

EXECUTIVE COMMITTEE MEETING

Friday, June 7, 2019 to Sunday, June 9, 2019

[The Pines Resort](#)

54432 Road 432,
Bass Lake, California 93604
Meeting Room: Boathouse

Friday, June 7, 2019

8:00 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:00 p.m. Executive Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. – 5:00 p.m. Executive Meeting
6:00 p.m. Dinner

Lakeview Room – The Pines Resort

Saturday, June 8, 2019

8:00 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:00 p.m. Orientation
12:00 p.m. – 12:30 p.m. Working Lunch
12:30 p.m. – 1:30 p.m. Orientation
1:30 p.m. – 5:00 p.m. Off-site Afternoon Activity
7:00 p.m. Dinner

[El Cid](#)

41939 CA-41, Oakhurst, CA 93644

Sunday, June 9, 2019

8:00 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:00 p.m. Orientation
12:00 p.m. to 1:00 p.m. Debrief
1:00 p.m. Depart

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting April Lonero at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

- I. ORDER OF BUSINESS**
 - A. Roll Call**
 - B. Approval of the Agenda**
 - C. Public Comment**

This portion of the meeting is reserved for persons desiring to address the

*Executive Committee on any matter not on the agenda. No action will be taken.
Speakers are limited to three minutes.*

- D. Executive Committee Norms, pg. 5**
 - E. Calendar, pg. 7**
 - F. Local Senate Visits, pg. 11**
 - G. One Minute Check-In**
- II. CONSENT CALENDAR**
- A. May 10, 2019 Meeting Minutes, Rutan, pg. 27**
 - B. Resolution Assignments S2019, Stankas/Dyer, pg. 35**
 - C. Womyn’s Caucus - Recognition of Caucus, Mica, pg. 37**
 - D. Framed Resolution for Senator Emeritus Recipients, Eikey, pg. 41**
 - E. Cancellation of Events Policy, Eikey, pg. 43**
- 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 Report – 20 mins., Davison, pg. 45**
The Executive Committee will be updated on current legislative issues.
 - B. CCC Guided Pathways Award Program – 15 mins., Stankas, pg. 61**
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
 - C. Strong Workforce Program Recommendations – 15 mins., Stankas, pg. 63**
The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.
 - D. AB 705 Update – 15 mins., Stankas, pg. 65**
The Executive Committee will receive an update on the AB 705 implementation at the Chancellor’s Office.
 - E. Faculty Diversification – 15 mins., Stankas, pg. 67**
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
 - F. Faculty Development Committee Name – 10 mins., Cruz/Eikey/Parker, pg. 69**
The Executive Committee will review and consider for approval the recommendation to re-name the Faculty Development Committee.
 - G. 2019 Curriculum Institute Final Draft Program – 15 mins., May, pg. 75**
The Executive Committee will consider for approval the 2019 Curriculum Institute Final Draft Program.
 - H. Data 101: Guiding Principles for Faculty – 15 mins., Roberson/Davison, pg. 101**
The Executive Committee will consider how to proceed with consideration to the 2010 paper *Data 101: Guiding Principles for Faculty*.

- I. Distance Education Guidelines – 15 mins., Dyer/Roberson, pg. 113**
The Executive Committee will review and provide guidance on the Distance Education Guidelines.
 - J. Equity Driven Systems Paper: Defining Equity, Equity Driven Systems, Equity Mindedness and Culturally Responsive Practice – 20 mins., Roberson/Cruz, pg. 147**
The Executive Committee will review and consider the adoption of definitions for Equity, Equity Driven Systems, Equity Mindedness and Culturally Responsive Practice.
 - K. Faculty Roles in Planning and Budget – 20 mins., Foster, pg. 151**
The Executive Committee will consider for approval the second reading of the paper on Budget Processes and the Faculty Role.
 - L. 2019 Academic Academy Program – 15 mins., Stankas, pg. 153**
The Executive Committee will review and consider for approval the 2019 Faculty Academic Academy program.
 - M. Spring 2021 Session – 15 mins., Mica/Stankas, pg. 161**
The Executive Committee will consider for approval a joint 2021 Spring Plenary session with partner organizations.
- V. DISCUSSION**
- A. Chancellor’s Office Liaison Report – 30 mins. pg. 163** (*Time certain, 1:00 p.m., via Zoom*)
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. 165**
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/Davison, pg. 167**
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.
 - D. Evaluation of ASCCC Events and Activities – 15 mins., Parker/Cruz/Eikey, pg. 169**
The Executive Committee will discuss the evaluation of Academic Senate events and activities.
 - E. Year-End Debrief – 60 mins., Stankas, pg. 171**
The Executive Committee will reflect-on and discuss successes and challenges of the committee work during the 2018-2019 academic year.
- VI. REPORTS** (*If time permits, additional Executive Committee announcements and reports may be provided*)
- A. Standing Committee Minutes**
 - i.** Basic Skills Committee, Rutan, pg. 173
 - ii.** Equity and Diversity Action Committee, Henderson, pg. 175
 - iii.** Faculty Development Committee, Cruz, pg. 181
 - iv.** Online Education Committee, Dyer, pg. 185
 - v.** Relations with Local Senates Committee, Parker, pg. 187

