

**Friday, January 11, 2019 to Saturday, January 12, 2019**

[The Mission Inn Hotel & Spa](#)

3649 Mission Inn Avenue, Riverside, CA 92501

Meeting Room: Renaissance Salon

**Friday, January 11, 2019**

8:00 a.m. to 9:00 a.m. Breakfast, Renaissance Salon  
9:00 a.m. to 12:00 p.m. Executive Committee Meeting  
12:00 p.m. to 12:30 p.m. Lunch  
12:30 p.m. to 5:30 p.m. Executive Committee Meeting  
6:30 p.m. to 8:30 p.m. Dinner

[Mario's Place](#)

3646 Mission Inn Avenue, Riverside, CA, 92501

**Saturday, January 12, 2019**

8:00 a.m. to 9:00 a.m. Breakfast, Renaissance Salon  
9:00 a.m. to 12:00 p.m. Executive Committee Meeting  
12:00 p.m. to 12:30 p.m. Lunch  
12:30 p.m. to 1:30 p.m. Executive Committee Meeting

*All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](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**

**i. Pre-Session Resolution Deadline – 5 mins., Dyer, pg. 13**

**F. Action Tracking, pg. 15**

**G. Local Senate Visits, pg. 17**

## H. Dinner Arrangements

## II. CONSENT CALENDAR

- A. December 7-8, 2018 Meeting Minutes, Rutan, forthcoming
- B. Policy 40.00 Honoring Faculty Leaders, Eikey, pg. 25

## III. REPORTS

- A. President's/Executive Director's Report – 30 mins., Stankas/Mica
- B. Foundation President's Report – 10 mins., Aschenbach
- C. Liaison Oral Reports (*please keep report to 5 mins., each*)  
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.

## IV. ACTION ITEMS

- A. **Legislative and Budget Report – 20 mins., Davison, pg. 27**  
The Executive Committee will be updated about the beginning of the legislative cycle and the budget.
- B. **Strong Workforce Program Recommendations – 10 mins., Stankas, pg. 29**  
The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.
- C. **CCC Guided Pathways Award Program – 10 mins., Stankas, pg. 31**  
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
- D. **AB 705 Update – 20 mins., Stankas, pg. 33**  
The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.
- E. **Faculty Diversification – 30 mins., Stankas, pg. 35**  
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
- F. **Disciplines Handbook – 15 mins., Eikey, pg. 37**  
The Executive Committee will consider for approval the revision of the Disciplines Handbook.
- G. **Update to the Existing SLO Terminology Glossary – 15 mins., Bruzzese, pg. 39**  
The Executive Committee will consider for approval the updated Student Learning Outcomes (SLO) Terminology Glossary.
- H. **Discipline Hearing Summary – 15 mins., Eikey, pg. 51**  
The Executive Committee will consider for action the proposals to change the disciplines list.
- I. **2019 Part-Time Faculty Institute Program – 10 mins., Rutan, pg. 55**  
The Executive Committee will consider for approval the program for the 2019 Part-Time Faculty Institute.
- J. **Revise Academic Senate Rules – 30 mins., Eikey, pg. 65**  
The Executive Committee will consider for approval revision to Academic Senate Rules.
- K. **Guided Self-Placement – 15 mins., May/Rutan, pg. 69**

The Executive Committee will consider endorsing the elements of the Guided Self-Placement Considerations and Resources from the CCCCO Assessment Taskforce for Guided Self-Placement and Re-imagining the Role of Assessment.

**L. Proposed Spring 2019 Curriculum Regional Meeting Dates and Program Topics – 10 mins., May, pg. 73**

The Executive Committee will consider for approval the dates for the spring 2019 Curriculum Regional Meetings and program topics.

**M. 2019 Spring Plenary Session Preliminary Outline – 60 mins., Stankas/Mica, pg. 75**

The Executive Committee will consider for approval the 2019 Spring Session preliminary program and discuss keynote presentations.

**N. Accounting Policies and Procedures – 15 mins., May/Mica, pg. 77**

The Executive Committee will review and consider for approval the combined Accounting Policies and Procedures manual.

**O. ASCCC Budget Performance – 15 mins., May/Mica, pg. 79**

The Executive Committee will be updated on the budget performance for the second quarter.

**P. 2019 SLO Symposium Program – 10 mins., May/Janio, pg. 81**

The Executive Committee will consider for approval the SLO Symposium program.

**V. DISCUSSION**

**A. Chancellor’s Office Liaison Report – 45 mins. pg. 83**

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

**B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 85**

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

**C. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/May, pg. 87**

The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.

**D. Open Educational Resources Initiative (OERI) Update – 30 mins., Mica/Pilati, pg. 89**

The Executive Committee will be updated on the progress of the OERI grant.

**E. Course Identification Numbering (C-ID) System Update – 20 mins., Mica/Aschenbach/Pilati, pg. 91**

The Executive Committee will be updated on the progress of the C-ID grant.

**F. Discussion on Statewide Technologies – 60 mins., Stankas/Mica, pg. 93**

The Executive Committee will discuss the overall statewide technology initiatives with a Chancellor’s Office representative.

**G. Executive Committee Mid-Year Check-In – 60 mins., Stankas/Mica, pg. 97**

The Executive Committee will reflect-on and discuss successes and challenges of the committee work during the fall semester.

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

- A. Standing Committee Minutes**
    - i. Accreditation Committee, Foster, pg. 101
    - ii. Curriculum Committee, May, pg. 105
    - iii. Education Policies Committee, Bruzzese, pg. 113
    - iv. Faculty Development Committee, Cruz, pg. 115
    - v. Online Education Committee, Dyer, pg. 119
    - vi. Standards and Practices Committee, Eikey, pg. 121
  - B. Liaison Reports**
    - i. California Community Colleges Curriculum Committee (5C), May, pg. 125
    - ii. Chancellor's General Education Advisory Committee, May, pg. 139
    - iii. Equal Employment Opportunity (EEO) and Diversity Advisory Committee, Davison, pg. 145
    - iv. Online Education Initiative Advisory Committee, Dyer, pg. 151
  - C. Senate and Grant Reports**
  - 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: January	Year: 2019
		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

- **2019 Student Learning Outcomes (SLO) Symposium** – Santa Ana – January 25, 2019
- **Executive Committee Meeting** – Oakland – February 1-2, 2019
- **2019 Part-Time Faculty Institute** – Newport Beach – February 21-23, 2019
- **Executive Committee Meeting** – Los Angeles – March 1-2, 2019
- **Spring Plenary Session** – Millbrae – April 11-13, 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

##### January 15, 2018

- Agenda items for February 1-2 meeting
- Reports
- Action Tracking Updates

##### SLO Symposium

- January 14, 2019 – Final program to printer
- January 14, 2019 – AV and Supply needs to office
- January 18, 2019 – Materials posted to the ASCCC website

##### Part-Time Faculty Institute

- January 21, 2019 – Final program due to Krystinne
- February 1, 2019 – Final program to printer

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

## **Spring Plenary**

### **January**

1. List of breakout ideas due to John and Krystinne January 18, 2019.

### **February**

1. Second draft of papers due February 12, 2019 for reading at March Executive Committee Meeting.
2. Area Meeting information due to Office Manager February 15, 2019
3. Pre-Session resolutions due to Resolutions chair February 22, 2019.

### **March**

1. AV and Event Supply needs to Office Manager by March 4, 2019.
2. Presenter's list and breakout session descriptions due to Executive Director by March 4, 2019.
3. Final resolutions due to Executive Director for circulation to Area Meetings March 6, 2019.
4. Final Program to Executive Director by March 8, 2019.
5. Final program to printer March 18, 2019.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 25, 2019; Area C & D March 26, 2019.
7. Materials posted to ASCCC website March 29, 2019.

## **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, 2019		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.

## **2018-2019 REGIONAL MEETINGS DATES**

- \*September 20, 2018 – Fall AB 705 Regional South
- \*October 6, 2018 – Fall AB 705 Regional North
- \*November 16/17, 2018 – Fall Curriculum Regional North/South
- \*February 21/25/28, 2019 – Spring Faculty Diversification Hiring Regionals

\*Approved





## Executive Committee Agenda Item

SUBJECT: Pre-Session Resolution Deadline		Month: January	Year: 2019
		Item No: I. E. i.	
		Attachment: No	
DESIRED OUTCOME:	Inform the Executive Committee of pre-session resolution deadline.	Urgent: Yes	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

**BACKGROUND:** The Resolutions Chair is requesting that pre-session resolutions from the Executive Committee be submitted to [resolutions@asccc.org](mailto:resolutions@asccc.org) by Friday, February 22, so that they may be reviewed at the March 1 Executive Committee Meeting.

The *Resolutions Handbook* delineates the pre-session resolution process in the language excerpted below:

### RESOLUTIONS PRIOR TO AREA MEETINGS

- A. Prior to the Area meetings in the fall and spring, the Academic Senate Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to Area meetings based on their experiences working with other groups and organizations around the state.
- B. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty . . .

The Resolutions Handbook also indicates that “When a resolution originates in an Academic Senate committee, a non-Executive Committee member with primary responsibility for the subject should be the maker of the motion and identified as the resolution contact. Ideally, that individual should be planning to attend the plenary session to ensure that there is a contact available to answer questions and clarify the intent of the resolution.”

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



	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Henderson	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Rutan	February & March	In Progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
	Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Stanskas	Spring/Summer	N/A			The Operational Committee will agendize this policy.
	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 the Executive Director and President with an update of the committee priorities after the first meeting of the standing committee or task force.
	Executive Director Succession Planning	December 1-2	2017	IV. D.	Stanskas	February 2018	In Progress			Four officers and two volunteer members to conduct research and provide recommendations to the group in February. Group also needs to make edits to the ED job description and bring to February meeting for review, discussion, and possible action.
	"Effective Practices for Online Tutoring" Paper	March	2018	IV. O.	McKay	Summer 2018	Assigned			Transfer, Articulation, and Student Services Committee is to bring a recommendation to the Committee on how to best disseminate this information.
	Part Time Faculty Regional Meeting Planning	March	2018	IV. R.	Rutan	May 2018	Assigned			The Part-time Committee will bring back a recommendation of dates, locations, and topics to the May Executive Committee meeting for approval.
	Revise Publication Policies	March	2018	IV. U.	Davison	Fall 2018	In Progress			Davison to revise the publication policies and bring forth to the Executive Committee
	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	1. AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017			1. 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/May	10/06/2018	Beach/Parker	03/08/2018	1. AB 705 Regional 2. TASC Regional
Feather River			Beach	3/11-14/2018	1. 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			1. Collegiality in Action
Merced	Aschenbach	4/27/2017	May/Aschenbach/ Roberson/ Stanskas	3/23/18	1. PDC Visit for Julie Clark 2. Area A Meeting
Modesto	May	3/2017			1. Area A Meeting
Porterville					

Redwoods, College of the					
Reedley					
Sacramento City	Beach/ A. Foster/ Smith	2/19/2017	Freitas/Slattery- Farrell/Stankas	04/03/2018	1. Diversity in Hiring Regional Meeting 2. CTE MQ Workgroup Faculty Meeting 3. FDC/ EDAC Hiring Regional Planning Meeting
	Cruz/ Henderson/ Parker/ Eikey	11/29/18			
San Joaquin Delta	Smith	11/18/2016	Rutan	1/29- 30/2018	1. Formerly Incarcerated Regional Mtg. 2. Curriculum Visit
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018			1. Area A Meeting
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	02/10/2018	1. MQ North Regional 2. TASC Committee Meeting 3. EDAC Regionals 4. MQRFT Meeting
			Davison/Foster May	04/06/2018 5/30/2018	
Yuba					
<b>AREA B</b>					
Alameda, College of	Bruno	11/21/2016	Aschenbach	10/20/2017	1. 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 3. Curriculum Certificates
	May/Aschenbach	10/05/2018			
Cañada	Rutan	02/09/2018			1. Curriculum Technical Assistance

Chabot	Smith	3/21/2017	Bruno/Davison		1. Area B Meeting 2.
	Davison	9/13/18	Rutan	11/6/18	3. FACCC Meeting 4. Noncredit Visit
Chabot – Las Positas District	Davison	5/23/2017			1. Curriculum Streamlining Workshop
Contra Costa					
DeAnza			Cruz	10/12/2018	1. Area B Meeting
Diablo Valley					
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Parker, Cruz, Eikey	9/19/2018	1. Guided Pathways Regional Meeting 2. Faculty Development Committee Meeting
Foothill	Executive Committee Meeting	3/3/2017			
Gavilan	Executive Committee	9/6-7/2018			1. Executive Committee Meeting
Hartnell					
Laney	May	3/6/2017	Corrina Evett		1. District (PCCD) Enrollment Mgmt.
			Stanskas	8/28/2018	2. Peralta District Collegiality in Action
Las Positas	May	9/16/2016	May	8/16/2018	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			1. Collegiality in Action
Merritt	Davison	3/17/2017			1. Curriculum Streamlining
Mission	Davison/Freitas	12/08/2016			1. 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			1. 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	Davison	3/8/2017			1. Technical Curriculum

College of					
San José City	Davison	5/24/2017	Rutan/May	5/18/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional
San Mateo, College of	McKay/Rutan	10/12/2018			1. AB 705 Workshop
Santa Rosa Junior	Beach	12/21/2016	May/Roberson	1/24/2018	1. EDAC Strategic Plan Meeting 2. MQ
	Slattery-Farrell/Foster	3/10/2017	McKay	3/23/2018	3. GP Resource Team 4. Area B Meeting 5. Tech Visit-Gov and Consultation
	Aschenbach	10/03/2018			
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	11/8/2016	Bruno	2/6/2018	1. Local Senate Visit
	Aschenbach	12/07/2016	Davison	8/24/2018	2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force) 3. Collegiality in Action
	Aschenbach/Davison/McKay	10/24/2018			4. Local Senate Accreditation 5. WEDPAC/EDAC Tour

<b>AREA C</b>					
Allan Hancock					
Antelope Valley	Freitas/Slattery-Farrell	11/29/2016			1. Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stankas	10/21/2016	Davison	10/5-6/2017	1. MQ & Equivalencies Presentations
	Aschenbach	10/18/18	May/Roberson/Eikey	12/18/2017	2. Civic Engagement Summit 3. Resolutions Committee Mtg. 4. Tech Visit, Advisory Committees
Cerritos	Rutan/May	5/19/2018			1. Curriculum Regional

Citrus	Roberson	8/23/2018			1. 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	10/20/2017	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting
	May/Roberson	1/18/2018	Parker/Eikey	10/19/18	3. GP Resource Team 4. ECC Pride Leadership Presenters
Compton College	May/Roberson	8/25/2017	Eikey/Stanskas/ Bruzzese/Aschenbach	10/13/18	1. Guided Pathways 2. Area C Meeting
Glendale	Rutan/Foster Aschenbach	9/24/2016 12/08/2016	Freitas/Slattery- Farrell/Stanskas	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			1. 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. TASC Regional
			Beach	3/9/2018	
LA Harbor	Rutan	5/5/2017			1. TOP Code Alignment
LA Mission					
LA Pierce	Roberson	8/23/2018			1. Guided Pathways Visit
LA Southwest					
LA Trade-Technical	Smith	10/21/2016			1. 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			1. Area C Meeting
Mt. San Antonio	Davison/LSF/	10/22/2016	Davison/Rutan/Beach	2/25/2017	1. Curriculum Regionals

	Aschenbach/Beach/ Rutan Davison	2/23/2017	Curriculum Committee Meeting  Aschenbach	6/7/2017, 7/19/2018	2. Dual Enrollment Toolkit  3. Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/2016	Roberson, Beach, Eikey, May	5/11/2018	1. Area C Meeting 2. Guided Pathways Regional Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica	McKay	9/14/2018			1. 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	1. 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			1. Governance
Imperial Valley	Beach	4/7/2017			1. Governance Presentation
Irvine Valley	Davison/Rutan	5/15/2017			1. Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/2017	Aschenbach/Rutan	11/18/2017	1. Curriculum Streamlining Workshop
			Beach/Pilati	03/23/2018	2. Curriculum Regional – South 3. Guided Pathways 4. Accreditation Committee
	Foster/Davison	10/16/2018			
MiraCosta	Foster/Freitas	8/10/2017	May/Beach	9/28/2016	1. 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			1. SI Institute
Norco	Davison/Slattery-Farrell/Eikey/Aschenbach	1/11/2018			1. RwLS Meeting
North Orange - Noncredit					
Orange Coast	Aschenbach	2/09/2018	Beach/Pilati	3/16/2018	1. SLO Symposium 2. Guided Pathways 3. Area D Meeting
			Rutan/Parker/Foster/Davison	10/13/2018	
Palo Verde	Rutan	8/31/2017			1. Top Code Alignment
Palomar	Aschenbach/McKay	12/03/2016			1. 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			1. Curriculum Tech Visit
San Bernardino Valley	Executive Committee	9/9/2016	Rutan	5/11/2018	1. Executive Committee Meeting 2. AB 705 Implementation 3. AB 705 Regional
			Rutan/Parker	9/20/2018	
San Diego City			Beach	1/19/2018	1. FACCC Board

San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/2016 11/19/2016	Stankas/A. Foster Foster/Davison	5/2/2017	<ol style="list-style-type: none"> <li>1. Area D Meeting</li> <li>2. Top Code Alignment</li> <li>3. Tech. Visit</li> <li>4. PT Faculty Meeting</li> </ol>
San Diego Mesa	Davison/Rutan	5/22/2017	May	9/22/2018	<ol style="list-style-type: none"> <li>1. Curriculum Streamlining Workshop</li> <li>2. MQRTF Meeting</li> </ol>
San Diego Miramar	Bruno	5/1/2018			<ol style="list-style-type: none"> <li>1. Collegiality in Action</li> </ol>
Santa Ana	Beach	8/23/2017			<ol style="list-style-type: none"> <li>1. Presentation on Role of Local ASCCC Senates Governance</li> </ol>
Santiago Canyon	Davison/Beach/Rutan	12/8/2017			<ol style="list-style-type: none"> <li>1. Basic Skills Committee Meeting</li> </ol>
Southwestern	Rutan	12/12/2016	Beach/A.Foster/Smith	2/10/2017	<ol style="list-style-type: none"> <li>1. TOP Code Alignment</li> <li>2. Diversity in Faculty Hiring Regional Mtg.</li> <li>3. EDAC Regional</li> <li>4. TASSC In Person Meeting</li> <li>5. Board of Governors and Trustee for California Online CCD</li> </ol>
	Davison/Foster/ Beach	04/07/2018	Parker	9/17/2018	
	Davison/Stankas	9/17-18/2018			
Victor Valley					





## Executive Committee Agenda Item

SUBJECT: Policy 40.00 Honoring Faculty Leaders		Month: January	Year: 2019
		Item No: II. B.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval changes to Policy 40.00	Urgent: Yes	
CATEGORY:	Consent	Time Requested:	
REQUESTED BY:	Rebecca Eikey	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	April Lonero	Consent/Routine	X
		First Reading	
		Action	
		Discussion	

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

**BACKGROUND:**

Revision to Policy 40.00 Honoring Faculty Leaders to include free registration for past ASCCC Presidents.

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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 and Budget Report		Month: January	Year: 2019
		Item No: IV. A.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated about the beginning of the legislative cycle and the budget.	Urgent: No	
		Time Requested: 20 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 new legislative cycle began in December 2018, with the swearing in of the new members of the legislature, and will continue until 22 February 2019. The Legislative and Advocacy Committee is tracking bills in areas of academic and professional matters, as well as related bills. In addition, the Executive Committee will be updated on the initial budget, which dropped on 10 January 2019.

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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: January	Year: 2019
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	<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 Strong Workforce Program Recommendations and discuss future direction.

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





## Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: January	Year: 2019
		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: AB 705 Update		Month: January	Year: 2019
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: No	
		Time Requested: 20 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 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 Diversification		Month: January	Year: 2019
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 30 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 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: Disciplines Handbook		Month: January	Year: 2019
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revision of the Disciplines Handbook.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:**

Per Resolution [10.01 F16, Annual Consideration of the Disciplines List Proposals](#),

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Process to allow Disciplines List revisions to be considered for action at least annually and to amend the Disciplines List Handbook accordingly; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to publish annually the Minimum Qualifications for Faculty and Administrators in the California Community Colleges.

The Standards & Practices Committee has revised the Discipline Handbook accordingly and is requesting review and approval from the Executive Committee.

