Future Agenda Items and next meeting time/place**

The group discussed meeting three times in the coming academic year during: September 2018, January 2019, and May 2019.

## **XV. Adjournment**