vi. Transfer, Articulation, and Student Services Committee, Bean, pg. 229

B. Liaison Reports

i. California Community Colleges Curriculum Committee (5C), May, pg. 233

ii. California Virtual Campus – Online Education Initiative Advisory Committee, Dyer, pg. 243

iii. Telecommunications and Technology Advisory Committee, Dyer, pg. 249

C. Senate and Grant Reports

i. C-ID Advisory Committee, Mica, pg. 263

ii. Model Curriculum Workgroup (MCW), Aschenbach, pg. 269

D. Local Senate Visits

i. Cero Coso College, California City Correctional Facility, Henderson, pg. 273

E. Year-End Reports

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		Month: June	Year: 2019
•Upcoming 2019-2020 Events		Item No: I. E.	
•Reminders/Due Dates		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	April Lonero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Faculty Leadership Institute** – Sacramento – June 12-15, 2019
- **Executive Committee Meeting** – Sacramento – July 9, 2019
- **Curriculum Institute** – Burlingame – July 10-13, 2019
- **Executive Committee Meeting** – Riverside – August 8-10, 2019
- **Academic Academy** – Long Beach – September 12-14, 2019

Please see the 2019-2020 Executive Committee Meeting Calendar on the next page for ASCCC executive committee meetings and institutes.

Reminders/Due Dates

June 20, 2019

- Agenda items for July 9, 2019 meeting
- Reports

July 22, 2019

- Agenda items for August 8-10, 2019 meeting
- Reports

Rostrum Timeline

To Krystinne	To David	To John	To Katie	To the Field
September 27	October 4	October 14	October 21	November 6

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

January 6	January 10	January 17	January 24	February 10
March 9	March 16	March 23	March 30	April 15

Curriculum

- Final program to Krystinne by **June 10, 2019.**
- Final program to printer **June 21, 2019.**
- AV and Event Supply needs to Tonya by **June 28, 2019.**
- Materials posted to ASCCC website **June 28, 2019.**

Academic Academy

- Final program draft due **May 24, 2019** for reading at the June Executive Committee Meeting.
- Final program to Krystinne by **August 1, 2019.**
- AV and Event Supply needs to Tonya by **August 16, 2019.**
- Final program to printer **August 26, 2019.**
- Materials posted to ASCCC website **September 2, 2019.**

2019-2020 EXECUTIVE COMMITTEE MEETING DATES

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.¹

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	July 9, 2019		Embassy Suites, Sacramento, CA	June 20, 2019
Executive Meeting	August 8 – 10, 2019		Mission Inn, Riverside, CA	July 22, 2019
Executive Meeting	September 6-7, 2019	Cero Coso College	TBD	August 19, 2019
Executive Meeting	September 27 – 28, 2019		Marriott Riverside, Riverside, CA	September 9, 2019
Area Meetings	October 11 -12, 2019		Various Locations	
Executive Meeting	November 6, 2019		Renaissance Newport Beach Hotel	October 17, 2019
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Executive Meeting	December 6–7, 2019		Courtyard Oakland Emeryville, Emeryville CA	November 18, 2019
Executive Meeting	January 10 – 11, 2020		Marriott Riverside, Riverside, CA	December 12, 2019
Executive Meeting	February 7-8, 2020		San Jose Marriott, San Jose, CA	January 21, 2020
Executive Meeting	March 6 -7, 2020	Area D	South	February 18, 2020
Area Meetings	March 27 – 28, 2020		Various Locations	
Executive Meeting	April 15, 2020		Oakland Marriott City Center	March 26, 2020
Spring Plenary Session	April 16-18, 2020		Oakland Marriott City Center	
Executive Meeting	May 8, 2020		North	April 20, 2020
Executive Committee/ Orientation	June 5-7, 2020		The Landing Resort and Spa, South Lake Tahoe, CA	May 19, 2020
EVENTS				
Event Type²	Date		Hotel Location⁺	
Academic Academy	September 12-14, 2019		Queen Mary Long Beach	
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Part-Time Faculty Institute	January 24-25, 2020		Napa Valley Marriott Hotel & Spa	
Accreditation Institute	February 21-22, 2020		San Diego Marriott La Jolla	
Spring Plenary Session	April 15-18, 2020		Oakland Marriott City Center	
Career and Noncredit Institute	April 30-May 2, 2020		Northern California	
Faculty Leadership Institute	June 18-20, 2020		Newport Beach Marriott Hotel and Spa	
Curriculum Institute	July 8-11, 2020		Riverside Convention Center	

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

² Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may change based on hotel availability.