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





## Executive Committee Agenda Item

SUBJECT: Update to the Existing SLO Terminology Glossary		Month: January	2019
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated SLO Terminology Glossary.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Anna Bruzzese	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 Educational Policies Committee was directed to update the SLO Terminology Glossary, per the following resolution: [S17 9.1 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes](#). The committee completed the task and unanimously approved the updated Glossary and is now seeking approval from the Executive Committee.

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





# Glossary of Outcomes and Assessment

The following glossary was developed from existing research and feedback from faculty and researchers from the California community colleges, in response to Resolution S17 09.01 that asked the Academic Senate for California Community College to address the confusion in the field, by researching and updating the 2009 glossary of common terms for student learning outcomes and assessment.

This glossary does not dictate terminology, nor is it meant to be exhaustive or comprehensive<sup>1</sup>. Due to the increased collaboration between researchers and faculty, enhanced dialogue about these terms increases our ability to serve our students and increase student success. This document was updated to include references and resources as well.

In an attempt to help clarify terminology, we have grouped terms into several categories:

Assessment of courses, programs, and institutions.

- Outcomes
- General terminology

## **Assessment Glossary Topics**

Assessment is often thought of as a “hassle” and an “obligation” amongst many faculty, when in fact assessment of our courses and programs is routinely performed, even when we aren’t aware of what we do. *Curriculum development and offerings needs assessment, and assessment drives modification of existing curriculum as well as development of new curriculum.* They go hand-in-hand, and should be looked through the prism of “good practice” in what faculty do assessment anyway.

The following terminology is most often associated with course, program, or institutional assessment discussions.

### **Assessment**

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.<sup>2</sup> Assessment efforts provide faculty with the opportunity to honestly look at courses and programs, relevance in course content, self-evaluation of teaching and evaluation methodology, and whether the “vision” of the course/program is resulting in “success” of the program. Assessment is the way in which we ensure curriculum effectiveness and relevance, and allows for self-reflection to allow curriculum to be enhanced when appropriate.

### **Assessment Artifact**

An assessment artifact is a student-produced product or performance used as *evidence for assessment*. An artifact in student services might be a realistic and achievable student educational plan (SEP).

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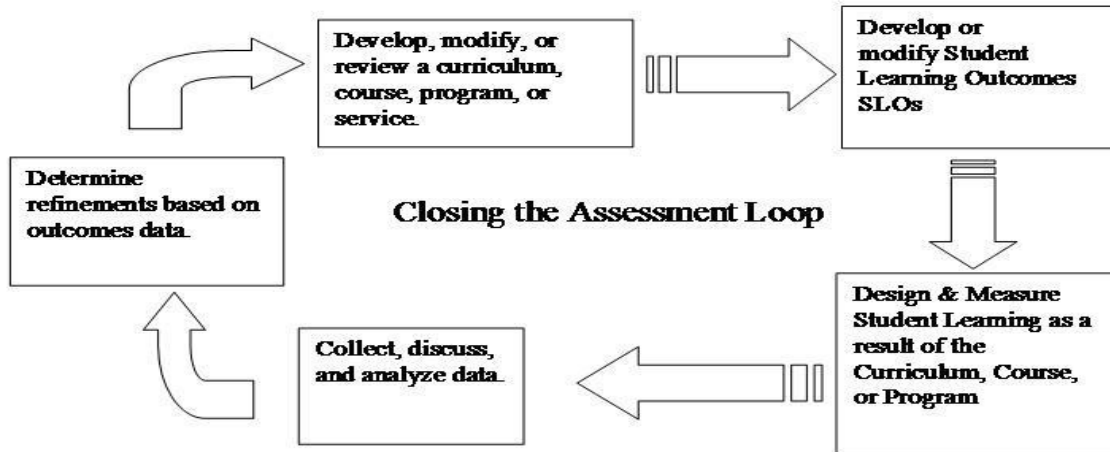
<sup>1</sup> <https://www.aacu.org/publications-research/periodicals/beyond-confusion-assessment-glossary>

<sup>2</sup> <https://www.edglossary.org/assessment/>

# Glossary of Outcomes and Assessment

## Assessment Cycle

The assessment cycle refers to the process called “closing the loop” between the development of modification of curriculum, and is figuratively represented below. As with any “cycle” there is no beginning, no an end. Curricular development, measurement of success, and modifications based on assessment leading to modifications of curriculum – this is all part of the dynamic nature of curriculum.



## Assessment of Learning

A process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This term refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

## Assessment for Accountability

The primary drivers of assessment for accountability are external, such as legislators or the public, and usually entail indirect or secondary data. Application of accountability data for educational improvement requires careful analysis of the alignment of the data and the ramifications of the actions.

## Authentic Assessment

Traditional assessment sometimes relies on indirect or proxy items such as multiple-choice questions focusing on content or facts. In contrast, authentic assessment simulates a real-world experience by evaluating the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.

## Classroom Assessment Techniques

Often referred to as CATs, a collection of “simple tools for collecting data on student learning in order to improve it.”<sup>2</sup> CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective, throughout the

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<sup>2</sup> Angelo, T.S., and K.P. Cross. (1993) Classroom Assessment Techniques: A Handbook for College Teachers. 2<sup>nd</sup> edition. Jossey-Boss, Inc., San Francisco, CA. Page 26.

# Glossary of Outcomes and Assessment

semester. Data from CATs are evaluated and used to facilitate continuous modifications and improvement in the classroom.

## **Classroom-based Assessment**

Classroom-based assessment is the formative and summative evaluation of student learning within a classroom, in contrast to institutional assessment that looks across courses and classrooms at student populations.

## **Course Assessment**

This assessment evaluates the curriculum as designed, taught, and learned. It involves the collection of data aimed at measuring successful learning in the individual course and improving instruction with a goal to improve learning.

## **Criterion-Based Assessment**

Criterion-based assessment evaluates or scores student learning or performance based on explicit criteria developed by student services or instruction which measures proficiency at a specific point in time.

<https://www.edglossary.org/criterion-referenced-test/>

## **Direct Assessment**

Direct data provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measuring student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math. In contrast, an employer's report about student abilities in math or a report on the number of math degrees awarded would be indirect data.

## **Embedded Assessment**

Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, CATs, projects or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs.

## **Formative Assessment**

Formative assessment is a diagnostic tool implemented during the instructional process that generates useful feedback for student development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or a final exam.

## **Homegrown or Local Assessment**

This type of assessment is developed and validated by a local college for a specific purpose, course, or function and is usually criterion-referenced to promote validity. This is in contrast to standardized state or nationally developed assessments. In student services homegrown student satisfaction surveys can be used to gain local evidence, in contrast to commercially developed surveys which provide national comparability

# Glossary of Outcomes and Assessment

## **Norm-Referenced Assessment**

In norm-referenced assessment, an individual's performance is compared to another individual. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery to an expected level of competency, but provides little detail about specific skills.

Yields an estimate of the position of the tested individual in a pre-defined population, with respect to the trait being measured.<sup>3</sup> This is often used in standardized testing.

## **Summative Assessment**

A summative assessment is a final determination of knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, capstone projects or any final evaluation which is not created to provide feedback for improvement, but is used for final judgments.

## **Outcomes Glossary Topics**

Student learning outcomes. Program learning outcomes. Institutional outcomes. The term “outcome” has become synonymous with the “work” of justifying what faculty do. Much of the work in assessment (as described above) is designed specifically around the outcomes of a course, program, or the institution as a whole.

Much like with assessments, that faculty routinely do normally, outcomes should be viewed as an essential component of course/program development, rather than an “obligation” and a burden.

The following terminology is most often associated with course, program, or institutional outcome discussions.

## **Affective Outcomes**

Affective outcomes relate to the development of values, attitudes and behaviors, which is often associated with feelings, rather than knowledge or skills. This includes learning to accept an idea or concept or learning to appreciate a point of view.<sup>4</sup> This is discussed as part of one of the three domains within Bloom's Taxonomy.

## **General Education Student Learning Outcomes**

GE SLOs are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider general education a program.

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<sup>3</sup> <https://www.edglossary.org/norm-referenced-test/>

<sup>4</sup> <https://www.igi-global.com/dictionary/learning-outcomes-across-instructional-delivery/792>

# Glossary of Outcomes and Assessment

## **Institutional Learning Outcomes (ILO)**

Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student's total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILO's. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes.

## **Student Learning Outcomes (SLO)**

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience<sup>5</sup>. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

## **General Glossary Topics**

When restructuring this document from previous versions, the emphasis on assessment and outcomes as philosophical areas of consideration became paramount in importance. The following glossary topics may not be associated with one of these two areas.

### **Alignment**

Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway. When dealing with outcomes and assessment, *it is important to determine that course outcomes align or match up with program outcomes*; that institutional outcomes align with the college mission and vision. In student services, alignment of services includes things like aligning financial aid deadlines and instructional calendars.

### **Bloom's Taxonomy<sup>6,7</sup>**

One example of several classification methodologies used to describe increasing complexity or intellectual sophistication.

**Knowledge** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

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<sup>5</sup> <http://www.learningoutcomesassessment.org/>

<sup>6</sup> Bloom, B.S. (1956) *Taxonomy of Educational Objectives, Handbook: The Cognitive Domain*. David McKay, New York.

<sup>7</sup> <https://ctl.yale.edu/BloomsTaxonomy>

# Glossary of Outcomes and Assessment

**Comprehension** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

**Application** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

**Analysis** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.

**Synthesis** The ability to put parts together to form something original. It involves using creativity to compose or design something new.

**Evaluation** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.

## **Calibration (rubrics)**

When rubrics are evaluated by more than one person, calibration is essential.

<https://www.aacu.org/value-rubrics>

<https://aacu.org/whats-new/aacu-value-rubric-calibration-training-now-open>

<https://baselinesupport.campuslabs.com/hc/en-us/articles/206511235-Calibrating-Rubrics>

## **Closing the Loop**

This phrase refers to the use of assessment results to improve student learning, through collegial dialog, informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting and evaluating assessment results, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc.

## **Continuous Improvement**

Continuous improvement reflects an on-going, cyclical process to identify evidence and implement incremental changes to improve student learning.

## **Core Competencies**

Core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning which are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialog about instructional and student service competencies. See also ***GE Outcomes and Institutional Learning Outcomes***.

## **Culture of Evidence**

This phrase refers to an institutional culture that supports and integrates research, data analysis, evaluation, and planned change as a result of assessment to inform decision-making.<sup>8</sup> A culture of evidence is characterized by the generation, analysis and valuing of quantitative and qualitative data in decision making.

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<sup>8</sup> Patterson, R. S., N. M. Michelli, and A. Pacheco. 1999. *Centers of Pedagogy: New Structure for Educational Renewal*. San Francisco: Jossey-Bass.

# Glossary of Outcomes and Assessment

## **Evidence**

Artifacts or objects produced that demonstrate and support conclusions are considered evidence. Evidence includes quantifiable and supported data, as opposed to intuition, belief, or anecdotes. As described by the ACCJC<sup>9</sup> “*Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.*”

## **Evidence of Program and Institutional Performance**

Program or institutional evidence includes quantitative or qualitative, direct or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

## **Indirect Data**

Indirect data (sometimes referred to as *secondary data*) indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning, while not directly indicating what a student actually learned in the coursework.

## **Likert Scale**

The Likert Scale<sup>10</sup> is often used in the social sciences and in educational research. This assigns a numerical value to responses in order to quantify subjective data. The responses are usually along a continuum, such as responses of strongly disagree, disagree, agree, or strongly agree. Values are also assigned such as 1 (strongly disagree) to 4 (strongly agree).

## **Metacognition**

Metacognition is the act of thinking about one's own thinking and regulating one's own learning. It involves critical analysis of how decisions are made and vital what material is consciously learned and acted upon.

## **Objectives**

Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes, which address synthesizing, evaluating and analyzing many of the objectives.

## **Pedagogy**

Pedagogy is often defined as “*the method and practice of teaching, especially as an academic subject or theoretical concept*”<sup>11</sup> and is considered the art and science of how something is taught, and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, how content is delivered, and what the students learn - as a result of the process. In some cases, *pedagogy* is applied to children and *andragogy* is applied to adult learners; but generally pedagogy is commonly used in reference to any aspect of teaching and learning in any classroom.

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<sup>9</sup> ACCJC. 2008. Characteristics of Evidence: Guide to Evaluating Institutions. Page 10. Author: Novato, CA

<sup>10</sup> <https://www.britannica.com/topic/Likert-Scale>

<sup>11</sup> <https://en.oxforddictionaries.com/definition/pedagogy>

# Glossary of Outcomes and Assessment

## **Primary Trait Analysis (PTA)**

Primary trait analysis is the process of identifying major characteristics that are expected in student work. After the primary traits are identified, specific criteria with performance standards are defined for each trait. This process is often used in the development of rubrics.<sup>12</sup> PTA is a way to evaluate and provide reliable feedback on important components of student work thereby providing more information than a single, holistic grade.

## **Program**

Programs are defined in Title 5 §55000(g) and in the PCAH<sup>13</sup>, where a “Program” is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well.

Title 5 §55000(g) defines an educational program as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education

## **Qualitative Data**

As opposed to quantitative data, qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage providing a breadth of information. Qualitative data provide depth and can be time and labor intensive. Qualitative data are most often heuristic in nature, and are able pinpoint areas for interventions and potential solutions, which are not always evident in quantitative data.

## **Quantitative Data**

As opposed to qualitative data, quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of an identified variable. Quantitative data can be generalized and reproduced, but must be carefully constructed, analyzed, and interpreted to be valid.

## **Reliability**

Reliability refers to the reproducibility of results over time or a measure of the consistency when an assessment tool is used multiple times. In other words, if the same person took the test five times, the **scores** should be **similar**. This refers not only to reproducible results from the same participant, but also to repeated scoring by the same or multiple evaluators. While the student learning outcomes process should be reliable, it does not suggest statistical reliability analysis for every item and aspect of classroom and program assessment, but rather indicates that assessments should be a consistent tool for testing the student’s knowledge, skills or ability.

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<sup>12</sup> <https://asccc.org/resolutions/creation-local-online-education-rubrics>

<sup>13</sup> [http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2016\\_agendas/July/PCAH\\_6thEdition\\_Final\\_June2016\\_kc.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2016_agendas/July/PCAH_6thEdition_Final_June2016_kc.pdf)



# Glossary of Outcomes and Assessment

## **Rigor**

California community college faculty use the term *rigor* relating to courses in the context of Title 5, such as referring to course standards of grading policies, units, intensity, prerequisites level, etc. §55002. Researchers often refer to *rigor* as statistical rigor or compliance with good statistical practices.

As one example of the use of the term rigor Title 5 §55002 (b) (2) (C) says “In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.”

## **Rubric**

A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings.

## **Sampling**

Sampling is a research method that selects representative units such as groups of students from a specific population of students being studied, so that by examining the sample, the results can be generalized to the population from which they were selected when everyone in the population has an equal chance of being selected (i.e. random). Sampling is especially important when dealing with student service data.

## **Triangulation**

The collection and study of evidence from multiple sources (direct and indirect assessments) to determine student learning outcome achievement.

## **Validity**

An indication that an assessment method accurately measures what it is designed to measure with limited effect from extraneous data or variables. To some extent this must also relate to the integrity of inferences made from the data.

## **Content Validity**

Validity indicates that the assessment is consistent with the outcome and measures the content we have set out to measure. For instance, you go to take your driver’s license exam, the test does not have questions about how to make sushi.

## **Variable**

A variable is a discrete factor that affects an outcome.





## Executive Committee Agenda Item

SUBJECT: Discipline Hearing Summary		Month: January	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for action the proposals to change the disciplines list.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:**

A new Discipline, Homeland Security, was proposed and a Hearing was held in Fall Plenary. See attached Summary of the Discipline Hearing.

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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  
DISCIPLINES LIST REVISION PROPOSALS**

*October 3, 2018*

**Information for Proposed Disciplines List Changes**

*Italics* indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion  
Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

**SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)**

**PROPOSAL #1:**

Proposed Revision Discipline: Homeland Security

Organization: Rio Hondo College Academic Senate

Current Minimum Qualifications:

Add new discipline

Proposed Change:

*Master's degree in Homeland Security, Emergency Management, Emergency Preparedness, Crises Management, Disaster Management, or Cybersecurity.*

*OR*

*the equivalent.*

Rationale:

Homeland Security as a social concept has changed the American way of life since the Terrorist Attacks of September 11, 2001. Since this event, a new cabinet level department was created—the department of Homeland Security—to address the threats and hazards to the nation. Paralleling the national efforts to operationalize Homeland Security as a professional industry was the development of academic programs to educate and train individuals in the new and merging career fields that make up the Homeland Security Enterprise. Recognized by industry and academic leaders, the call for Homeland Security education needs to be answered by a community of Homeland Security experts in a unique academic discipline. While Homeland Security is often approached from an inter- or multidisciplinary approach in educational programs, there is a consistent thread containing the unique nature and requirements of Homeland Security to be a separate discipline outside other public safety related disciplines.

Consultation with Professional Organization

- a. While developing the Homeland Security Degree program at Rio Hondo College, the program coordinators formed an Advisory Committee that supported the creation of the Homeland Security degree and program. Members of the Advisory Committee were comprised of officers from the Department of Homeland Security, law enforcement, and fire services. There were also members from the emergency medical services, and academicians from public safety disciplines. A copy of the minutes is attached to this proposal (Enclosure 1).
- b. Rio Hondo College has been in discussions with key faculty at Citrus College and Coastline Community College about their respective Homeland Security/Emergency Management programs. The lead faculty for the Coastline Community College Emergency Management/Homeland Security program seconded this proposal.

- c. The California Chancellor’s Office Public Safety Education Advisory Committee (PSEAC) has been briefed of this proposal. The verbal feedback was positive for this proposal. The PSEAC is formed from faculty members from various colleges throughout the state that have public safety programs.

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2018 Plenary Session.

Name	College/Organization	Testimony	Position
David DeGroot	Allan Hancock College	Support	Individual
Michelle Bean	Rio Hondo College	Support	Rio Hondo Academic Senate
Anne Holiday	Coastline College	Support	Individual Academic Senate President
Gerson Montiel	Rio Hondo College	Support	Individual
Richard Weinroth	San Diego Continuing Education	Support	San Diego Continuing Education Senate
Stacy Millich	Cuesta College	Support	Cuesta College Academic Senate
Michael Berke	San Jose City College	Support	Individual
Mary Pope	DeAnza College	Support	Individual
Grace F. Napolitano	Congresswoman, California 32 <sup>nd</sup> Congressional District	Support	Individual
James Birrell	Los Angeles Area Regional Training Group (Los Angeles Area Fire Chiefs Association)	Support	Individual
Brent Hayward	City of Sante Fe Springs Fire Chief	Support	Individual
Timothy Vu	Chief of Police, City of Alhambra	Support	Individual
John Curley	Chief of Police, City of Covina	Support	Individual
David Reynoso	Chief of Police, City of El Monte	Support	Individual
Richard Ramirez	Rio Hondo College	Support	Individual
Scott Jaeggi	Battalion Chief, Morongo Valley Fire Department	Support	Individual
Yalun Wang	Rio Hondo College	Support	Individual





## Executive Committee Agenda Item

SUBJECT: 2019 Part-Time Faculty Institute Program		Month: January	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the program for the 2019 Part-Time Faculty Institute.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
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 will take place at the Newport Beach Marriott Hotel & Spa on February 21 – 23, 2019 and is offered in partnership with the California Community Colleges Success Network (3CSN). The Institute will consist of one pre-session on hiring for ~100 attendees, three general sessions, four sets of six breakout sessions. Each round of breakouts on Friday will include an opportunity for part-time faculty to have their CV reviewed by full time faculty at the event (these sessions will be by appointment and are limited based on the number of available reviewers). The institute is open to ~ 200 attendees and registration is free thanks to funding provided by 3CSN.

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<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 Opens**

**3:00P – 5:00P**

**Welcome to Part-Time Faculty Institute**

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

**From Job Announcement to Interview – Overview of Resources, Applications, and the Hiring Process**

Beth Au, CCC Registry

**HR Person?**

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

Many part-time faculty are hoping to obtain a full-time position, but it can be challenging to successfully navigate the hiring process. This session will provide insights into the full-time faculty hiring process and how it differs from the hiring process for part-time faculty. This session will include perspectives from the Community College Registry, human resources professionals, and faculty that have experienced the hiring process on both sides.

**5:30P – 7:00P Networking Opportunity??**

**Friday, February 22**

**8:00A: Registration Opens**

**8:00A – 9:00A: Breakfast**

**9:00A – 10:30A**

**Welcome to Part-Time Faculty Institute**

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair



## **What is your “Why”?**

### **Need Presenters**

Part-time educators in the California Community College system have many unique demands on their time and energy. Through it all, we can sometimes lose touch with what brought us to this work in the first place – our personal “why.” In this interactive general session, participants will reflect on their personal why and learn ways to use it to better engage with and motivate students in our classrooms, as well as to more effectively collaborate with colleagues. Why statements can be shared on syllabi, job applications, and during job interviews. This session also will provide a brief overview to the California Community College Success Network (3CSN), the practitioner-led leadership role it plays throughout the 114-college system, and the ways it helps educators get more involved on their campuses and within a larger network of community college educators

10:30a – 10:45a: **Break**

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

### **Relationships with Faculty, Staff, and Administrators**

Andrew Delunas, ASCCC Part-Time Committee, Gavilan College

David Morse, Long Beach City College

Martin Stringer, Santiago Canyon College

Relationships are important in every profession, and they can influence the career of part-time faculty in many ways. Interactions with colleagues, staff, and supervisors can have both positive and negative impacts on a part-time faculty member’s assignment, re-hire possibilities, references, applications for full-time positions, and other workplace opportunities. This session will outline ways to keep relationships positive, behaviors to avoid, and suggestions for dealing with difficult workplace situations.

### **Unique Challenges and Opportunities for Part Time Faculty of Color**

Silvester Henderson, ASCCC Representative At Large

Don Hopkins, ASCCC Part-Time Committee, Folsom Lake College

Effective sharing and conversation regarding how to use unique cultural perspectives as a way to create, expand and change the narrative for diverse faculty professionals, will be explored. Are Faculty of Color the only academic professionals who are marginalized? Current information/data will be shared. Should faculty of color contribute to “Ethno-relativist” curricular structures, for creating a space of cultural sensitivity and growth? Should part-time faculty of color engage in campus culturally centered academic programs, for the enhancement of equity, and diversity? Will such efforts secure continued academic assignments? Please come share your ideas as we collectively explore “everyday wisdom,” to positively improve our work and turn challenges into triumphs.

## **OER, Low Cost Materials, and Trying to Adopt New Course Materials as a Part Timer**

Janelle Barbier, ASCCC Part-Time Committee, Skyline College

Dolores Davison, ASCCC Vice President

Michelle Pilati, Rio Hondo College

Many colleges are exploring the expanded use of Open Educational Resources (OER) and other lower cost materials to reduce costs for students and increase access to instructional materials, especially for financially disadvantaged students. At some colleges, part-time faculty may encounter resistance when attempting to adopt OER for the first time. Come to this session to learn about OER and how you can explore its use for your classes and learn about the initiatives around OER being worked on around the state.

## **Academic Freedom Isn't Just for Full-Time Faculty**

Wendy Brill-Wynkoop, College of the Canyons

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

Janelle Barbier, ASCCC Part-Time Committee, Skyline College

Every college is required to have an adopted policy on academic freedom, but do you really feel like it applies to you? Academic freedom policies apply to all faculty, but many part-time faculty feel like they could lose their jobs if they were ever to exercise their academic freedom. Please join us for a discussion about what academic freedom is, how it does protect all faculty, and what to do if your academic freedom rights have been violated.

## **Mainstreaming Adjunct Instructors in Professional Learning - Setting the Stage for Change**

Rachel Ketai, El Camino College, 3CSN

Lars Kjeseth, El Camino College, 3CSN

Art Martinez, El Camino College, 3CSN

Deep and trusting relationships among all instructors, learning assistants, and counselors is a critical component of positive change, whether that change is in response to AB 705, Guided Pathways, or the next new idea to come our way. At El Camino College, the Scholarly Inquiry for Teacher Excellence (SITE) program seeks to focus professional learning on building meaningful and lasting relationships around the scholarship of teaching, learning, and counseling so that in the long run, the college is better prepared for change. One goal of SITE is to make it possible for all adjuncts to participate fully. Together, we will experience a sample of how SITE approaches professional learning; learn about the ways SITE is working for adjunct instructors and counselors; and dream about how we can make SITE work even better for adjunct instructors and counselors.

## **Curriculum Vitae Review (by appointment)**

This is an opportunity for attendees to bring their vitae and teaching philosophy to receive feedback directly from faculty leaders who regularly participate in the hiring process. Sign Up sheets are available to set your appointment.

**12:00p – 2:00p**

### **Lunch**

#### **Welcome from ASCCC President**

John Stankas, ASCCC President

#### **10+1 Governance and Union Issues: Similarities and Differences**

Wendy Brill-Wynkoop, College of the Canyons

Dolores Davison, ASCCC Vice President

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

Title 5 Regulations grant academic senates the right to be the primary voice in college decision-making with regard to academic and professional matters, while unions address wages and working conditions. This session will examine the purview of academic senates compared to that of unions as well as the areas that overlap. Come and learn how these two important bodies work for faculty.

**2:00p – 2:15p: Break**

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

#### **Navigating College Culture**

Don Hopkins, ASCCC Part-Time Committee, Folsom Lake College

John Stankas, ASCCC President

Have you ever started at a college and heard “that isn’t how we do things here”? Each college has its own unique culture and part-time faculty will need to learn to adapt to that culture in order to be successful. How can you get a sense of the way things are done at a new campus, adapt to that environment, and become a valuable member of the college community? This session will examine aspects of local college cultures including governance and ways part-time faculty can navigate them and thrive.

## **The Full Time Interview Process – What to Expect Each Step of the Way**

Sam Foster, ASCCC Area D Representative

David Morse, Long Beach City College

This follow up session to Thursday's General Session will describe the hiring process from beginning to end. The presenters will offer important information that potential interviewees need to know, as well as guidance and tips on completing an application, preparing to interview, and what one should or should not do during an interview session.

## **The Value of an Academic Title**

Janelle Barbier, ASCCC Part-Time Committee, Skyline College

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

Assistant Professor, Associate Professor, and Professor are common titles for full-time faculty, but part-time faculty are rarely given this type of recognition. Part-time faculty are often called adjunct or contingent, implying that they are temporary or not as important to the college. This session will discuss how developing academic titles for part-time faculty can make them feel like they are an important part of the campus culture and that they are a valued member of the campus community.

## **10+1 and Union Relations**

Wendy Brill-Wynkoop, College of the Canyons

Dolores Davison, ASCCC Vice President

Katherine Schaefer, ASCCC Part-Time Committee, Foothill College

Presenters from the general session will be available to engage attendees in further discussion of academic senate purview and governance roles as compared to union responsibilities.

## **Finding the Right Fit**

Vanson Nguyen, College of Alameda, 3CSN

Finding the right fit is important. Come discuss the process from application to interview, as both components of the process can feel different. Dr. Nguyen is a math department chair who will share some specific strategies and good practices from his experience interviewing and working with faculty.

## **Curriculum Vitae Review (by appointment)**

This is an opportunity for attendees to bring their vitae and teaching philosophy to receive feedback directly from faculty leaders who regularly participate in the hiring process. Sign Up sheets are available to set your appointment.

3:30p – 3:45p: **Coffee Break**

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

**The Art of Diplomacy**

Andrew Delunas, ASCCC Part-Time Committee, Gavilan College  
Silvester Henderson, ASCCC Representative at Large

As leaders, we frequently find ourselves in critical and challenging conversations. Although we may appreciate the importance of having rigorous, balanced, and effective conversations about difficult subjects, it is also important to recognize that defensive tendencies and strong emotions can hinder such conversations, affecting not only the integrity of the decision-making process but also the health of the relationship. Navigating these types of conversations is difficult and frequently requires a specific skill set. Come to this breakout to learn strategies for how to engage in critical conversations with confidence.

**Starting at a New College? – How to Find Out Important Information No One Ever Tells You**

Sam Foster, ASCCC Area D Representative  
Janelle Barbier, ASCCC Part-Time Committee, Skyline College

Sometimes an initial teaching assignment at a college begins with little more than the keys and a course outline (and there are times when you don't even get those). How do you make copies? What do you do if there is an emergency? Are you free to teach the content any way that you like? Join us as we discuss how to find the answers you need, how to network inside and outside your department, and the many ways to move forward in your career as a part-time faculty member.

**Impact of AB 705 and Guided Pathways on Part-Time Faculty**

Michelle Pilati, Rio Hondo College  
Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

The local implementation of AB 705 (Irwin, 2017) and Guided Pathways will have far reaching impacts for all classroom faculty, but most of the implementation is driven by the full-time faculty. How will this work impact part-time faculty? How can part-time faculty become engaged in the planning and not just be responsible for implementing everything once the decisions have been made. Please join us to learn everything you need to know about AB 705 and Guided Pathways and to discuss how to become more engaged in these efforts locally.

## **Equitizing Your Syllabi and Other Key Teaching Documents.**

Jordan Giannoni Harless, San Joaquin Delta College, 3CSN

In order to best serve our students, our course materials should be accessible and equitable...but how do we know if they are accessible and equitable? In this session, participants will work together to build an equity rubric that be referenced while creating, or revamping, syllabi and other important materials. We will examine our "expert blind spots," uncover ways to reduce deficit-minded language, and brainstorm strategies for making our teaching documents more approachable to students.

## **Understanding and Responding to Student Resistance to Learning**

Dr. Jan Connal, Cerritos College (Emeritus), 3CSN

As professionals we seek to create effective learning experiences for our students. However, we've all experienced situations wherein students seem to "resist" the learning experiences we've designed. If you've found yourself frustrated and wondering "what's going on here?" then this session is for you! Resistance to learning is indeed a perplexing and often misunderstood phenomenon. This session is not about "blaming" students but rather an initial examination into the factors that shape, for good or ill, the intensity of student resistance. Understanding the interplay between these external and internal factors provides insight for designing and implementing constructive responses. We'll conclude the session by generating and exchanging ideas for reducing resistance and creating conditions conducive to effective

## **Curriculum Vitae Review (by appointment)**

This is an opportunity for attendees to bring their vitae and teaching philosophy to receive feedback directly from faculty leaders who regularly participate in the hiring process. Sign Up sheets are available to set your appointment.

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**

**The Maximized Professor - Designing a Career for Job Security as a Curricular Expert and Scholar**

Sam Foster, ASCCC Area D Representative

Silvester Henderson, ASCCC Representative at Large

Each of us as professors capacitate a certain amount of discipline expertise. This breakout will examine innovative ways to leverage that special skill to maximize employment opportunities and job security. Topics will include the following: setting and assessing personal career goals; identifying professional development opportunities; employing career marketing strategies; and utilizing your unique talents to originate innovative teaching opportunities. Please come and explore instructional and inventive ways to benefit your students, your college and increase your financial security.

**Building Professional Confidence**

Dolores Davison, ASCCC Vice President

Don Hopkins, ASCCC Part-Time Committee, Folsom Lake College

Confidence is an essential quality for all faculty members, whether they are just beginning their career, or they have spent many years working with students. This session will examine ways to cultivate professional confidence and how it can improve your teaching and your interactions with your colleagues on campus.

**SLOs, Curriculum, and Other Things that Shape Your Classroom**

Janelle Barbier, ASCCC Part-Time Committee, Skyline College

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair

Students depend on colleges to provide the courses they need to help them meet all of their educational goals, including obtaining degrees and certificates or transferring to a four-year university. The information contained in the Course Outline of Record, including the Student Learning Outcomes, are the basis for intersegmental articulation agreements and establish what faculty are required to cover during their courses. Please join us for a discussion about course outlines, SLOs, and how they directly impact the teaching of part-time faculty.

**Professional Development Opportunities for Part Time Faculty**

Andrew Delunas, ASCCC Part-Time Committee, Skyline College

Katherine Schaefer, ASCCC Part-Time Committee, Foothill College

Professional development is essential for all faculty to improve their teaching and to gain knowledge that will be vital for becoming a more complete faculty member. What professional development opportunities exist for part-time faculty and how can part-time faculty gain access to professional development resources at their college? Please join us for a lively discussion about how to become more engaged with professional development.

### **Growing Classroom Culture where Equity Lives**

Marina Broeder, Mission College, 3CSN

Alla Petrosyan, Mission College, 3CSN

The presenters will facilitate a discussion on effective ways to connect to students, build trust, and create an inclusive classroom conducive to tackling difficult topics such as race and discrimination. Through the practice of norm-setting, reading equity-based texts, sharing resources, and role-playing scenarios, the participants will develop tools that foster greater agency among students.

### **Teachers for Equity Showcase**

Marisa Alviar-Agnew, Sacramento City College, 3CSN

Riad Bahhur, Sacramento City College, 3CSN

Dawna DeMartini, Sacramento City College, 3CSN

Sherri Patton, Sacramento City College, 3CSN

This interactive session will showcase equity-minded, high-impact teaching practices designed by members of Sacramento City College's Teachers for Equity program. Examples will include assignments and assessment practices used in History, Chemistry, and English. Participants will have the opportunity to get feedback on one of their own practices and redesign it according to equity-minded principles.

10:00 a – 10:15 a: **Break**

10:15 a – 12:00 p:

### **Becoming Engaged with Your Local Senate and ASCCC**

Craig Rutan, ASCCC Secretary and Part-Time Committee Chair, Facilitator

Janelle Barbier, ASCCC Part-Time Committee, Skyline College

Andrew Delunas, ASCCC Part-Time Committee, Gavilan College

Don Hopkins, ASCCC Part-Time Committee, Folsom Lake College

Katherine Schaefer, ASCCC Part-Time Committee, Foothill College

Many part-time faculty hold positions at more than one institution or workplace, which can make engaging in college activities such as college governance a difficult task. Yet, engagement at the campus and statewide level provides valuable insight into the workings of the college and the community college system. How can part-time faculty become involved locally and become engaged with statewide work? Members of the ASCCC Part-Time Committee will share their experiences with local and statewide committee work and their perspectives on how it has impacted their work as a part-time faculty member.

### **Institute Closes**





## Executive Committee Agenda Item

SUBJECT: Revise Academic Senate Rules		Month: January	Year: 2019
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider possible revision to Academic Senate Rules.	Urgent: No	
CATEGORY:		Action	Time Requested: 30 mins.
REQUESTED BY:	Rebecca Eikey	<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:

A breakout session was provided during Fall 2018 Plenary to discuss the Elections Process. There was discussion about the possibility of removing the “trickle” process as there is external perception that this process may preclude new faculty from being elected to the Executive Committee. There was also discussion about this recommendation in the Standards and Practices Committee. The committee is recommending the attached revision to the Academic Senate Rules.

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

# Academic Senate Rules

- I. Election Rules and Procedures
  - A. Election of Officers
    1. Officers. The President, Vice President, Secretary, and Treasurer will be elected to the Board of Directors by balloting from all Delegates.
  - B. Elections of Representatives
    1. Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. The Academic Senate shall publish a list of community colleges and districts comprising each area. Each Area Representative will be elected to the Board of Directors by balloting only from Delegates from their respective Area colleges.
    2. Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the North Region.
    3. Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the South Region.
    4. Two At-Large representatives. At-Large Representatives will be elected to the Board of Directors by balloting from all Delegates and may be a pool of all candidates who have not prevailed for other offices who indicate their intent to be a candidate as well as all candidates specifically nominated for the At-large Representative positions.
  - C. Terms of Office
    1. Terms for Officers shall be one year.
    2. Terms for representatives shall be two years.
    3. Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.
  - D. Schedule
    1. The annual election shall take place on the last day of the Spring Plenary Session.
    2. If there is a vacancy on the Board of Directors, a special election to fill that vacancy may be held on the last day of the Fall or Spring Plenary Session. Any special election will be held following all regularly scheduled elections.
    3. The time at which balloting will begin shall be announced in the printed agenda. The first ballot shall not be held earlier than the announced time.
  - E. Nominations
    1. Nominations may be made in two ways:
      - a) In writing and delivered to the Academic Senate Office;
      - b) From the floor at a general session designated for such floor action. The general session for floor nominations should be published in the agenda, and all nominations are closed at the end of that general session.
    2. Nominations may be made only with the consent of the nominee.
    3. Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office nominated.
    4. The Academic Senate Office shall provide, at the time of the elections, an announcement board that indicates the Elected Officers and other members of the Board of Directors. This announcement board will be updated as new Board of Directors members are elected, and as vacancies occur.
  - F. Delegates Registration

1. Delegates must sign in by Saturday morning no later than 8:15 a.m.
- G. Elections Procedures
1. The process by which the election will be conducted shall be distributed in writing prior to the day of the election.
  2. Each ballot shall proceed as follows: Tellers shall distribute ballots to those Delegates eligible to vote for the specific office being contested.
    - a) The Delegate shall mark the ballot, seal it, sign it, and return it to the tellers.
    - b) The tellers shall retire to another room and shall compare the signatures on each ballot against the signatures on the list of Delegates eligible to vote, setting aside any ballots not submitted by a Delegate eligible to vote. Then, all ballots shall be counted.
    - c) The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.
  3. To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
  4. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes, including all ties.
  5. The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.
  6. Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.
  7. A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.
  8. If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by Delegates from the floor and must be approved by the body.
  9. Ballots shall be kept in the Senate archives until the next election.
- II. Vacancies on the Board of Directors
- A. If the Presidency is vacant, the Vice President will become the President.
  - B. Vacancies for all other positions on the Board of Directors may be filled by interim appointment. Appointees shall be selected from nominations submitted by eligible Member Senates specified in Sections I.A and I.B of the Senate Rules. Nominees must meet the requirements for serving on the Board of Directors as defined in Article IV, Section 2 of the Bylaws.
  - C. Any vacancy filled in accordance with these rules shall be filled by election at the next plenary session.
  - D. Failure to attend either two successive meetings or six days total of Board of Directors meetings per year may be deemed a resignation, pending review by the Board of Directors and subject to the Academic Senate's Policy on the Removal of a Member of the Board of Directors.
- III. Recall of a Member of the Board of Directors
- A. A proposal to recall an elected member of the Board of Directors must be in the form of a resolution from a Member Senate that satisfies the eligibility requirements in sections I.A and I.B of the Senate Rules.
  - B. The resolution must include a signature of support from 1/3 of the delegates eligible to vote for the Board member being recalled.
  - C. Upon receipt of the recall resolution, the President shall distribute ballots on the recall to each eligible delegate within 15 days of receiving the resolution requesting removal.
  - D. Ballots must be returned within 30 days from the day the ballots were distributed. The recall shall be approved if 2/3 of eligible delegates vote in favor of it.
  - E. If the recall is approved, then the Board vacancy may be filled in accordance with the section II of the Senate Rules.
- IV. Relationship between the Academic Senate and the Academic Senate Foundation
- A. The Foundation shall exist at the will of the Academic Senate Board of Directors.

- B. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors.
  - C. The Foundation shall report at each regularly schedule meeting of the Academic Senate Board of Directors.
  - D. The Foundation shall submit an annual fiscal report to the Academic Senate Board of Directors.
  - E. The Foundation may seek and utilize administrative support from the Academic Senate.
  - F. No section of these rules shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office.
  - G. In the event that the Academic Senate terminates the Foundation, all the remaining assets and property of the Foundation, after payment of all liabilities and necessary expenses, shall be distributed to such organizations consistent with the purposes stated in its bylaws, and subject to statutory or other legal requirements of the State of California. Such final distribution shall be made by a majority vote of the Foundation Board.
- V. Committees
- A. There shall be standing committees for topics related to accreditation, curriculum, educational policy, professional development, standards and practices, and other topics as identified by the Board of Directors.
  - B. There shall be three operational committees: Budget and Finance, Elections, and Resolutions Committees.
  - C. The Board of Directors may create other committees, task forces, and ad hoc groups as needed to address the adopted positions of the Academic Senate.

Rules Adopted Spring 2015

**NOTE:** - An accompanying Resolution is needed and this would need to be adopted by the body.

## Executive Committee Agenda Item

SUBJECT: Guided Self-Placement – Considerations for Resources from the CCCCO Assessment Taskforce for Guided Self-Placement and Re-imagining the Role of Assessment		Month: January	Year: 2019
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider endorsing the elements of the Guided Self-Placement Considerations and Resources from the CCCCO Assessment Taskforce for Guided Self-Placement and Re-imagining the Role of Assessment.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

**BACKGROUND:** Following the passage of AB 705 (Irwin, 2017), the California Community Colleges Chancellor’s Office (CCCO) formed an AB 705 Implementation Team. In September 2018, the CCCCO formed the **Assessment Taskforce for Guided Self-Placement and Re-imagining the Role of Assessment** (taskforce). Representatives from the ASCCC were established in November of 2018.