Local Senate Campus Visits 2016-2019

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

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Area A				
American River	Executive Committee	9/30/2016	Executive Committee Meeting	
	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education	
Bakersfield	Bruno	11/28/2017	Collegiality in Action	
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals	
Butte	Goold, Davison, Aschenbach, Freitas	10/13/2016	Curriculum Regional	
	Davison	5/12/2017	Butte Chico Center/ Curriculum Streamlining Workshop	
	Executive Committee	3/2/2018	Executive Committee Meeting	
Cerro Coso				
Clovis	Davison	8/29/2016	IEPI PRT	
	Davison	5/3/2017	Member/Curriculum Streamlining Workshop	
Columbia				
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional	
	Rutan, May	10/6/2018	AB 705 Regional	
	Aschenbach	1/16/2019	Governance	
Feather River	Beach	3/11-14/2018	ACCJC Team Visit	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Folsom Lake	May, Goold, Aschenbach	10/14/2016		
	Goold	11/22/2016	Discipline Conversation	
	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North	
Fresno	Cruz	1/10/2019	Guided Pathways Convocation	
Lake Tahoe				
Lassen	Bruno	4/25/2018	Collegiality in Action	
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting	
Merced	Aschenbach	4/27/2017	PDC Visit for Julie Clark	
	May, Aschenbach, Roberson, Stanskas	3/23/2018	Area A Meeting	
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency	
Modesto	May	3/24/2017	Area A Meeting	
Porterville				
Redwoods, College of the				
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Sacramento City	Beach, A. Foster, Smith	2/19/2017	Diversity in Hiring Regional Meeting	
	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting	
	Freitas, Slattery-Farrell, Stanskas	4/3/2018	CTE MQ Workgroup Faculty Meeting	
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting	
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting	
	Rutan	1/29-30/2018	Curriculum Visit	
	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting	
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting	
Shasta				
Sierra	Freitas, May	10/4/2017	10+1	
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting	
Siskiyou, College of the				
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications	
West Hills Coalinga				
West Hills Lemoore				
Woodland College	Freitas, Rutan, Foster, Adams	10/28/2016	MQ North Regional	
	Beach, Parker	2/10/2018	TASCC Committee Meeting	
	Davison, Foster	4/6/2018	EDAC Regionals	
	May	5/30/2018	MQRTF Meeting	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional	
Area B				
Alameda, College of	Bruno	11/21/2016	Collegiality in Action	
	Aschenbach	10/20/2017	ISF (CTE Regional)	
Berkeley City				
Cabrillo	Davison	4/28/2017	Curriculum Streamlining Workshop	
	Bruno	2/5/2018	Collegiality in Action	
	May, Aschenbach	10/5/2018	Curriculum Certificates	
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance	
Chabot	Smith	3/21/2017	Area B Meeting	
	Davison	9/13/2018		
	Bruno, Davison		FACCC Meeting	
	Rutan	11/6/2018	Noncredit Visit	
	Davison, Roberson	1/31/2019	Governance	
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop	
Contra Costa				
DeAnza	Cruz	10/12/2018	Area B Meeting	
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting	
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting	
Foothill	Executive Committee	3/3/2017	Executive Committee Meeting	
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting	
Hartnell				
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.	
	Corrina Evett			
	Stanskas	8/28/2018	Peralta District Collegiality in Action	
Las Positas	May	9/16/2016	SLO vs. Objectives	
	May	8/16/2018	CLCCD Speaker at Convocation	
Los Medanos				
Marin, College of	Davison	3/17/2017	Curriculum Streamlining	
	Davison	9/15/2017	OER Regional	
	Eikey	1/15/2019	Minimum Qualifications Equivalency	
Mendocino	Bruno	9/22/2017	Collegiality in Action	
Merritt	Davison	3/17/2017	Curriculum Streamlining	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Mission	Davison, Freitas	12/8/2016	Local Visit	
	May, Roberson	3/15/2019	Curriculum Regionals	
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit	
	McKay	2/7/2018	IEPI PRT	
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting	
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member	
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit	
	Stanskas	9/26/2018	Collegiality in Action	
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum	
	Rutan	2/5/2019	AB 705	
	Parker	4/26/2019	FACCC Counselor's Conference	
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop	
	Rutan, May	5/18/2018	Curriculum Regional	
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Santa Rosa Junior	Beach	11/21/2016	EDAC Strategic Plan Meeting	
	Slattery-Farrell, Foster	3/10/2017	MQ	
	May, Roberson	1/24/2018	GP Resource Team	
	McKay	3/23/2018	Area B Meeting	
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation	
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)	
Skyline	Davison, Beach, LSF, McKay, Crump	10/21/2016	Curriculum Regional Meeting	
	Stanskas	1/25/2017	BDP Articulation	
	McKay, Davison	10/13/2017	Area B Meeting	
	May	3/5/2019	Recoding Regional Meeting	
Solano	Stanskas, McKay, Smith, Davison	10/14/2016	Area B Meeting	
	Rutan	2/16/2017	BDP Accreditation	
	Foster, Davison	10/27/2017	EDAC Regional	
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour	
West Valley	Davison	11/8/2016	Local Senate Visit	
	Aschenbach	12/7/2016	Noncredit Asst. (Zoom w/WVC Noncredit Task Force)	
	Bruno	2/6/2018	Collegiality in Action	
	Davison	8/24/2018	Local Senate Accreditation	
Area C				
Allan Hancock				