The work of the taskforce included:

- Through a scan of the practices that exist statewide in regard to guided self-placement (GSP) and the elements of the ASCCC GSP tool, identify examples and practices that colleges may consider in developing their own GSP tool or practice.
- Identify professional development needs that will bridge the transition from test proctoring to other services (onboarding, etc.) for assessment classified staff.

The attached document contains elements and practices that colleges may opt to reference as they begin structuring their own GSP tools and processes. It was the consensus of the taskforce that GSP is a student onboarding process where course placement, through multiple measures as prescribed by law is one outcome of GSP.

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



**Guided Self-Placement:** Elements and practices colleges may opt to reference as they being structuring their own guided self-placement tools and processes.

Following the passage of AB 705 (Irwin, 2017), the California Community Colleges Chancellor’s Office (CCCCO) formed an AB 705 Implementation Team. In September 2018, the CCCCCO formed the **Assessment Taskforce for Guided Self-Placement and Re-imagining the Role of Assessment** (taskforce). Meetings of taskforce took place in November and December of 2018.

The work of the taskforce included:

- Through a scan of the practices that exist statewide in regard to guided self-placement (GSP) and the elements of the ASCCC GSP tool, identify examples and practices that colleges may consider in developing their own GSP tool or practice.
- Identify professional development needs that will bridge the transition from test proctoring to other services (onboarding, etc.) for assessment classified staff.

This document contains elements and practices that colleges may **opt to reference** as they begin structuring their own GSP tools and processes. It was the consensus of the taskforce that GSP consists of a student onboarding process where course placement, through multiple measures as prescribed by law is one outcome of GSP.

<b><u>Components</u> – based on <i>An Introduction to Guided Self-Placement (GSP)</i> by the Academic Senate for California Community Colleges</b>	<b>Examples of specific components found to exemplify good practices</b>	<b>For reference only: Full version</b>
1. Conduct a self-evaluation of student academic readiness	<a href="#">Bethel University Self-Assessment</a>	<a href="#">Bethel University full version</a>
	<a href="#">Mira Costa Self-Assessment</a>	<a href="#">Mira Costa full version</a>

based on criteria provided by the college;	<a href="#">Shoreline College Self-Assessment</a>	<a href="#">Shoreline College full version</a>
	<a href="#">Santiago Canyon College Self-Assessment</a>	<a href="#">Santiago Canyon College full version</a>
	<a href="#">Sonoma State Self-Assessment</a>	<a href="#">Sonoma State full version</a>
	<a href="#">Santa Ana Self-Assessment</a>	<a href="#">Santa Ana full version</a>
	<a href="#">Moorpark College Self-Assessment</a>	<a href="#">Moorpark College full version</a>
2. Investigate program requirements and course options to contextualize the pathway expectations;	<a href="#">Santiago Canyon College Program req./Course options</a>	<a href="#">Santiago Canyon College full version</a>
	<a href="#">Mira Costa Program req. / Course options</a>	<a href="#">Mira Costa full version</a>
	<a href="#">Santa Ana Program req./Pathway</a>	<a href="#">Santa Ana full version</a>
3. Review sample tasks and assignments demonstrating entry level skills and/or content of the course or program.	<a href="#">Mira Costa Sample Tasks</a>	<a href="#">Mira Costa full version</a>
	<a href="#">Santiago Canyon College Sample tasks</a>	<a href="#">Santiago Canyon College full version</a>
	<a href="#">Sonoma State Sample tasks</a>	<a href="#">Sonoma State full version</a>
	<a href="#">Shoreline College Sample tasks</a>	<a href="#">Shoreline College full version</a>
4. Consult with counseling and/or discipline faculty, as appropriate, regarding a student self-evaluation, program requirements, and course options;	<p>Based on your local processes, provide guidance to students in regard to faculty (math, English, ESL or counseling) contacts so they may seek further information.</p> <p>Suggest output of self-placement report so student can share with faculty advisors.</p>	

5. Familiarize students with the support options available; and	Based on your local support services, expose students to options, such as tutoring, writing centers, peer mentoring, etc.  Some colleges are using this a means to follow-up with students.	
6. Decide which course and/or is most suitable and applicable for the student's educational and/or long-term goals.	<a href="#">Santa Ana Sample decision prompt</a>	<a href="#">Santa Ana full version</a>
<b>Tools used by colleges</b>		
Platforms*:       *Pricing structure ranges based on type of license.	Articulate 360/Storyline 360 <a href="https://articulate.com">https://articulate.com</a> Captivate <a href="https://www.adobe.com/products/captivate.html#x">https://www.adobe.com/products/captivate.html#x</a> SoGoSurvey <a href="https://www.sogosurvey.com">https://www.sogosurvey.com</a> Survey Gizmo  Canvas  Formstak	



## Executive Committee Agenda Item

SUBJECT: Proposed Spring 2019 Curriculum Regional Meeting Dates and Program Topics		Month: January	Year: 2019
		Item No: IV. L.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the dates for the spring 2019 Curriculum Regional Meetings and program topics.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

**BACKGROUND:** Curriculum Regional Meetings are generally held during the fall and spring terms of each academic year. These meetings, consisting of two (one in the north and one in the south) one-day workshop/conference type format are typically hosted by a college.

The Curriculum Committee met on December 14 at LA Valley College.

Proposed dates for the Spring 2019 Curriculum Regional Meetings: March 15, 16

Proposed program topics for the Spring 2019 Curriculum Regional Meetings:

- Proposed Title 5 Regulations changes
- AB 705 Data Revision Project and TOP2CIP Conversion
- AB 705 update – ESL, English, mathematics
- Curriculum Hot Topics – may include COCI, TMC/C-ID, ...

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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: 2019 Spring Plenary Session Preliminary Outline		Month: January	Year: 2019
		Item No: IV. M.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will begin discussion on the 2019 Spring Session program, discuss keynote presentations, and approve the outline.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee will discuss the preliminary schedule for the upcoming 2019 Spring Plenary Session, to be held at the Westin San Francisco Airport on April 11-13, 2019. The members will also consider potential keynote speakers.

Timeline:

#### January

1. List of breakout ideas due to John and Krystinne January 18, 2019.

#### February

1. Second draft of papers due February 12, 2019 for reading at March Executive Committee Meeting.
2. Area Meeting information due to Office Manager February 15, 2019
3. Pre-Session resolutions due to Resolutions chair February 22, 2019.

#### March

1. AV and Event Supply needs to Office Manager by March 4, 2019.
2. Presenter's list and breakout session descriptions due to Executive Director by March 4, 2019.
3. Final resolutions due to Executive Director for circulation to Area Meetings March 6, 2019.
4. Final Program to Executive Director by March 8, 2019.
5. Final program to printer March 18, 2019.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 25, 2019; Area C & D March 26, 2019.
7. Materials posted to ASCCC website March 29, 2019.

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





## Executive Committee Agenda Item

SUBJECT: Accounting Policies and Procedures		Month: January	Year: 2019
		Item No: IV. N.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the combined Accounting Policies and Procedures manual.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information/Discussion	

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

### BACKGROUND:

The Executive Committee will review and approve the combined and updated Accounting Policies and Procedures for the Academic Senate.

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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: ASCCC Budget Performance		Month: January	Year: 2019
		Item No: IV. O.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated on the budget performance for the second quarter.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information/Discussion	

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

**BACKGROUND:**

Every January the Executive Committee is updated on the second quarter budget performance and other financial activities. The Executive Committee will be provided for review the current Statement of Activities (income and expenditures) and the Statement of Financial Position (assets, liabilities, and net assets) as an assessment of the fiscal health of the organization and take actions as needed.

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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: 2019 SLO Symposium Program		Month: January	Year: 2019
		Item No: IV. P.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the SLO Symposium program.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Jarek Janio	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:** The 2019 SLO Symposium is scheduled for January 25, 2019 at Santa Ana College.

The purpose of the SLO Symposium is to provide a forum for faculty, administrator and researchers from community colleges to share their practices in SLO assessment. Breakout session topics include effective practices in SLO assessment, data analysis and program improvement. General session is devoted to an open panel discussion focused on questions and answers from the audience. Keynote speaker this year is David Marshall from California State University, San Bernardino who is going to represent National Institute for Learning Outcomes Assessment (NILOA). Dr. Marshall is going to talk about improving student learning outcomes for a betterment of the student learning experience.

The Executive Committee is being asked to review, provide feedback, and approve the attached program.

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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: Chancellor’s Office Liaison Discussion		Month: January	Year: 2019
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	<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: January	Year: 2019
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<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 December. 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: Online Community College District Board of Trustees Meeting		Month: January	Year: 2019
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas/Virginia May	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 Online Community College District Board of Trustees Meeting. 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:

<https://doingwhatmatters.cccco.edu/FullyOnlineCommunityCollege/CaliforniaOnlineCommunityCollegeDistrict.aspx>

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







## Executive Committee Agenda Item

SUBJECT: Open Educational Resources Initiative (OERI) Update		Month: January	Year: 2019
		Item No: V. D.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress of the OERI grant.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	
		Information/Discussion	X

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

### BACKGROUND:

The Executive Committee will receive an update on the status of the Open Educational Resources Initiative.

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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: Course Identification Numbering (C-ID) System		Month: January	Year: 2019
		Item No: V. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress of the C-ID grant.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Cheryl Aschenbach/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information/Discussion	

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

### BACKGROUND:

The Course Identification Numbering System (C-ID) is a faculty-led, state-wide, concerted effort to identify course content for associate degrees for transfer (ADTs), which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. In addition to transfer disciplines, C-ID addresses the need for clear pathways and portability across colleges for Career Technical Education (CTE) disciplines.

C-ID leadership will provide an overview of the C-ID process, as well as a general update regarding C-ID, C-ID CTE work, and C-ID technology.

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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: Discussion on Statewide Technologies		Month: January	Year: 2019
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the overall statewide technology initiatives with a Chancellor’s Office representative.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information/Discussion	X

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

**BACKGROUND:**

There is a need to have a discussion centered on the various statewide technology initiatives aimed at data clean-up or structural redesign of existing websites, in order to ensure that there is alignment between the varying initiatives and the appropriate faculty representation at the table.

The Chancellor’s Office Vice Chancellor Barney Gomez, and Visiting Senior Executive Omid Pourzanjani, from the Digital Futures Division, were invited to attend the Executive Committee meeting to discuss the various efforts happening across the state, including but not limited to, TOP to CIP, MIS Coding, Programmer Mapper and Guided Pathways, C-ID, and COCI, and talk about ways in which faculty participation can be strengthened.

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

## Summary of Data and Technology Alignment Concerns

### TOP to CIP

Taxonomy of Program (TOP) codes have been used to classify courses, certificates, and degrees in the California Community Colleges since the 1970s. Since the creation of TOP, the Department of Education created the Classification of Instructional Programs (CIP) codes to serve a similar purpose for federal reporting. Because the TOP codes only exist for the CCC system, it has been the system's responsibility to update the available codes to reflect new areas of study that are developed. Often the TOP codes have not been updated quickly and there is a desire to transition to CIP codes. While the structure of the two coding systems are similar, there is not always a one to one correspondence and discipline faculty will need to review the codes to determine the appropriate choice. Additionally, programs with similar titles often have different emphasis, so there is no guarantee that different colleges will select the same CIP code. For this project to be successful, the TOP to CIP crosswalk must be fully updated and shared with widely, faculty must be trained on the use of CIP codes and how the codes they choose impact how their programs are reported to the Chancellor's Office, the Curriculum Inventory (COCI) must be updated to include CIP codes, and colleges must be given sufficient time to add these codes to their curriculum. The Chancellor's Office could provide suggestion codes that have been vetted by discipline groups appointed by ASCCC (through the C-ID process), but codes should be as general as possible (either two or four digits) and it should be made clear that college faculty may choose a different CIP code that more accurately reflects their local curriculum.

### MIS

With the implementation of AB 705, 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. The goal of this work is to re-code coursework so the colleges receive credit for those courses with TOP codes that qualify for mathematics (or quantitative reasoning, not just math TOP codes) at transfer-level and for English (also in TOP codes other than English) at transfer-level, and ESL. This is faculty work and the coding would represent a major change for many courses. The ASCCC needs to bring faculty to the forefront of this work. The timeline is short! It is imperative to get information out to the field as soon as possible about the intention to reform MIS data elements, the likelihood that edited Educational Functioning Levels (EFLs) would replace the current CB 21 rubric, and to clarify new concepts such as gateway courses.

### Guided Pathways

As we consider curriculum within the context of the statewide data systems and particularly Guided Pathways, it is imperative that faculty be involved with the discussions around the data currently being collected and disseminated and we have the right people at the table to consider the information. It is critical to honor the autonomy of each college and/or each district in deciding how to process and respond to this data. In addition, there should be significant consideration given to the technological solution that will be used to collect and disseminate statewide data, paying particular attention on how this system will interact with the work being done for AB 705, TOP to CIP, MIS Coding, and other data clean-up efforts. Until colleges are able to access, review, validate and process the data, proposing policies or practices regarding this data would be premature. While there are limitations to be clarified, there are opportunities for change in support of the success of our students.



April Lonero &lt;april@asccc.org&gt;

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## Invitation to Attend: ASCCC January Executive Committee Meeting

1 message

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**Krystinne Mica** <krystinne@asccc.org>

Mon, Dec 17, 2018 at 2:31 PM

To: "Pourzanjani, Omid" &lt;opourzanjani@cccco.edu&gt;, bgomez@cccco.edu

Cc: "Stanskas, Peter-John" &lt;pstanska@sbccd.cc.ca.us&gt;, April Lateer &lt;april@asccc.org&gt;

Good afternoon Omid and Barney,

I hope you are both doing well. We would like to invite you to attend the ASCCC's Executive Committee meeting in January for a discussion on statewide data and digital technologies. At our December Executive Committee meeting, part of our discussion centered around a need to discuss all together the statewide efforts happening across the system. Each of our Executive Committee members assigned to work on aspects of data clean-up, alignment, or technology, was asked to provide a summary of their observations (attached). We would like to engage you both in discussion on ways we can collectively move forward on the various efforts that we are undertaking currently.

Our January meeting will take place in Riverside, CA at the Mission Inn Hotel - 3649 Mission Inn Avenue, Riverside, CA 92501, from January 11-12. If you are able to join us, please let April know as soon as possible which date so that we can set aside a time for the discussion.

Let me know if you have any questions. I look forward to hearing from you.

Take care and happy holidays,  
Krystinne

**Krystinne Mica, M.Ed.**

Chief Operating Officer

Academic Senate for California Community Colleges

One Capitol Mall, Suite 340, Sacramento, CA 95814

phone: [916.445.4753](tel:916.445.4753) fax: [916.323.9867](tel:916.323.9867)

*Providing leadership, empowerment and voice to California community college faculty*

**Summary of Data and Technology Alignment Concerns.docx**

156K







## Executive Committee Agenda Item

SUBJECT: Executive Committee Mid-Year Check-In		Month: January	Year: 2019
		Item No: V. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will reflect-on and discuss successes and challenges of the committee work during the fall semester.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information/Discussion	X

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

### BACKGROUND:

We are now half-way through the 18-19 academic year and are in full-swing with duties and responsibilities as Executive Committee members. This is an opportunity for the group to reflect on individual challenges and celebrate successes, as committee chairs and members of various work groups , and a chance to discuss ways in which we can improve upon, or if necessary, make adjustments for spring semester.

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

**January 2019**

10	College Council	John, Dolores, Ginni (AB705)
11-12	ASCCC Exec	All
14-15	Board of Governors	John, Dolores, Ginni (AB705)
17	IEPI Exec	Ginni
17	Noncredit Presentation	Craig
18	College Visit	John
22	College Visit	Ginni, Craig
25	SLO Conference	Sam, Ginni, Anna
25-27	CCLC Leg. Conference	John, Dolores
31	College Visit	Dolores, Carrie
31	Officer's Meeting (in-person)	Dolores, Craig, Ginni, John, Krystinne

**February 2019**

1-2	GP Institute in Riverside	Randy, Michelle Pilati, Janet Fulks
1-2	ASCCC Exec	All
6	College Visit	Cheryl, Rebecca
6	UC Santa Barbara Registry Presentation	Craig
7	College Visit	John
7-8	ACCE Conference	Craig (+1 from Committee)
8-9	Bay Area CTE Conference	Carrie, Cheryl
8-9	Diversity Summit	Silvester, Mayra, John, Conan, LaTonya, Rebecca, (+Michelle Bean, Khalid White, Sandy Somo, Carolyn Holcroft, Elizabeth Imhof, Linda Vasquez, Luke Lara)
9-13	D.C. Legislative Visits	Dolores, John
19	ACCA Great Deans	LaTonya, Anna
20	ICAS Legislative Day	John, Dolores, Craig, Ginni, Silvester, Krystinne
21	Consultation Council	John, Dolores
21	Diversity Regional Meeting – Bakersfield	Mayra, Silvester, Geoffrey
22-23	Part-Time Faculty Institute	Craig, Dolores, David Morse, Michelle P., Sam, Silvester
25	Diversity Regional Meeting – Yuba	Mayra, Silvester, Carrie, Krystinne
26	Officer's Meeting (Phone 2PM)	John, Dolores, Craig, Ginni, Krystinne
28	Diversity Regional Meeting – Norco	Mayra, Silvester, Sam
28	IMPACT Research Conference	Ginni, Janet

**March 2019**

1-2	ASCCC Exec	All
3-4	FACCC Advocacy and Policy	Dolores, Krystinne, Mayra
6	A2MEND Summit	LaTonya, Rebecca, Mayra
6-9	A2MEND Conference	Silvester, Conan, +1 committee member
11	ASCCC Leg. Day Training Session	All
12	ASCCC Leg. Day	All + Leg. Committee
18-19	Board of Governors	John, Dolores
20	CoFO	John, Dolores

21	Consultation Council	John, Dolores
22	Area A	John, Geoffrey, Carrie, Cheryl, Ginni
22	Area B	Dolores, Conan, Silvester, Mayra
23	Area C	Dolores, Rebecca, Anna
24	Area D	John, Sam, Craig, LaTonya
**	Bachelors Degree Pilot Meeting	Craig

**April 2019**

3-4	RP Conference	Mayra, Carrie, Ginni, Janet, John
5	ICAS	John, Dolores, Craig, Ginni, Silvester, Krystinne
10-13	ASCCC Plenary	All
17	CoFO	John, Dolores, Krystinne
18	Consultation Council	John, Dolores, Krystinne
26-27	CTE/Noncredit Institute	Craig, Cheryl, John, Rebecca, Carrie, Michelle P.

**May 2019**

2-5	ACCJC Accreditation Institute	Sam, Ginni, Janet F., Dolores
10	Hold This Date ASCCC Exec Meeting	ALL
15	CoFO	John, Dolores, Krystinne
16	Consultation Council	John, Dolores, Krystinne
20-21	Board of Governors	John, Dolores, Krystinne
29	ICAS	John, Dolores, Craig, Ginni, Silvester, Krystinne





# Academic Senate for California Community Colleges

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## Accreditation Committee Meeting

6 November 2018, 10:00-11:00 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. Approved
  - B. Members present: Sam Foster (chair); Dolores Davison, Christopher Howerton, Celia Huston, Margarita Pilado, Colin Williams, Steve Reynolds (ACCJC Liason)
  - C. Note Taker: Colin Williams
  
- II. Review of Minutes from October 30 Meeting
  - A. Minutes Approved
  
- III. Review Outline of Accreditation Paper with Assigned Topics (attached)
  - A. Members agreed that sections would be completed and sent to margarita on January 8, 2019. Margarita will help to structure the sections and format for a follow-up meeting on January 15, 2018 online. Members shared their strategies for composing their sections including speaking with administrators, faculty leaders, and well-informed individuals at other institutions. It was suggested that members not use absolute terminology when composing their sections. Strategies should instead be offered as possible best practices or recommendations.
  
- IV. Review Proposed Draft Descriptions for ACCJC Conference Presentations
  - A. Breakouts descriptions to submit to Exec
    - i. It was agreed that the Guided Pathways would be pulled from the Accreditation Committee's purview; the breakout will be submitted separately with the assistance of the ASCCC's Guided Pathways group.
    - ii. The Accreditation committee has narrowed the possible breakouts to 11 in total; ACCJC expects to receive 6-8 breakout proposals from the committee. The ultimate number of breakouts will be determined by the number of proposed breakouts that individual presenters submit. In the case of duplicative breakout proposals, the directors of the conference may consider merging breakouts and asking presenters to co-present on the topic. Steve suggested that no more than two presenting groups be paired per breakout.
    - iii. Sam recommended that the breakout session entitled "Assessment and Student Services: Addressing Student Needs in the Face of Changing Legislation" may need to explicitly address how institutions support student populations in light of

new legislation, such as AB705 and students who may still need remediation.

- iv. Titles and descriptions are submitted to ASCCC Executive Committee first, undergo modification, and then presenters are determined. Steve suggested that presenters be submitted before February 2019 in order to publish the program accurately.

V. Future Meetings

A. 19 February – San Bernardino Valley College, 10 a.m.-3 p.m.

- i. This meeting will be used to look at the draft budget paper and focus on the upcoming accreditation conference.

B. Other meetings?

- i. 16 January 10 a.m. Zoom

VI. Other Items?

A. Members discussed the regional meetings happening in February; members were encouraged to attend the regional if they are, or will be, involved in hiring faculty.

B. The Part-Time Faculty Leadership Institute will be occurring February 21-23, 2019.

VII. Announcements/Events

A. SLO Symposium—January 25, 2019, Santa Ana College

B. Part-Time Faculty Leadership Institute—February 21-23, Newport Beach Marriott

C. Regional Meetings on Hiring—February 21 (Bakersfield), February 25 (Butte), and February 28 (Norco)

VIII. Adjournment

A. Meeting Adjourned at 10:45am



# Academic Senate for California Community Colleges

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## Accreditation Committee Meeting

14 December 2018, 10:30-11:30 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

## AGENDA

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- I. Call to Order and Adoption of the Agenda. 10:33 a.m.
  - A. Members present: Sam Foster (chair); Christopher Howerton, Celia Huston, Margarita Pilado, Steve Reynolds (ACCJC Liason)
  
- II. Review of Minutes from November 6 Meeting
  
- III. Review Draft Descriptions for ACCJC Conference Presentations
  - A. Feedback from Exec
    - i. Committee agreed to reframe the breakout on sanctions to address how a college deals with any recommendation for improvement
  - B. Addressing Standard IV
    - i. The committee agreed to infuse Standard IV into several breakouts and to talk about faculty roles in governance and decision making explicitly in the description of two breakouts: “The Role of Faculty Leadership in the Accreditation Process” and “Accreditation in Multi-College Districts: Challenges and Opportunities”
  
- IV. Prioritizing Breakouts to Submit
  - A. Identifying 6-8 breakout or highest priority.
    - i. The six breakouts of highest priority are identified in blue (see attached breakout descriptions) with the understanding that the Guided Pathways breakout will also be guaranteed.
  - B. others to submit subject to ACCJC’s review process.
    - i. The other three breakouts (see attached breakout descriptions) will be submitted for ACCJC review
    - ii. Breakout proposals to be submitted by Sam Foster (chair) by early January. Any additional details for proposal should be provided ASAP.
  
- V. Future Meetings
  - A. 16 January 10 a.m. Zoom
  - B. 19 February – San Bernardino Valley College, 10 a.m.-3 p.m.
  - C. Other meetings?

VI. Other Items?

VII. Announcements/Events

- A. SLO Symposium—January 25, 2019, Santa Ana College
- B. Part-Time Faculty Leadership Institute—February 21-23, Newport Beach Marriott
- C. Regional Meetings on Hiring—February 21 (Bakersfield), February 25 (Yuba), and February 28 (Norco)

VIII. Adjournment

- A. Meeting adjourned at 11:15 a.m.





# Academic Senate for California Community Colleges

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## Curriculum Committee

October 10, 2018

4:15 pm – 5:15 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/748714881>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

**Meeting ID:** 748 714 881

## 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), Donna Necke

**Members Absent:** none

**Guests:** none

1. Select note taker – Aimee Tran
2. Approval of Agenda – Approved by All
3. Approval of minutes – done by email
4. Announcements – none
5. Curriculum Regionals: Fall 2018
  - a. North: 11-16-2018 (Mission College), South: 11-17-2018 (Mt. San Antonio College)
  - b. Draft Program based on feedback from the Executive Committee  
Reformat with no breakout sessions - many good topics  
Review program
    - Hot Topics- Lead: Ginni
    - Pending AB 705/Title 5 Lead: Karen
    - Role of Academic Senate/Union- Lead: Carrie
    - AB 705 Data Revision- CB21 coding changes Lead: Kathy Booth
    - UCTCA- talk about UC transfer pathways, modifications regarding 705, articulation issues related. Lead: Aimee
    - Cert/Degree-in student best interest, no chasing funding. Lead: Ginni
    - Noncredit/Streamlining/AB 705- Lead: Donna

**\*\*add 10-minute BREAK\*\***

Ginni will send to John Stankas for final approval.

Ginni will provide a ppt template for committee members to use as the pull together their presentations.

6. Resolutions
  - a. Area meetings October 12 and 13: <https://asccc.org/file/resolutions-packet-f18-area-meetingsdocx-1>
  - b. Resolutions to walk in to Area meetings
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
  - 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:
  - October 10, 4:15-5:15
  - October 24 (tentative – CIO conference, Ginni might not be available) Karen not 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 14
10. Adjourn – 4:57 pm

### **Resources and Reminders:**

1. Travel Reimbursement – 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](#)  
A breakout at fall 2018 Curriculum Regionals on good curriculum design regardless of workload issues?
- 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 will be addressed in the SLO paper 9.06 S16 that has been reassigned to Educational Policies.**
- F17 7.05 [Student Accountability Model Codes - CB09 Revision](#)  
A task force may be needed to address this resolution. Specific knowledge of how CB codes are used is needed to address these requirements and the 2018-19 curriculum committee may not have this level of expertise. **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. **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.**

<b>Strong Workforce Recommendations</b>					
<b>Timeline</b>	<b>Goal</b>	<b>Current Positions</b>	<b>Action</b>	<b>ASCCC Committee Involvement</b>	<b>Comments</b>
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>Numerous presentations at the Spring 16 Plenary and the 2016 Curriculum Institute focused on applied basic skills through the graduation requirements. 2017 - 18: The Curriculum committee chair to work with the president to determine if this is enough to satisfy this recommendation. The committee might work with English and math faculty to seek if there are other more tangible ways to implement this recommendation. <b>This encouragement is underway with Guided Pathways and AB 705 implementation.</b></p> <p>High</p>
TBD	7. a. Create consistent mechanisms for improved regional engagement of business and industry in the	9.10 F11 Responding to Industry Needs	Develop	Curriculum CTE LC	<p>2017 - 18: The committee chair to work with the CTELC committee chair and select SNs to identify how to address this</p> <p>High</p>

	curriculum development process					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	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

	colleges. <b>PRIORIT Y</b>					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: <b>Curriculum Streamlining</b> has begun and is expanding to include <b>noncredit</b> .
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. <b>The Program Development Paper</b> by Ed Pol approve in 2017-18 addressed <b>the recommendation</b> .
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</b> 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		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.

High

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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Educational Policies Committee  
Wednesday, December 5, 2018  
3:30 pm – 4:30 pm  
Zoom meeting

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## MINUTES

In attendance: Anna Bruzzese, Julie Clark, Christy Karau-Magnani, Martin Ramey,  
Craig Rutan  
Absent: Greg Burchett

Chair Bruzzese convened the meeting at 3:30 p.m.

I. Selection of Note Taker

Anna Bruzzese volunteered to take notes.

II. Approve the updated SLO Terminology Glossary

The committee reviewed the updated SLO Terminology Glossary and made minor additional edits which included removing the definition of standardized assessment. Bruzzese moved to approve the updated SLO Terminology Glossary with the minor edits, Ramey seconded the motion. The motion passed unanimously. Bruzzese will incorporate the changes into the document and send it to the committee. The goal is to submit the finalized document to the ASCCC Executive Committee meeting for the January 11, 2019 meeting.

III. Preparing for the focus group at the SLO Symposium on January 25

The committee discussed our plans for the focus group at the upcoming SLO Symposium. Bruzzese, Burchett and Karau-Magnani will represent the committee at this event. Karau-Magnani will send some possible questions for the group, and we will finish planning for this symposium over email.

IV. Further steps to address the following resolution

- [S17 9.1 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes](#) (see attached)
- a. Rostrum article - Karau-Magnani shared her ideas for the Rostrum article. She would like to emphasize the idea that SLOs are not a panacea to ensure learning but rather they are about solid practices to

ensure teaching. She also wants to address how SLOs are linked to equity.

- b. Breakout at the Spring Plenary – The committee agreed that it would be useful to have a breakout at the Spring Plenary, to engage in more information gathering, if needed after the symposium, and to get some initial feedback for the Rostrum article.
- c. Possible survey – The committee agreed to revisit this issue at our February meeting.

V. Next meetings

- January 25, 2019 – SLO Symposium (Santa Ana)
- February 8, 2019, 10 a.m. to 2 p.m. (Mt. SAC)

VI. Announcements

- a. Area Meetings - March 22 and 23, Various Locations
- b. Spring Plenary - April 11-13, Millbrae, CA

Resources:

Travel form at: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement form at:

[http://www.asccc.org/sites/default/files/SenateReimbursementForm2016\\_1.pdf](http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf)

The committee meeting adjourned at 4 pm.

Minutes respectfully submitted by Anna Bruzzese.



## Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: January	Year: 2019
		Item No: VI. A. iv.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will receive a Faculty Development Committee update. The Committee will review the Rostrum Article- <i>Faculty Role and Responsibility in Professional Development.</i>	Urgent: No	
		Time Requested: NA	
CATEGORY:	Information	<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	
		Information	X

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

**BACKGROUND:** *The Executive Committee will be updated on Faculty Development Committee actions. In response to the Fall 2014 resolution [12.03 Faculty Professional Development](#), the committee will receive a copy of the article.*

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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

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## FACULTY DEVELOPMENT COMMITTEE

Wednesday, November 21, 2018

8:00-9:30 AM

### Meeting Notes

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- I. Call to Order and Adoption of the Agenda
- II. Member Roll Call

Michele Bean	Mayra Cruz
Carolyn Holcroft	Rebecca Eikey
Elizabeth Imhof	<del>LaTonya Parker</del>
Manjit(Manny) Kang	
- III. Approval of 10/19 Minutes – approved by consensus.
- IV. Review Work Plan and Assignments

<https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn>

2.1A Lead professional development opportunities designed to promote recruitment of diverse faculty  
Meeting is planned next week with EDAC to work on the hiring regionals.

2.1C Design leadership development opportunities focused on specific populations of faculty  
No update on the women’s circle.

2.2B Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations and recruit members to serve in ASCCC committees  
Update on the UMOJA/A2MEND Educational summit was provided. The work plan was updated to include “recruit members to serve in ASCCC committees” and perhaps there could be intentional collaboration/recruitment with UMOJA/A2MEND leaders.

3.2 A. Implement a comprehensive ASCCC Professional Development Plan  
Update provided on Guided Pathways Taskforce and communication related to professional development. The Chancellor’s Office is interested in taking the lead on professional development with Guided Pathways. There will be more conversation related to developing improved partnership with ASCCC and the Chancellor’s Office.
- V. Update on Status of Committee Priorities for 18-19

<https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit#gid=296631368>

  - a. Rostrum articles update
    - i. Information to local senate leaders regarding faculty professional development and its role at their colleges; 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) (*Lead: Carolyn Holcroft*)  
Carolyn will be taking the lead on the development of the rostrum article. AB 2558 (Williams, 2014) was not funded. **Carolyn will draft an outline of the article to include role of academic senate and**

**use of funds.**

ii. Assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; California Community Colleges work with the 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

Will be discussed at next meeting.

**b. Hiring priorities criteria survey and proposed timeline draft**

The survey was updated to include additional questions and criteria. It will be submitted to ASCCC Executive committee for December 7/8 meeting.

**VI. Status of Previous Action Items**

See below on page 3.

**VII. Fall 2018 Plenary Report/Resolutions**

<https://www.asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session>

The final resolution packet has been uploaded to ASCCC website.

**VIII. ASCCC Spring 2019 Hiring Regionals and CCC/IEPI Building Diversity Summit**

November 29<sup>th</sup> Joint Planning Meeting with the Equity & Diversity Action Committee

2-6pm, Sacramento City College Rodda Hall North (RHN) 258

An agenda is developed and a list of potential topics and speakers is being developed for the Regionals.

For the IEPI Summit, there are a number of committee members interested in being part of the Summit in February. Mayra is working with ASCCC office to determine how many members can attend. There are also members of EDAC who are interested in attending. **A submission form is due November 30<sup>th</sup>.**

**IX. Announcements**

a) Upcoming Committee Meetings

December 5, 2018 8:00-9:30am

Faculty Development Committee Meeting

ZOOM

b) Upcoming ASCCC Events

<https://asccc.org/calendar/list/events>

c) Application for Statewide Service

<http://asccc.org/content/application-statewide-service>

d) On Dec 19, Santa Barbara City College is hosting their Affective Learning Institute and members of the committee are invited.

**X. Committee Meeting Calendar**

a. January 22<sup>nd</sup> 8-9:30am

b. Feb & March 2019- TBA

**XI. Adjournment**

## Status of Previous Action Items

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

- Rostrum article #1
- Faculty Diversification Hiring Regionals & CCC/IEPI Building Diversity Summit planning
- Women's Leadership Circle

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

- 2019 Faculty Development Work Plan
- Hiring Priority Criteria Survey (11/21/18)

The Faculty Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assess the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to academic and professional matters. The committee advocates for the importance of faculty development activities related to student success, quality faculty teaching and learning, academic and professional matters, and for appropriate levels of funding for such activities. <https://www.asccc.org/directory/faculty-development-committee-1>



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Online Education Committee Zoom meeting November 7, 2018 11:00am to 12:00pm

### MINUTES

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

- I. Welcome
- II. At 11 am Geoffrey Dyer (chair) welcomed the committee members participating in today's meeting.
- III. Review Minutes of October 3, 2018 Meeting  
The committee approved the minutes from October 3, 2018.
- IV. Status of Previous Action Items
  - a. [9.03 S18 Effective Practices in Online Communication Courses](#)
    - i. Survey results – We got the final survey results on October 24 and incorporated them into the breakout presentation at the Plenary. The committee discussed the results. We were pleased with how many people responded. However, only 14 out of 141 respondents reported having taught Communication online.
    - ii. Comments from breakout – Some people commented that they didn't receive the survey. Geoffrey will follow up to see how the lists of discipline faculty are established.
    - iii. Deliverable by Spring Plenary, 2019 – The committee discussed having another breakout devoted to this topic. If not, we could do a Rostrum article. Or, we could do both.
  - b. [9.04 S18 Effective Practices in Online Lab Science Courses](#)
    - i. Draft survey
      1. Feedback from Executive Committee – At its meeting on October 31, the Executive Committee reviewed the draft survey, suggested some changes and approved it to be sent out with those changes. The discussion at the Executive Committee meeting was focused on the disciplines listed. The Executive Committee's direction was to use "areas of instruction" instead of "disciplines," and to add "Other" as an option. We need to submit the revised survey by Tuesday.
      2. Comments from breakout
    - ii. Deliverable by Spring Plenary, 2019 – The committee discussed potentially combining a discussion of the results from this survey with a discussion of the results from the Online Communication Courses survey in a future Plenary presentation or a Rostrum article, or both.
- c. [11.01 S17 Using Savings from Adopting Canvas](#)

- i. Rostrum article submission deadlines:  
January 7  
March 4

V. Report on Fall 2018 Plenary

- i. The California Online Community College (COCC) – Geoffrey wrote an article on the COCC that has been published in the current Rostrum. We had a related breakout and an attendee pointed out that the COCC duplicates existing programs (specifically, in medical coding) in spite of assurances that it would not do so. At session, resolution 1.04 was written and adopted, intended to prevent duplication of programs.
- ii. Adopted Resolutions  
The committee reviewed the adopted resolutions related to online education. These resolutions will be published soon on the ASCCC website and distributed to the field. The resolutions that originated with our committee were adopted.

VI. Scheduling of Next Meeting – The committee agreed to meet sometime in January. Geoffrey will send a Doodle poll to determine the date and time of our next meeting.

VII. Announcements  
a. [Events](#)

The committee meeting adjourned at 12:08 pm.

Minutes respectfully submitted by Anna Bruzzese.





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Standards & Practices Committee

10/22/18

4:30 pm – 5:20 pm

### SUMMARY

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- I. Call to Order and Selection of Note Taker – Erik Reese  
Present: Rebecca Eikey, Erik Reese, Michael Berke, Adrienne Foster, Cheryl Aschenbach
- II. Approval of Meeting Summaries
  - a. September 24, 2018 - approved
- III. Update: [Policy 40.00 Honoring Faculty Leaders](#)  
This policy was approved by the Executive Committee in September.
  - Separating the policy categories: emeritus status versus honorary resolution
  - Ought to update “Resolution Conferring Emeritus Status” to “Resolution Conferring Senator Emeritus Status”
  - Focus of this policy is on statewide leadership.
- IV. Discipline List
  - a. Proposal for new discipline [Homeland Security](#) & Hearing at Plenary
    - Submitted by Rio Hondo College
    - Masters Min Quals with a variety of degree titles. The committee discussed why a masters degree versus a bachelors. Quite a few universities offer Master’s Level degrees.
    - Committee discussed impact of this proposal across the state via the pros and cons section.
    - Next steps
      - Hearing at Plenary 5:30-6:30pm on Thu
      - ii) Summary of proposal, including hearing testimonies will be brought to the Executive committee.
  - b. Revision of Handbook Revision – F16 10.01 *Annual Consideration of the Disciplines List*  
*Proposals:* [Revision via Google Doc](#)
    - Time for an update! Directed by the body
    - Better navigation would be useful since it is getting more complex
    - Strikeout and underline changes
    - When you have spare time please edit and review
    - What sort of timeline for finishing this?
      - Finish by end of semester, Dec 20th

- a. Resolutions
  - i. S16 10.02 [Explore Changes to Minimum Qualifications](#) (committee priority)\*
  - ii. F16 10.02 [Explore Establishing a More Flexible Discipline for Emerging Career and Technical Education Fields](#) (committee priority)\*
  - iii. Resolutions related to Experience: [Definitions](#) and [Requirements](#) (committee priority)\*
  - iv. S17 10.05 [Equivalency Resources for Local Senates](#) (committee priority)\*
  - v. S11 10.11 [Associate Degree Equivalency Guidelines](#) (deemed completed)

- b. Fall Plenary CTE Equivalency General Session Planning (Lynn Shaw/Aschenbach/Eikey) CCCCO CTE MQ Taskforce –Development of a toolkit, including [CTE MQ Equivalency General Education Equivalency Examples](#).
  - Spring 2017 has resolutions about exploring MQ’s and equivalence. Having examples of equivalence that were accepted and would be good to provide examples. Thus making resources available is a top priority. This will be a General Session at Fall Plenary. The Toolkit will have more components, but one is the equivalency.
  - There will be Regional meetings on equivalency in the spring. The goal is to get colleges to look at their processes and use it (at all) and use it more effectively.
  - How do we generate interest in non-CTE faculty?
    - Introduction has to be enough to engage non-CTE faculty
    - Preparations of the past are not the preparations of today
    - Some disciplines have official certificates such as commercial pilot certification
  - Overall goal is to increase the hiring pools for CTE faculty—qualified candidates.

VI. Status of [\\*Committee Priorities](#) for 2018-2019

- Almost everything listed as a high priority. Thus committee should re-evaluate priorities and group related resolutions
- S18 10.01 Revise Disciplines List Revision Process
  - Not a bad idea but monumental task as all disciplines solicited for input as part of the review.
  - Why do not more disciplines have certificates? And why are they not used more widely?
    - Example, Engineering already uses the Professional Engineer as part of min quals
    - Example, ESL has certificates equivalent to Master’s degree

VII. Adjournment

VIII. Announcements

S&P Meeting Dates

- i. November 26<sup>th</sup>, 4:30 pm
- ii. January 28<sup>th</sup>, 4:30 pm
- iii. February 25<sup>th</sup>, 4:30 pm
- iv. March 25<sup>th</sup>, 4:30 pm
- v. April 22<sup>nd</sup>, 4:30 pm

## ZOOM INFORMATION

Every month on the Fourth Mon, until Nov 26, 2018, 3 occurrence(s)

Sep 24, 2018 4:30 PM

Oct 22, 2018 4:30 PM

Nov 26, 2018 4:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Monthly:

<https://cccconfer.zoom.us/meeting/578197380/ics?icsToken=dc2ca05bd2851c763d67c0610c627430319cde6de15d7b50527668269dbd6d72>

### *Committee Charge*

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.





**California Community Colleges Curriculum Committee (5C)**  
**Minutes, October 11, 2018**  
**10 AM – 3 PM**  
**Chancellor’s Office 6<sup>th</sup> Floor Conference Room (638/639)**

Chairs:	Ginni May (ASCCC) and Virginia Guleff (phone) (CCCCIO)
Committee Members Present:	ASCCC: Mayra Cruz, Cheri Fortin, Silvester Henderson, Jennifer Johnson, Carrie Roberson, Melinda Tran  CCCCIO: Leandra Martin, Erik Shearer  Liaisons:  CCCCIO: Jackie Escajeda, Marilyn Perry
Committee Members Absent:	Cheryl Aschenbach, Kim Harrell (CCCAOE), Alice Perez (CCCCO), Jan Young (ACCE)
Committee Members by Phone:	Carol Farrar (CCCCIO)
Guests Present:	David Garcia (CCCCO), Rachel Stamm (COCI), Steve Klein (CCC Tech Center), Vivian Martinez (CCCCO-Student Asst), Chantee Guiney (CCCCO)
Guests by Phone:	

Meeting called to order at 10:04 am.

1. Welcome and Introductions. Ginni May thanked everyone for attending and announced that Virginia Guleff would be joining the meeting via telephone. Several absent members were attending the CCCAOE conference.
2. Announcements  
 Silvester Henderson shared that the ASCCC Faculty Development/Equity Committee are holding Faculty Diversification in Hiring meetings. The Faculty Diversification Summit will partner with CCCCCO in spring as well as with the ASCCC Plenary.

Ginni May informed that the workgroups would have an opportunity to meet during this meeting since there is so much to accomplish. It’s most ideal to get work accomplished early on as there are major projects to be completed in spring. Those projects include title 5 draft and a 7<sup>th</sup> Edition PCAH.

3. Approval of Agenda  
 For item 12, it was suggested that we discuss due date extensions to address Board Policy edits for some colleges.
4. Approval of Minutes – September 27, 2018, approved by consensus.
5. Constituent Group Reports

**ASCCC** - Area meetings will be held this week. Resolutions for considerations help direct the work of ASCCC from the body. Senate Presidents do updates as well as Pres or VP updates on the state of the Senate Area A and B meet Friday; Area C and D will meet Saturday.

Curriculum Regional meetings are scheduled for November 16 at Mission College and November 17 at Mt. San Antonio College. The AB 705 Regional Meetings had good attendance and were well received. Several messages are going forward as ASCCC works with CCCC as to what is required and what is optional.

**CCCCIO** – The conference program will include relevant topics and more information from the CCCC on statewide initiatives and efforts. Currently updating Board Policies, takes time with approvals. Training and sessions for new CIOs is a focus since there are a lot of new CIOs in the system.

**ACCE** – There was no report.

**CCCAOE** – There was no report.

6. Workgroup Meeting Time – The charge of the workgroups was reviewed and, if groups could meet given the absences, time was provided.
7. Update on Action Items from the September 27 5C meeting (status in bold)
  - a. **Memo on use of EW grade per Title 5 §55024 e.1.**

Action: consider refund of fees, consider connecting with CCCC Student Services and with ASCCC TASSC Chair Conan McKay for input.

*Update:* We are still waiting for input so there was no additional discussion.
  - b. **Credit and Community Services/Not-for-Credit comingling legal response**

Action:

    1. Ginni provided Alice with a written summary, so that the issue could be addressed.
    2. Virginia, Ginni, and Jackie are working with Alice to meet in order to discuss this item as well as other items that need a response from legal – a meeting is pending.
  - c. **RD/FW on Transcripts**

*Update:* This is a continuing action item, and Ginni will report back on the status upon receiving a response.
  - d. **Catalog Rights**

Action: Virginia will talk to Alice about adding more student services representation (Rhonda Mohr) and someone from the field to this workgroup or at least to the next call. Virginia will set up the next call.

*Update:* Virginia Guleff will set up a meeting for November.
  - e. **Monster Memo**

A draft of the memorandum was distributed and reviewed with suggested edits to be refined. A final version will be shared with the group prior to publication to the listservs. Some of the discussion points considered were the COCI update and operations, LMI requirements for CTE programs, certificate types and coding related to the new lower-unit certificate changes, non-credit submissions, IGETC/CUS Breadth, Cooperative Work Experience, Apprenticeship, residency requirement, and other updates and reminders related to curriculum maintenance. Out of the discussion came specific follow-up points for the 5C workgroups. The CCCC First

Friday Update will include some of these points and updates. Updates will also be shared via the listservs so that information is widely shared.

- f. **COCI Update** – *Clear explanation/list of the upgrades to expect in COCI 2.0 versus COCI 1.0.*  
 Rachel provided a report that included the list of features on the to-do list and those still needing to be completed. Items included in the upgrade will be included on the CCCCO First Friday Update. Also included was the identification and problem-solving efforts for processing with MIS the new certificate categories and coding.

4. 5C Workgroups Updates

<b>Noncredit</b>	Cheryl, <b>Jan (workgroup lead)</b> , Leandra, Chantee
Task 1: Streamlining of mirrored courses and development of a process for submission Task 2: Noncredit work experience/internships – equitable work-place training needs Update: There was no report.	
<b>Catalog rights</b>	Ginni, <b>Virginia (workgroup lead)</b> , Jackie, Melinda, Marilyn + a CSSO (?)
Task: Determine need for print catalogs; if not needed, develop guidelines for online publications and addenda. History: 2017-2018 Update: Mid-2016-2017, the group requested information from Legal but to date has not received anything. Update: Since this topic was originally discussed within the development of 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.	
<b>COCI</b>	Ginni, Virginia, Jackie, <b>David (workgroup lead)</b> , Chantee, Marilyn
Task: Workgroup works with COCI development staff to prioritize efforts to meet needs of stakeholders Update: This workgroup will meet in preparation for COCI 2.0 development and release.	
<b>TOP Codes</b>	<b>Ginni (workgroup lead)</b> , Virginia, Marilyn, Jackie, Todd Hoig
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. 2018-2019 Update: September 2018 – <b>On hiatus</b> due to TOP2CIP Data Migration Project	
<b>Streamlining Certification Review Board</b>	Virginia, Ginni, Erik, <b>Jackie (workgroup lead)</b> , Kim, Mayra, Marilyn
New for 2018-2019 Task: Recommend a process for 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.	
<b>Collaborative Programs</b>	Jackie, <b>Kim (workgroup lead)</b> , Melinda, Mayra, Erik
New for 2018-2019 Task: Recommend an internal submission process that can be a pilot as well as a model for future collaborative program development and submissions.	
<b>Curriculum Training</b>	<b>Jackie (workgroup lead)</b> , Ginni, Virginia, Marilyn, David, Jennifer, Cheri
New for 2018-2019	

Task: Develop training resources for regional training events and webinars to support the needs of newer curriculum specialists, curriculum chairs, and CIOs  
Update: Discussion included professional development and information sharing strategies, as well as the need to set up training early in the spring.

9. Title 5 Draft Changes

Members discussed the process for which title 5 changes come through 5C. It is expected that draft changes will be presented at the next 5C meeting (November 9), hopefully. Timelines to meet the consultative process and Board of Governors meeting dates were discussed. 5C members requested to receive draft changes at least one week before a scheduled meeting in order to have time to prepare for discussion. Appropriate edits will be made based on 5C discussion at the November meeting and brought back to 5C for consideration at the December meeting. Careful and deliberate planning will help ensure completion of the changes. It is important to note that changes do not go forward to legal and Consultation Council without endorsement from 5C. Work group formed included Virginia Guleff, Ginni May, Jackie Escajeda, Erik Shearer, Cheryl Aschenbach, and Marilyn Perry.

10. PCAH, 7<sup>th</sup> Edition plan

Editing work on the next edition of the Program and Course Approval Handbook will begin after changes to title 5 are complete.

11. Update on COCI

A summary of events and timelines was shared. Final checks and testing are underway with the inclusion of college testers so that the release may launch on October 26. A review of the testing results will occur prior to launch. Rachel will provide a mini-demo at the next 5C meeting. The update is attached below. **5C has requested a document describing the changes in COCI 2.0 from COCI 1.0, that could be sent to the field for informational purposes.**

12. Credit Certification update

Some colleges have requested removal from automated approval while their Board Policy is being revised or for other related issues. Discussion ensued on ways to support colleges in this predicament, including the possibility of site visits, rather than remove them from the established processes.

The meeting was adjourned at 2:25pm, providing for workgroup discussions.

**Future Meeting Dates:**

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





**TO:** 5C  
**FROM:** Eva Denise Jennings  
**RE:** CCCAOE Update

**DATE:** September, 2018

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Welcome to Fall 2018.

**Organizational Structure:**

To fully support the needs of our membership, we hired a part-time administrative assistant, Heather Riley. She will be working with our Executive Director, Amy Christianson on projects such as conference details, payment processing, and website updates. Welcome Heather!

**Planning for 18/19:**

Board Planning Retreat occurred in July where we set priorities and goals for 18/19. Discussion items included:

- Board & Organizational Development
- Member Engagement
- Professional Development
- Advocacy

We look forward to implementing the new organizational structure with committees and the adjunct roles of the new Regional Associate Vice Presidents.

**Professional Development**

- **Leadership Academy builds the core knowledge, skills, and networking essential to CTE and EWD professionals.**
  - Summer 2018 was held at the Embassy Suites in Sacramento, June 5-8 2018, with approximately 50 participants.
- **Fall Conference-**
  - **Theme: Career Education: Leading Change**
  - Registration is open. Taking place October 10-12 at the Omni Rancho Las Palmas resort in Rancho Mirage, visit our website to register and see the schedule at a glance.
  - General Session topics will include Data Alignment and Simplification, CA Apprenticeship & Workforce Initiatives, the new Student Success Funding Formula, and K-12 Strong Workforce.
  - Highlights for Wednesday Oct 10:
    - Pre-conference sessions begin the morning of Oct 10, and include Data in Action, Managing Perkins Funding & Accountability, and Work-based Learning & Apprenticeship. These require additional registration.
    - Continuing to host a 1<sup>st</sup> Time CCCAOE Attendee Information & Networking session from 12:00-12:30.

- Lunch will open at 11:30, with the Opening General Session beginning at 1:00pm.
- Highlights for Thursday Oct 11:
  - NEW this year! Faculty Listening Session from 7:30-8:30am, and the Regional Meetings will be held the morning of Oct 11.
- Highlight for Friday Oct 12:
  - Wear Your College SWAG day
  - After the conference, a learning opportunity hosted by the College of Desert is available Friday October 12 from 11:00 - 3:00 p.m. Join them for a Building and Industrial Automation Lab, with details on our website.
- Thank you to everyone who submitted a presentation proposal. Presenters have been selected and confirmed.
- The conference is nearly sold out. Please register and book your hotel reservations now or you may be too late. Information for overflow hotels are posted on the website.
- We'll see you next in Rancho Mirage!

[www.cccaoc.org](http://www.cccaoc.org)

Thank you!



September 12, 2018

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Re: Gainful Employment, Docket ID: ED-2018-OPE-0042

Dear Secretary DeVos:

On behalf of the California Community College Association for Occupational Education (CCCAOE), I write to provide comments on the potential elimination of the gainful employment (GE) regulations [Docket ID: ED-2018-OPE-0042].

As providers of Career Technical Education (CTE) in the California Community Colleges, we have learned a tremendous amount over the past six decades about the integration of CTE programs in our institutions, the importance of workforce development and the need to offer courses to students that translate to valuable career skills. We strive to offer our students a high quality education that does not burden them with insurmountable loan debt.

Unfortunately, the Department's proposed modifications to the gainful employment regulations would make students vulnerable to disreputable institutions and remove important measures that judge the efficacy of institutions of higher learning.

Initiated in 2014, the gainful employment regulations protected students by terminating student aid eligibility for career training programs that would leave their graduates with too much debt relative to their earnings. The Department's proposed changes would not offer any alternative to hold colleges accountable when they fail to serve students. In effect, colleges offering low-value programs would make a profit off of their student's financial hardships.

We urge the Department to maintain the current GE regulations which have greatly improved the value of programs across the country and have protected students from falling victim to programs that leave them with little or no career options.

CCCAOE appreciates your consideration and stands ready to work with the Department to support students in achieving their educational and career goals. If you have any questions, please feel free to contact me at (510) 748-2318 or [ejennings@peralta.edu](mailto:ejennings@peralta.edu).

Sincerely,

A handwritten signature in blue ink, appearing to read 'Eva Denise Jennings', written over a light blue horizontal line.

Eva Denise Jennings  
President, CCCAOE





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

Chairs:	Ginni May (ASCCC)
Committee Members Present:	ASCCC: Mayra Cruz, Cheri Fortin, Silvester Henderson, Melinda Tran  CCCCIO: Leandra Martin, Erik Shearer  Liaisons: Jan Young (ACCE),  CCCCO: Jackie Escajeda, Marilyn Perry
Committee Members Absent:	Alice Perez (CCCCO), Kim Harrell (CCCAOE), Virginia Guleff (CCCCIO)
Committee Members by Phone:	Carol Farrar (CCCCIO), Jennifer Johnson (ASCCC), Carrie Roberson (ASCCC), Cheryl Aschenbach (ASCCC)
Guests Present:	Rhonda Mohr (CCCCO)
Guests by Phone:	

Meeting called to order at 10:05 am

1. Welcome and Introductions – Ginni May thanked everyone for attending, especially due to the fires taking place in Butte County.

2. Approval of Agenda

Added to the agenda Non-Credit Streamlining. Agenda was approved by consensus.

3. Approval of Minutes

Minutes approved by consensus with two corrections.

4. Constituent Group Reports – ASCCC, CCCCCIO, ACCE, CCCAOE

ASCCC- May reported on the 11/1-3 Plenary and Resolution adopted. The Resolutions packet will be ready for distribution next week. The Curriculum Regionals are scheduled for 11/16-17. A General session will provide system’s information and a format for everyone to obtain info. The Hiring Regional Meetings are scheduled for February 2019 (2/21 at Bakersfield College, 2/25 at Butte College and 2/28 at Norco College). The announcement of the Hiring Regional was sent on November 6<sup>th</sup>. A request that members forward the announcement to others was made. The CCCO- IEPI Diversity in Hiring is Feb 8-9 in Los Angeles. The SLO Symposium is Jan 25<sup>th</sup> Santa Ana Community College. The CTE Min qualification regional meetings will be in the Spring (dates TBA).

CCCCIO – Held the conference with a pre-session for new CIOs. Had about 15 participants in the training session. Full Conference presentation about the new funding formula, diversity and hiring. At the Regional meetings, participants enjoyed the discussion about AB705 and implementation of the new funding formula. Discussion of the funding integration for 3SPs, BSI & Equity.

ACCE- Drive-In are well attended. Yesterday at Mt. Sac Topics: Non-Credit & GP and Legislative Updates; shared the non-credit ASCCC resolution that passed. Conference in San Diego beginning of February and AB1809 discussions.

CCCAOE- No report

5. Review of Roles and Responsibilities of 5C

Reviewed the committee’s roles and responsibilities. The Committee is responsible to review all curriculum and instruction matters, make revisions and recommendation to the Chancellor’s Office. In 2004, recommendation to the system office for improvement. May provided background. In 2016 the committee was revised to clarify the roles and became the Community College Curriculum Committee.

There was a request for legal counsel representation to be appointed. **Rhonda Mohr will follow-up.** Link for 5C page:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/CaliforniaCommunityCollegeCurriculumCommittee.aspx>

6. Update on Action Items from last 5C meeting:

- a. Memo on use of EW grade per Title 5 §55024 e.1.  
Escajeda reported that she emailed Michael Quaito to work with a small group, including an Academic Senate representative to prepare a Memo. Concern: Guidance for the appropriate use of the EW option. Conan McKay will be discussing the concern Transfer, Articulation and Student Services Committee. May contacted Conan McKay, and Escajeda will follow up. Details in September minutes. Send a memo of reconsideration of refund of fees for students who took a class.
- b. Credit and Community Services/Not-for-Credit comingling legal response  
Perez to arrange a meeting – see September minutes. Field has been waiting for a legal response for the last 6 years. Forward communication sent to Perez to Rhonda Mohr.
- c. RD/FW on Transcripts  
(FW) Failure to Withdraw and (RD) Report Delayed  
FW and RD what does it mean. Need guidance and clarification on how to use them and how it could impact the student’s financial aid eligibility. Legal implications involved with FW. **Request: Rhonda Mohr/Escajeda to draft a Memo and place on the 5C December agenda.** §55023 Add Title 5 regulation language. For each symbol have a description, guidance and clarification. May and Conan McKay to be involved to draft the Memo with someone from Financial and Aid and CACHRO. Escajeda to lead the preparation of the Memo.

7. 5C Workgroups Updates

<b>Noncredit</b>	Cheryl, <b>Jan</b> , Leandra, Chantee
Update: Group met. Jackie sent a document to review, Supervised Tutoring with info pertaining AB705. Require co-reqs in non-credit courses. Report at the December 13 <sup>th</sup> meeting and agenda item.	
<b>Catalog rights</b>	Ginni, <b>Virginia</b> , Jackie, Melinda, Marilyn + a CSSO (?)
Update: <b>Request to Rhonda Mohr legal counsel opinion regarding Colleges to be allowed to have the catalog fully online password protected (no requirement of a print copy); and that we can add addendum to the Catalog.</b> There is a legal opinion of November of 2009 regarding catalog rights.	
<b>COCI</b>	Ginni, Virginia, Jackie, <b>David</b> , Chantee, Marilyn

Update: 2.0 Schedule release for November 16. Need more users to test. The filed is not using the webinar trainings as much. **A Memo will be sent by Escajeda to encourage Curriculum specialist and chairs to review the Webinar.**

May requested that the issues with certificate-unit threshold be addressed and changes be considered. Colleges are not able to submit the 16-171/2 units (barrier for colleges). This is a matter to address as soon as possible as this is critical to the funding formula implementation, but moreover to our students. **Escajeda to call a meeting immediately (emergency action).**

<b>TOP Codes</b>	Ginni, Virginia, Marilyn, Jackie, Todd Hoig
<b>On hiatus</b> due to TOP2CIP Data Migration Project	
<b>Streamlining Certification Review Board</b>	Virginia, Ginni, Erik, <b>Jackie</b> , Kim, Mayra, Marilyn
Update: No updates Need to talk about setting a Review Board and Process- January 2019 Activities to be conducted are the road show and webinars to be planned.	
<b>Collaborative Programs</b>	Jackie, <b>Kim</b> , Melinda, Mayra, Erik
Update: No report	
<b>Curriculum Training</b>	<b>Jackie</b> , Ginni, Virginia, Marilyn, David, Jennifer, Cheri
Update: No report	
<b>Title 5 Regulations</b>	Virginia, Ginni, Jackie, Erik, Cheryl, Marilyn
Update: Group met 11-9-2018 before 5C meeting and began discussion.	

8. Title 5 Regulations for compliance with AB 705 – Discussion

- a. Workgroup – established (see above)
- b. Regulations to be considered: §§55002, 55003, 55063, 55522, others

A work group has been formed to review and make recommendations. Laura Hope sent an initial document for consideration. Will use a Title 5 §55522 document to add and delete language per usual process. Shearer will document the discussion today with the current Title 5 §55522 language. The workgroup met earlier today to begin incorporating draft changes in §55522.

5C discussion §55522:

- Keep sections a and b will some minor changes to the language
- Add Scope and Intent section as recommended on draft language from L. Hope. Use of positive language; District required to innovate
- Definitions – include in PCAH as opposed to Title 5 since PCAH has strength of Title 5: disjunctive placement model or actual language from legislation; multiple measures; highly unlikely to succeed
- Use Self-reported high school performance instead of limiting it to Self-reported grade point average
- Include periodic update and threshold data of “highly unlikely to succeed”
- Clarity or guidance on Guided Self-Placement and restriction of colleges’ and students’ ability to use it. Concern about the high school GPA as we implement multiple measures, as the legislation mentions several high school measures of performance.
- Language in the regulation consistent with the language use in the law
- In Assessment and Placement, add State Approved High School Equivalencies
- Local placement policy to be innovative and align with CA Education Code 78213(d)(2)
- Explain the difference between College level course and Transfer level

course

- Further discussion on the 2-year validation period (Memo validates what is in the regulation)
  - Review the Challenge Process under Title 5 in the future
- Review of the following Title 5 regulations related to AB705 implementation:

1. §55063 Third paragraph- English and Mathematics Competency— Placement is not equivalent to demonstrating competency. Local decision to validate how students demonstrate competency in reading and Math. Clarify that assessment is not the same as placement.  
C- grade now accepted in CSU system for Golden Four courses. CCC's are not permitted to award grades of C-. Should the CCCs accept C- grades as the CSU does?
2. §55003 review to integrate for Non-Credit courses. Potential to review at (p) and (q) referencing the pre-requisite and co-requisite challenge process.

Timeline:

- December 13 Discuss draft and finalize
- December 10 December meeting agenda will be sent
- December 4 Send feedback by noon
- November 27 Send to Committee
- November 12-26 Workgroup creates initial draft

9. Student Centered Funding Formula – Ed Code §84750.4 – Discussion

May stated that in §847504(a) the Chancellor’s Office must develop a process for monitoring new awards and degree programs. It was noted that there is a process and that this process may be adequate. Concern about the review of certificates to increase the number of units that students can accomplish, unnecessary additional units added (non-meaningful). Periodic audit currently in place. The CO will need staff to perform the periodic audits. A Memo for colleges and district will be helpful.

10. Update on COCI – should be ready to go on November 16.

11. Future Meetings

<b>December 2018</b>	<b>12/13</b>
January 2019	1/24
February 2019	2/22
March 2019	3/14
April 2019	4/26
May 2019	5/17
June 2019	6/11

12. Curriculum streamlining - include in the December meeting agenda

**Future Agenda Items:**

1. Internships vs Cooperative Work Experience vs Apprenticeship
2. PCAH 7<sup>th</sup> Edition Work Group
3. Clinical Hours (AB 2134)
4. Repeatability/Course Repetition retake the course to stay employable (Ex. Automotive courses)  
Need a Memo to the Colleges allowing students to take courses to stay current in their jobs. This should not be a barrier to the student to retake these courses. It was mentioned that this may also be an issue for performing arts (continued training). **Bring examples to Escajeda for a Memo regarding course repetition required by industry (for December meeting).**
5. Non-Credit: (1) Non-Credit and internships (2) Mirroring Non-Credit courses Program Approval (3) AB1809 considerations (issues related to Distance Education accounting and collecting



apportionment for Non-Credit -Fiscal matter to make suggestions)



## Chancellor's General Education Advisory Committee

Tuesday, May 8, 2018

### *Minutes*

Present: Kevin Baaske (Chair), Mary Ann Creadon (Vice Chair), Tiffany Tran, Maggie McGlothlin, Alice Perez, Kris Roney, Simon Rodan, Jodie Ullman, Mark Van Selst, Barry Pasternak, Susan Gubernat (virtual), Paula Selvester (virtual), Alison Wrynn, Laura Hope

1. **Announcements:** Chair Baaske is leaving the Senate to become interim associate dean at CSULA; members Susan Gubernat and Paula Selvester are leaving the Senate.
2. **Minutes:** Approved. Notes (as opposed to official minutes) taken at the meeting will now be called "Internal Notes."
3. **Agenda:** Approved with minor amendments.
4. **A. Report of the Chair:** There have been conversations and questions on campuses regarding Area C2, and the possible addition of other C designations (3, 4, etc.) as a result of the April 17 memo from EVC Blanchard. There is a larger question about the relationship between the broad parameters of Title 5 and the more specific parameters of the Executive Orders. Add this as discussion item for this meeting (Item 6.1). We will also add to this meeting a discussion item (Item 6.2) regarding ESL as Area C2.  
**B. Report of the CO Representative:** AVC Mallon is leaving the CO and Alison will be interim AVC, and so someone else will be interim CO rep for GEAC starting in the fall. Course review is wrapping up, and a wrap-up report will be available to GEAC in September. Some confusion had ensued because a column on credit had been removed from the Coded Memo on external exams; but the online AP chart still has the column visible. The question is whether information such as this should be on an admissions site or a GE site.
5. **A. CSU Guiding Notes Review:** The committee discussed and approved a number of wording changes in the language for Areas A, B, C and D.  
**B. Best Practices in GE Assessment:** Chair Baaske gathered assessment methods from the campuses, and collated best practices from a number of them. For next year, the committee must ask for and look at campus curriculum maps. The committee might next year discuss the advisability of a CO website for GE that includes best practices, information and examples.

- 6.1. Additional Area C designations:** After discussion about whether and how the EVC Blanchard memo restricts the parameters of Title 5, it was agreed that the Chair would write a letter to the CO summarizing the discussion of this issue.
- 6.2. ESL as Area C:** A discussion took place regarding whether or not to approve ESL courses for C2 credit. Currently there are no campuses that give credit for ESL courses, and UC gives only elective credit. Alison sent an email to IGETC, asking them if removing our language in the Guiding Notes about ESL courses would be a problem for them. The response may engender more discussion and action in the fall.

**Meeting adjourned at 3:10 p.m. The next meeting will be Tuesday, September 4 at the CSU Chancellor's Office.**

# Chancellor's General Education Advisory Committee

Tuesday, September 4, 2018  
Anacapa Room, CSU Chancellor's Office, 11:00-4:00

## MINUTES

### **GEAC Membership Attendees:**

Mary Ann Creadon, Chair ASCSU Senator, Humboldt  
Mark Van Selst, Vice Chair ASCSU Senator, San Jose  
David Barsky ASCSU Senator, San Marcos  
Gary Laver ASCSU Senator, San Luis Obispo (via ZOOM)  
Susan Schlievert ASCSU Senator, Fresno  
John Tarjan ASCSU Senator, Bakersfield  
Cynthia Trevisan ASCSU Senator, Maritime  
Darlene Yee-Melichar ASCSU Senator, Chair Academic Affairs Committee, San Francisco  
Virginia May CCC Academic Senate Representative, Sacramento City  
Bruno Giberti, Associate Vice Provost Academic Programs & Planning, Cal Poly SLO  
Tiffany Tran CCC Articulation Officer, Irvine Valley  
Alice Perez Vice Chancellor of Academic Affairs, CCC Chancellor's Office (via Phone)  
Alison Wrynn Interim Assistant Vice Chancellor, Academic Programs & Faculty Development  
Interim State University Dean, Academic Programs  
Stetler Brown – CSSA representative  
Jenni Robinson – Humboldt

### **GEAC Membership Absent:**

Denise Fleming ASCSU Senator, East Bay (conflicting meeting on campus)

### **Guests:**

Quajuana Chapman – re: GE Review  
Karen Simpson-Alisca – CSU CO  
Jodie Ullman – ASCSU

1. *Introduction of Members; Announcements (Mary Ann Creadon)*
2. *Approval of Agenda (Mary Ann Creadon)*
  - 2.1 ACTION: Approved as amended (MSP)**
3. *Review of 2017-18 GEAC Annual Report (Mary Ann Creadon; Mark Van Selst)*
  - a. Reviewed.
  - b. Clarification was made on the following relevant to this review:
    - i. CCC courses may be submitted to meet any area of GE. There are some courses that are better natural fits to areas than others.
4. *Review of Chancellor's Aug. 21, 2018 Memorandum with tasks For GEAC this year (Mary Ann Creadon and Alison Wrynn)*

- a. CSU Guiding Notes – “to ensure that course review criteria are based solely on CSU policy”
    - i. This was not presented as a change in policy. The Executive Orders are inherently broad – expert review remains a preferred method of resolving ambiguity.
    - ii. The concern / issue is illustrated in the former oral communication prohibition against online courses that appeared to generate policy via the guiding notes rather than a limitation stemming out of EO1100 and/or other CSU policy.
  - b. External examinations and GE Breadth credit – EO 1036 (Section 1.2.4) and coded memorandum on Systemwide Credit for External Examinations (AA-2018-06) – are the current structures appropriate or should there be revisions?
  - c. Campus-based GE Assessment Practices – develop best practice suggestions that can be shared across the CSU.
5. *Review EO 1036, sec. 1.2.4 and current coded memorandum on Systemwide Credit for External Examinations (Karen Simpson Alisca, Time Certain 11:30 a.m.)*
- a. reviewed
  - b. Possible referral to APEP re: units at admission versus GE units – how to best present this information to students and to articulation officers (CCC and CSU)
6. *Lunch (12:15 to 1:00)*
7. *Review AP World History Exam changes and make a recommendation regarding “minimum semester credits earned” (Alison Wrynn).*
- a. **GEAC recommendation: endorse reduction of “minimum units awarded” from 6 semester units to 3 with the change from AP World History to AP World History: Modern; the AP World History: Modern will retain GE units at 3.**
    - i. Note that individual campuses can retain awarding 6 units of credit for the AP World History exam (now AP World History: Modern) . AP world history (as currently awarded) will end at an appropriate year (when the exam is last offered).
    - ii. **ACTION: Mary Ann will distribute an inquiry re: this possible action on AP World History: Modern to CSU History Chairs. This item will come back for the November GEAC meeting.**
8. *Identifying trends in CSU campus-based GE assessment practices: what process to follow? (Mary Ann Creadon)*
- Possible actions:** (what can we do to help provide clarity for students and faculty):
- a. How are advising sheets (or equivalent) used by campuses in explaining GE to students (and faculty).
  - b. Short presentations per campus (conference? ITL?) (the question of the value of Narrative vs. collection of artefacts of GE assessment/implementation processes)
  - c. We want to collect the outcomes and the assessment practices – how best to do this?
  - d. System conference on GE? (CSU CO? ITL? AACU? WSCUC?)

- e. Tying into student success
  - a. “how does a student develop an understanding of GE?”,
  - b. “How do faculty learn about/envision GE?,”
  - c. “How are GE outcomes assessed (reporting out to WSCUC)?”
- f. Who to approach with what question (preferably direct). EO1100 asks five things of a campus:

- a. Aligns the GE curriculum with campus GE outcomes;
- b. Specifies explicit criteria for assessing the stated outcomes;
- c. Identifies when and how each outcome shall be assessed;
- d. Organizes and analyzes the collection of evidence;
- e. Uses the assessment results to make improvements to the GE program, courses and pedagogy.

9. *Introduction to revised version of Guiding Notes (Alison Wrynn)*

- a. Changes:
  - i. Reformatting of structure for readability
  - ii. Corrections or queries welcome before SEPT 14 (publication date)
  - iii. Introduction of “recency of publication” requirement
  - iv. Introduction of lab manual requirement.
- b. ACTION: GEAC recommends publishing as revised (pending further updates) MSP.**

10. *Update from GE Task Force (Jodie Ullman, Time Certain 3:00)*

- a. An overview of the scope and goals was presented.
- b. A tentative recommendation is being developed. This model will be shared broadly in the near future. The GETF wants to ensure that it models appropriate consultative processes.
- c. Feedback from GEAC:
  - i. Increase relevance as a dominant theme (core competencies/skills) is one of the most promising pathways for change.
    - 1. Bakersfield model: reflections on a pathway at freshman, sophomore, and senior level. INTRO/DEV/MASTER (all upper division courses reinforce lower division elements) – a lot of use of overlay requirements
  - ii. Pathways – seen as desirable by the GETF as a way of building intentionality/structure.
  - iii. Is the goal to simplify the structure and reduce units? But I hear a resistance to the complexity of overlays... A separate overlay structure (one course, two objectives) is one model. A distributed model is to have the outcome met by infusing the outcome across a larger set of courses.
  - iv. How will “technology” as an area be incorporated into GE requirements?
  - v. Flexibility in units (e.g., re: transfer degrees) that can count for GE per course which can limit ADT authorization given that the content courses + GE minima exceed 60 units.

11. *NEW ITEMS*

- a. Current placement guidance for the CCC System (Ginny)

i. AB 705 and July 10 AB 705 Implementation Memo

The overall movement away from calculus preparation style preparation sequences is a common one across higher education. Questions remain regarding the efficacy and long-term outcomes for student learning surrounding the plethora of changes related to mathematics/QR preparation.

b. SB 1071 – course credit for military service (see:

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180SB1071](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB1071)

- i. “the right thing to do” (award appropriate credit for experience) but “the wrong way to do it” (the bill is not logically congruent with how GE transfer is evaluated).
- ii. There seems to be poor alignment to CSU GE guidelines and the ACE descriptions (most seem to be in Criminal Justice). Most are career-education type courses and thus the “push” to legislate “assistance” to veteran students may work against quality degree attainment.

12. *Adjourn*





## Minutes

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE  
EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY ADVISORY COMMITTEE**

Thursday, September 13, 2018 (10:30 a.m. – 2:00 p.m.)

1102 Q Street, 6<sup>th</sup> Floor, Sacramento, CA 95811

CCCCO Training Center – Room 630 (6<sup>th</sup> floor)

*Co-Chairs:* Dr. Daisy Gonzales (Chancellor's Office)  
Albert M. Moore (West Valley-Mission CCD)

### **I. Introductions & Meeting Purpose**

Attendees: 19 in attendance

James Todd, Modesto JC  
Kelly Maddox, Chancellor's Office  
Cameron Abbott, Sierra CCD  
Sussanah Sydney, Santa Rosa JC  
Beth Au, Registry  
Nancy Lopez-Martinez, CSEA  
Tanya Bosch, Chancellor's Office  
Daisy Gonzales, Chancellor's Office  
Albert M. Moore, West Valley-Mission CCD  
Daniel Le Guen-Schmidt, West Valley-Mission CCD  
Greg Smith, Shasta CCD  
Sam Foster, Academic Senate  
Dolores Davison, Academic Senate  
Silvester Henderson, Contra Costa CCD  
Marc Le Forestier, Chancellor's Office  
Fermin Villegas, Chancellor's Office  
Eugene Whitlock, San Mateo CCD  
Jake Knapp, Los Rios CCD  
Leslie Le Blanc, Chancellor's Office

Phone Participants: 5 in attendance

Johanna Palkowitz, San Diego CCD  
Arturo Ocampo, North Orange County CCD  
Monalisa Hasson, Santa Barbara CCD  
Michael Arnoldus, Ventura County CCD  
Marissa Perez – Cerritos CCD Board of Trustees

Recap of Statewide Academic Senate Part-Time Faculty Institute at the SFO airport; Albert, Beth, Sam, and Dolores attended and served on the opening general session panel on the hiring process for full-time faculty.

Audience was eager to hear about FT opportunities and how to go from PT to FT.

Next institute: February 22-23, 2019

Newport Beach, CA (Possibly the Marriott)

The diversity of the group in attendance was wonderful and did not reflect the data about lack of PT faculty diversity.

## **II. Approval of May 10, 2018, Meeting Minutes**

- a. Motion - Nancy
- b. Second - Cameron
- c. Sussanah had corrections.
- d. Abstentions - Dolores, Sam, Daisy, Marc, Silvester
- e. Approved as corrected.

## **III. Chancellor's Office updates**

- a. Intro of Kelly Maddox, CCCCO Human Resources, and how the offices work together
- b. Marc – Fund Balances (2 page hand out)
  - i. Discussion focused on how to replenish the fund; the discussion about funds happening at the data workshops is also important.
- c. Legislative Report – No Report
  - i. Budget request update: Board of Governors request for 2019-20 budget year. The request is for \$15m – one time funds. This would create Pathways to Teaching program. Partnerships with 4 year colleges/universities. Support for graduate students. Evaluating the program and its impact. This will be heard on Monday, September 17, 2018. Item has been heard at Consultation Council 3 times. Item is online and comments will be accepted by Daisy.
  - ii. Albert – we can take a motion to have a position on the ask, that way when it comes up it will show our support.
    1. Motion by James to support the Board of Governors' budget request for 2019-20; Second – Dolores (Unanimous vote)
- d. EEO Fund
- e. Staffing Changes

## **IV. EEO & Diversity Statewide Strategy (1 Handout with Phases – in draft form) Covers the next five months.**

- a. Phase 1: EEO Data – Local Longitudinal Data Workshops
  - i. September workshops.
- b. Phase 2: Statewide Plenary Sessions
  - i. Continued work over the next several years.

- ii. Create panels.
- c. Phase 3: Faculty Diversity Summit
  - i. Early stages in thinking about this.
  - ii. Consultation with Academic Senate, would be great to host in February.
  - iii. Goals are listed on the handout.
- d. Other opportunities: Vision Resource Center (formerly known as Professional Learning Network or PLN)
  - i. PLN had a soft launch of the landing page.
    - 1. Comments on the handout in regards to racial and ethnic diversity and evaluating the summits from the past. Some people feel nothing changes. Need to have an honest conversation of the fear. Is it the faculty, administration, Board of Trustees, or just strictly fear of people not wanting to change.
    - 2. Daisy – we need to partner in all of these activities. More than Diversity, we are talking about changing institutions.
    - 3. Eugene – more emphasis on the Board of Trustees and CEOs. Emphasize the importance of the conversations on why we are doing it.
  - ii. Daisy added questions on the handout to be answered.
  - iii. Dolores – process for granting equivalency is so confusing. Not apparent or offered as an option. That is one of the barriers for getting more diverse candidates. (Also number 5)
    - 1. Need to know who meets minimum qualifications.
- e. Phase 5: Regional Faculty Hiring Committee Workshops
  - i. Regional workshops around the state.
  - ii. Get the CEO's to require faculty to attend these seminars.
- f. Sam – part three or five. People list desired qualifications, but does not affect your ability to meet the job requirements. Example: PhD preferred. Shrinking pool because of the PhD preferred. The focus on California or CCD experience. Also HBCU example. No HBCU's in California. Important to message that a diverse pool does not lower the standards. Diversify the pool of qualified applicants.
- g. Cameron – committees are working to include not exclude.
- h. Beth – Equivalency. People who don't meet the straight minimum qualifications. Really varied information on websites. Job description does not immediately address the equivalency part. Doing equivalency becomes an additional barrier to many candidates. People should attend the workshops coming up. Big take away from that is the job descriptions.
  - i. Marc – what does equivalency mean?
  - ii. Beth – district based. And reviewed by the Academic Senate.
  - iii. Dolores – District only.
  - iv. Sam – job seeker does not know what equivalent means. Often not an appeals process.

- i. Silvester – strongly feels that one of the challenges is the heart issue. It's a heart issue. Presidents can say no. But it's political. Many diverse applicants. Evolutionary process. Board of Trustees and Presidents have the responsibility. It's also an emotional process. Have to be able to say no.
- j. James - Shift the idea from learning, but representation matters. Strategy of the workshops. Many manifestations of workshops. Building real protocols and programs on campuses and giving folks infrastructure to do that. Financial incentives and how funding happens. Come up with a scorecard to project locally the efforts we have to diversify. Grassroots movement of sharing and building of local practices.
- k. Greg – Structurally, Culturally, Individually. All three together. Structurally, is the base of the issue. EOPS example. Hire the idea of best qualified. Then we review the data. What are we saying that leads to success for us? Objective criteria.
- l. Marc – Inclusion rather than exclusion. Promotes diversity. Hiring committees. How much involvement does the president have in creating hiring committees?
- m. Eugene – We are looking for equity-minded people. Catch the people in the middle who want information on why it's important. Students want diverse faculty in the classroom. Improves results for all students. Equivalency.
- n. Jake – it's not enough for the equivalency process. Title 5 – the BoT has ultimate decision to reject all candidates, order further review, or reopen the position to ensure diversity.
- o. Arturo – comments on how to change the committees and the questions. What can we do and utilize the best practices of other districts.
- p. Silvester – BoT can say no. Develop cultural and social acumen. You need diversity in every area and location. Mission for summits can be diversity, not for diverse areas, but for everywhere. Diversity is for Mendocino, etc. Students need to see diverse teachers everywhere.
- q. Dolores – funds tied to representative of community is not the best. Funds need to be diversity as a whole. Open the Chancellors Office Definition of “diverse.”
- r. Sussanah – different definitions of diversity. We must find common ground on the definition. We can better educate to be equity minded to also get equity minded faculty. People need to see the big picture. Different mindset and orientations, etc. Common ground, what does the profile look like.
- s. Greg – availability analysis tool that leads to finding underutilization. Promoting districts to think about that is not the right answer, but rather to take multiple sources, students, applicants, possibility of location recruitment, etc. What could be? Defining a more positive future.

- t. Albert – Phase 3; Send out brief survey – two questions – find out how many districts treat PT hiring differently and in what ways. The urgency is we may be creating and utilizing’s less diverse pools. Second question – do they grant any incentives or advantages to PT applying to FT positions?
    - i. Look to make sure our partners are represented in this process: CCLC; Statewide committee, etc. All folks.
    - ii. PhD preferred: candidates with PhD can sue you if you hire someone with a master’s.
    - iii. Equivalency – describe the program even more.
    - iv. Min quals – tag and identify in HR to initiate equivalency for candidates.
    - v. EEO Monitor – start with faculty hiring.
    - vi. Diversity reflects the society you are sending students into.
  - u. Daisy – expectations to participate in panels and workshops and having a reception at end of day one. Day and a half summit. Academic Senate will co-author a document to be released at the summit.
- V.** Thanks to Jake for his excellent work as Co-Chair of the EEO/Diversity Committee and for being an excellent partner at the CCCCO. We appreciate the full engagement of the work and his serving the group as if this was the highest priority.
- a. Card and basket from Modesto farmers market.
  - b. This committee was an absolute priority for Jake.
- VI. Pipeline Project (James)**
- a. Demystification of process to be a part of or apply to the community colleges.
  - b. What does it mean to be part of the community?
  - c. A part that walks them through the application process.
  - d. Can be a general discussion, but resources that are part of the registry. We don’t have that infrastructure to do these things.
  - e. Mission of CC’s; where they are located; what it means to be faculty.
  - f. AA to MA paper.
  - g. We want a pipeline that is AA to job, not AA to MA. We want you to come back to teach at the community colleges. David Morris
  - h. Attempts to create the pipeline. Loan forgiveness. Part-time faculty encouraged. Hiring former students.
  - i. Silvester – value to the word “professor.” Create partnership with instruction. CC and CSU professors share teaching of course. If you teach in CC you’re “less than.”
    - i. Equality of partnership of instruction.
    - ii. Lecturer, instructor vs professor.

## **VII. Registry Update (Beth)**

- a. September 5 – Fresno workshop. Great presentation and hopes people will utilize the tool.
- b. Will be at ACHRO as a sponsor.
- c. November 8, UC Davis to speak to graduate students.
- d. November 13, UCLA for same talk.
- e. Save the date – January 26, 2019 - SoCal Job fair at Westin LAX
- f. Save the date - February 2, 2019 – NorCal Job fair at Hilton Hotel in Oakland
  - i. BYOD for capturing leads.
  - ii. Phone lanyard holder.
- g. 115<sup>th</sup> Community College – Online College – getting jobs online.
- h. Category selection on profile. MQ's and comparing to categories. Making website changes because funding has been restored.
- i. Registration for fairs will happen in about a month.
- j. BYOD is to record Conference Leads (Application)
- k. Job seekers are disgruntled with the process of application. Responses are needed to all applicants. Don't let them think we are another black hole like other job boards.

James – we don't have infrastructure and personnel dedicated to be more strategic in planning these events.

Beth – how do we work together as CCC entities – there are so many. Collaborate.

Daisy – honest talk. Even the CCCCO sees the entities as separate internally. Will connect externally to strategize.

## **VIII. Future EEO Committee Meetings**

- a. December 13, 2018
- b. February 14, 2019
- c. May 9, 2019

Recommendation to add "Other Items/Discussion" as an item at the end of agenda.

Dolores offers to send a paper to the group about what the senate is doing.

People understand the work the committee is doing.

Importance of attending the data workshops.

Use of technology for summits.

Reminder that expenditure reports are due Sept 28, 2018.



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

Thursday, September 13, 2018, 10:00 AM – 3:30 PM

Face-to-Face Meeting

Chancellor's Office, Sacramento, CA

**LIST OF ATTENDEES**

Cheryl Aschenbach, Wendy Bass, Autumn Bell, Deb Barker-Garcia, Naomi Caietti, Phillip Cerda, Julie Clark, Anthony Culpepper, Geoffrey Dyer, Jay Field, Jory Hadsell, Andrea Hanstein, Marilyn Harvey, Leticia Hector, Kate Jordahl, Kevin Kelly, Erin Larson, Adriana Martinez, Corey Marvin, Margaret Moodian, Logan Murray, Bob Nash, Julie, Oliver, Tom Onwiller, Bonnie Peters, Michelle Pacansky-Brock, Andreea Serban, Justin Schultz, Jodie Steeley, Jennifer Strobel, Thomas Green, Vivian Varela, Kathie Welch, LeBaron Woodyard

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

Members introduced themselves.

**II. APPROVAL OF AGENDA/MINUTES** (*Cheryl Aschenbach*)

The Meeting Agenda was approved by consensus; no revisions.

The Minutes from the August 10, 2018 meeting were approved by consensus; none opposed.

**III. CVC-OEI OVERVIEW** (*Jory Hadsell*)

The CV-OEI is focused on institutional collaboration with a goal of helping students transfer. With the new online college, need to emphasize college-level skills, degrees, and certificates. The OEI Social and Technology Infrastructure includes four major strands to leverage the collective size and expertise of the system to reduce costs, align to common platforms, and create a sustainable model that yields better results for students and institutions. In addition, provide access and support, tools for students, help students find opportunities. Support faculty and professional development. Making strides between colleges for institutional collaboration at scale and continue the work as we go forward.

There are 56 colleges in the CVC-OEI Consortium. Originally 24 colleges, but one fell off. Thirty-three new colleges have joined and signing the Master Consortium Agreement. The consortium means that colleges have formalized an agreement to come together to make this Exchange happen. It is important to look at the structure for governance groups with a consortium of colleges that meets regularly. The Advisory Committee is policy driven and works closely with the Academic Senate. It is transparent, fosters collaboration, drives the process, and formed a Common Course Management Committee. The first task was identifying Canvas as the common LMS for 114 colleges.

Joe Moreau, the OEI-CVC Executive Sponsor and CTO, Foothill-De Anza CCD could not attend the meeting, but he has instilled four key priorities: collaboration, trust, confidence building, and teaching/learning. Technology comes behind that as we look at different ways of collaboration, such as teaching, contract savings, and tools. There has been much success bringing colleges together to collaborate through a variety of services, such as contracts, technology tools, course search, marketing,

professional development, and quality standards. Goal is helping colleges in ways where gaps can be filled or do things that a single college or District cannot do. Priority to “care and feed” the colleges and build relationships.

CVC-OEI outcomes on course success made an impact on student success and a final report is coming out for year 5, the RP Group is compiling data. There has been a 2% bump, but when faculty go through course review, there is a 5% bump in student success. The statewide gap has closed 4% between face-to-face and online. Professional Development is key to the success rate. Canvas is an example, CVC-OEI worked with Instructure on the implementation project believing that 90 colleges would adopt, but in five years, officially there are 114 colleges. There is tremendous power in collaboration with the voice of the Advisory Committee to make decisions and have a place in the conversation. There is an open invitation to talk to folks on campuses to explain the roadmap or answer questions.

To learn more about the CVC-OEI team, the Organization Chart and Staff List are available on Basecamp and the website. Also on Basecamp is the 5-year Roadmap.

With a vision from the grant narrative, the CVC-OEI is tasked with the 5-year Roadmap, and money is attached to what takes place. There is 12 million statewide funding for Canvas as the LMS, and it is free for all colleges. Secondly, the new grant integrated OEI, Course Exchange, and CVC to bring the pieces together into a single project, with an online portal to help students find, enroll and succeed in high-demand online courses and programs with a focus on ADTs. Professional development and instructional design through @ONE supports faculty with norming to statewide quality course design rubric and digital badging. An integrated ecosystem will provide a dynamic experience for students in real time with online instruction support and student support services that contribute to success (e.g. online readiness, tutoring, counseling, and proctoring). The CVC-OEI will continue to grow the number of teaching colleges and availability of online degree and certificate pathways in the CVC Exchange. There is a specific requirement to reach out to equity groups designed by the ED Code to reduce online achievement gap. Important to target interventions and research those.

In the last grant, an attempt was made to develop a custom Course Exchange. In February 2018, a commercial market place analysis was done, and some providers were identified for commercially available products now in the marketplace. In late spring there was a pivot, and in summer created a search tool, Finish Faster. Now focusing on the new CVC Exchange to provide a broader set of courses while adhering to quality standards from faculty who have aligned their courses and embrace effective pedagogy. Students are sent to a quality search site. The work has accelerated to implement the CVC Exchange and leverage test solutions to drive forward.

The CVC Exchange has three major paradigms to offer a great search experience (a la carte) with students. On the back end, it's automated to get students into the courses. Course Finder provides a good search function with Quottly starting for Summer and Fall 2018. Fully Online ADTS, Certificates, and Programs developed through Concentric Sky program mapper for Spring 2019. Automated Cross-Enrollment using N2N Services in Fall 2019/Spring 2019 for the Proof of Concept. There are three pathways for students through the Exchange: CVC-OEI Consortium Student (skips the application, registers for course), Non-Consortium Student (goes through application process, Chancellor's Office streamline CCCApply), and Unaffiliated Student with no Home College yet (bring new students into the system, shows them what programs are online, search for courses, streamlined application).

CVC, OEI, and @ONE are rebranding and consolidating around a single online hub. Content from the different websites will be migrated. The CVC catalog will be sunsetted, and the new site will reflect CVC



Exchange, Course Finder, and Featured Online Programs. There are significant efforts to increase student awareness. Additionally, there is an effort to accelerate implementation of the CVC Exchange, it needs to scale faster while decreasing complexity and timelines. Improve college support and make sure colleges feel supported. Provide students with the best experience and spread the word.

Quality is central and there will be continued effort with Peer Online Course Review (POCR). POCR has been highly successful as shown by American River College. An incentive needs to be developed for colleges to do this locally. A policy issue for the Advisory Committee to discuss is looking at discipline experts to co-design courses together for faculty to teach if there is commonality and need.

With the 2018 Equity Cohort, provide and research effectiveness of interventions to decrease equity gaps in online courses. NameCoach implementation creates a welcoming online environment for dignity and honor in how students want to be referred. Enhanced community building is provided through Notebowl. Look at culturally responsive ways to support students and include services, such as financial aid, library, and professional development. There is a targeted outreach to at least 100,000 students in defined equity groups. In addition, review the suite of online tools within the ecosystem (e.g. Readiness, Counseling, Tutoring, Proctoring, name/gender ID, community-building) and work with colleges to find out why they may not be embracing the tools. The Advisory Committee's voice will be included in the conversation as effective solutions are the best with an eye on innovation.

Promote online degrees, certificates, and pathways with the best quality and lowest costs. Goal to grow the course inventory with more badged courses and review what students are demanding. There is data now about what students are searching for, such as statistics and calculus which enables colleges to open up sections to fill the need. The CVC-OEI plans to help colleges think outside of the scheduling box and increase predictability of online pathways as well as grow the consortium.

To clarify a question, it was explained that the CVC Exchange is now Quottly's course finder with N2N providing automated cross enrolled by 2020 for the original colleges. The timeline estimate is Spring 2020. The CVC Exchange through Finish Faster Online included non-CID courses, but they will not populate to the top. Right now, the courses in the course finder are integrated with ASSIST.org. Courses that are not in ASSIST will not populate. Students can search/filter through IGETC and CSU. Looking towards adding a C-ID filter.

#### **IV. VISIONING – ROLE OF ADVISORY COMMITTEE** *(Jory Hadsell/Kevin Kelly)*

The presentation and reflection activity goal were to identify ways in which to look at the governance structures and ensure voices from all groups are included in the conversation as well as reduce complexity; engage in a process to create a streamlined approach to present to the Chancellor's Office.

Conducted a needs assessment to reflect on the past, review context for realignment, and looks at what's next. In the past 5 years, there has been the Consortium and OEI Advisory Committee and five Work groups.

Participated in a Plus/Delta Activities where members brainstormed various topics and shared ideas on what has worked and what could be changed. See Kevin Kelly's notes for more information.

Jory Hadsell and Kevin Kelly reviewed the context for governance vision and the guiding principles: transparency, efficiency, evaluation/improvement/representation/accountability. There are fourteen

workplan objectives to provide a context for the governance vision with specific CVC-OEI projects. There are challenges to address while setting the vision.

In reviewing the Advisory Committee Charter, the purpose of the committee is to advise and make recommendations to the OEI project staff on the implementation of the OEI grant for the California Community Colleges.

- Work towards achieving the goals of the OEI Project to promote improved access to and quality of online education
- Solicit input from respective constituent groups to inform the committee
- Communicate project status to respective constituent groups and colleges
- Review progress and provide input on project planning and deliverables
- Provide recommendations to the OEI project staff and CCCCO on policies for the Exchange, best practices, user requirements, and other project activities as requested
- Provide input in an annual project review process

Brainstorming activities provided insight into a number of questions regarding the structure of the governance groups to help the CVC-OEI better support the mission and strategic goals.

#### **V. CHARTER DEVELOPMENT** *(Cheryl Aschenbach/Jodie Steele)*

Small groups focus on charter changes as need to evolve. Conversations around 5 areas: authority and purpose, committee composition, leadership structure, meetings, and charter additions. Work on idea generation and do follow up Messages in Basecamp to continue to provide feedback. Draft early charter and evolve collectively online over the next month to create a new charter to adopt.

#### **VI. WORKGROUPS** *(Cheryl Aschenbach/Jodie Steele)*

Discussed the process to establish workgroups and add information into the charter as well as identify what groups are needed to start projects. The CCMS Committee needs to be reaffirmed as it interfaces with Instructure and guides their work, collects feedback, and sets priorities within the CCC system. A vote passed to reaffirm the CCMS. Their charter will come to the Advisory Committee for approval.

#### **VII. PROGRAM QUALITY RUBRIC** *(Jory Hadsell)*

Hold for next meeting

#### **VIII. POTENTIAL PARTNERS/VENDORS** *(Andrea Hanstein & Michelle Pacansky-Brock)*

The CVC-OEI is creating a Digital Ecosystem Workgroup across constituency groups to get feedback on best learning technologies and tools to improve needs of students. Assess needs and continually improve the online learning environment. This group will determine scope of services based on strategic needs, vet potential vendors, and consult with subject experts (CVC-OEI governance groups and CVC-OEI Executive Team). This is a workgroup, not a governance group and will meet as needed. If interested, reach out to Andrea and Michelle. Information will be posted in Basecamp.

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

Executive Director Report (Jory Hadsell)

A one page document with talking points will be provided.

#### **Finish Faster Online/Branding Update** *(Andrea Hanstein)*

Finish Faster was a summer project for students to search at 114 CCC colleges and CSUs. A rebrand took place and it's now Finish Faster Online. The summer campaign was very successful, and in August it launched for the Fall semester. The objectives stayed the same, but there was not a partnership with the CSUs. When a student searches for an online course, the Home College courses show up first and

then badged courses next. A college is badged if the college has embedded online support services. Badging based on college, not a specific course (7,071 badged). Focus staying on quality reviewed courses.

From July 1 - September 7, 2018, there were 9,118 fully online classes at California Community Colleges. 1,304 unique visitors performed a search, and 867 visitors completed an application. The top five colleges with completed applications included: Foothill College, Coastline Community College, Santiago Canyon College, San Bernardino Valley College, and College of the Canyons.

Printing and digital collateral was sent to the 56 Consortium colleges. Continued Google advertising in Fall targeted to underrepresented students who live in higher education desert areas.

#### Cross-enrollment Automation Update (Jay Field)

The cross enrollment system will allow students from their home college SIS to enroll for online classes at teaching colleges that have available sets. Fully automated cross enrollment with financial support will be available through the cross enrollment portal for students at colleges that are members of the CVC-OEI Consortium and participate in the CVC Exchange.

The CVC-OEI has been working in a transitional space to build out the cross enrollment piece to get through the Proof of Concept. The process has been to collect CSV files for Quottly to upload into the course finder. Once in production, the CVC-OEI will be able to start consortium college implementation quickly. There is still work to be done with each individual college.

A student from any of the 114 CCCs can use the course finder, but the courses are limited to the 56 consortium colleges. This comes directly from the RFA where there will be 114 Home Colleges, but the consortium makes up the Teaching Colleges from agreement and reciprocity. The CSV files are a band-aid and provides better data than scrapping. Quottly will provide assistance if a student calls for help.

A comment was brought up that the role of the Advisory Committee is to help support the objectives of the RFA and fit into the conversation about Quottly. Jory stated that it's important to share the interface components and seek feedback on user experience, filters, and that search parameters are working correctly. CTOs from the 3 Districts under the Proof of Concept are providing feedback as well.

To be supportive means being informed. Jay acknowledged that there is not a perfect solution because the CVC Exchange is in an awkward stage. Issues will be solved when a college is integrated.

The technologies being used in the Proof of Concept include N2N Illuminate which is a commercial version of GLUE. After extensive research found that there are no integration companies that specialize in Higher Ed ERP systems (registration). Quottly is building the actual workflow, user experience, and integrating with ASSIST.

The Proof of concept includes Cabrillo College (Colleague), De Anza College (Banner), Foothill College (Banner), American River College (Peoplesoft), Cosumnes College (Peoplesoft), Folsom Lake College (Peoplesoft), and Sacramento City College (Peoplesoft). These colleges provide a variety of systems and the complexity is enormous. No one has done this before.

In September, 2018 there is 80% functionality where students can register, see available classes, check eligibility and prerequisites. In October, finish items not crucial to the actual prototype. The goal to move

to limited production release is November where all students can interact with the 7 colleges to register for winter and spring 2019 terms.

The experience for the students is to log into their Home College or use the [cvc.edu](http://cvc.edu) website to look for a class. The goal is to have the student log right into the Home College, in the CVC-OEI portal and register for classes. The primary reason a student goes to the Exchange is to search for a class. The system will enroll them; a student does not need to apply because the system will create an abbreviated enrollment record (happens in the background). If a student is ineligible, he will get an email explaining and has to go back to his college for the explanation, such as a hold, which is a local issue.

Building out an Admin Dashboard with two levels: a CVC-OEI version and every District/College will have access. Uploaded information will come from colleges, the local SIS has to be the one source of truth for classes and student info.

A question was asked if student tracking is based on CCCApply or the College ID. Jay explained that the CCCID will be something that every student has to have. The colleges will need to do some work to prepare their students. Under the Proof of Concept, now working on enrollment form to learn who is coming in from other schools and what info they want to grab. CCCID is just being passed as a data field, but looking for a smooth transition into Canvas.

In the interface, students can save searches, and Quottly will be in the background keeping the search record so a student can be notified that the search has now changed and more courses are listed for searching to see a fuller result set. Students can build a profile and get a notification which is a friendly touch. Students have an available schedule which also shows classes that were dropped (info in SIS system). Integrated ability to talk to student's Home College info system.

Lastly, the student does have a Dashboard as a one stop way to view the different options in the portal. Students will see info on the screen and can dive deeper into the portal. CVC-OEI working with ETHOS, an Illucian product which allows a college to get into certain data values. Cabrillo recently added it. Each school can customize based on where the data is located. The biggest, real configuration happens in the customization.

A question was asked if the Tech Center has been notified that the new CVC Exchange will not be using GLUE. Jay confirmed that the project will not be using GLUE, and if colleges had it in their data center, that would not be a problem. A recommendation was made to notify the CTOs of this change, and Jay will follow up with an announcement.

Students can enter through their Home College system and CVC-OEI website. Working on how the system on the CVC-OEI website ([cvc.edu](http://cvc.edu)) identifies a student's Home College. Main goal is to help students find open classes. Authentication can happen after that milestone.

#### **X. CHANCELLOR'S OFFICE UPDATE** (*LeBaron Woodyard*)

On Monday was a Board of Governor's meeting to discuss DE Title V changes. Once approved, it will go over to Department of Finance for their review, then Secretary of State in the middle part of November.

The Chancellor's Office shared the collaborative online Cyber-Security Certificate (25 units). LA Pierce, Fresno City, and Cosumnes River College will each include 15 students per course using OER. The consortium is an opportunity to discuss ideas for how to create collaborative online certificates or degrees.

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

- November 30, 2018 meeting may be changing. Cheryl sending a Doodle Poll for time in December (on a Friday)

## **HOLD FOR FUTURE AGENDAS**

- Constituent Group Reports
- Readiness Modules
- Equity Cohort Update

## **2018 – 2019 future meeting dates**

- Friday, October 12, 2018 9:30am-11:30am Virtual
- Thursday, November 8, 2018 9:30am-11:30am Virtual
- ~~Friday, November 30, 2018 9:30am-3:30pm Sacramento~~ May be virtual instead-TBD
- Friday, January 11, 2019 9:30am-11:30am Virtual
- Friday, February 8, 2019 9:30am-11:30am Virtual
- Friday, March 15, 2019 9:30am-3:30pm Sacramento
- Friday, April 12, 2019 9:30am-11:30am Virtual
- Friday, May 17, 2019 9:30am-3:30pm Sacramento
- Friday, June 7, 2019 9:30am-11:30am Virtual