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups	
Canyons, College of the	Freitas, Stanskas	10/21/2016	MQ & Equivalencies Presentations	
	Davison	10/5-6/2017	Civic Engagement Summit	
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting	
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees	
	May	3/18/2019	Recoding Regional Meeting	
Cerritos	Rutan, May	5/19/2018	Curriculum Regional	
	Davison	1/18/2019	FACCC Policy Forum	
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session	
Citrus	Roberson	8/23/2018	Guided Pathways Visit	
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting	
Cuesta				
East LA	Freitas, Foster, Bruno	3/25/2017	Area C Meeting	
	Davison		Mini PRT	
El Camino	Executive Committee	2/3/2017	Executive Committee Meeting, Governance	
	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting	
	May, Roberson	1/18/2018	GP Resource Team	
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Compton College	May, Roberson	8/25/2017	Guided Pathways	
	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting	
	Stankas	2/8/2019	Collegiality in Action	
Glendale	Rutan, Foster	9/24/2016	Accreditation Committee Meeting	
	Aschenbach	12/8/2016	Noncredit Committee Meeting	
	Freitas, Slattery-Farrell, Stankas	6/9/2017		
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting	
LA District	Davison	3/10/2017	Curriculum Workshop	
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit	
	McKay, Freitas	1/5/2018	Online Education Committee Meeting	
	Beach	3/9/2018	TASCC Regional	
LA Harbor	Rutan	5/5/2017	TOP Code Alignment	
LA Mission	Eikey, Aschenbach	3/16/2018	Governance	
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting	
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit	
	Executive Committee	3/1/2019	Executive Committee Meeting	
	Stankas	5/9/2019	Collegiality in Action	
LA Trade-Technical	Smith	10/21/2016	Formerly Incarcerated Regional Meeting	
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting	
	Aschenbach	3/17/2018	Curriculum Committee Meeting	
	May	12/14/2018	Curriculum Committee Meeting	
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting	
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting	
Mt. San Antonio	Davison, LSF, Aschenbach, Beach, Rutan	10/22/2016	Curriculum Regional	
	Davison	2/23/2017	Dual Enrollment Toolkit	
	Davison, Rutan, Beach	2/25/2017	Curriculum Committee Meeting	
	Aschenbach	6/4/2017	Curriculum Assistance	
	Aschenbach	7/19/2018	Curriculum Assistance	
	May	11/17/2018	Curriculum Regional	
Oxnard				
Pasadena City	Foster, Freitas	11/15/2016	Area C Meeting	
	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Rio Hondo	Beach	9/27/2018	Guided Pathways	
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action	
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting	
Ventura	Freitas	4/2/2016	Area C Meeting	
	Freitas, Beach	1/18/2018	Noncredit Presentations	
West LA	Roberson	5/8/2017	Mini PRT	
Area D				
Barstow	Rutan, Stanskas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting	
	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit	
Chaffey	Slattery-Farrel, Freitas, S. Foster	3/10/2017	MQ Regional	
		10/21/2017	CTE Regional	
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting	
Coastline				
Copper Mountain				
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stanskas	3/24/2018	Area D Meeting	
Cuyamaca				

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Cypress	Freitas, Stanskas	1/20/2017		
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705	
Fullerton	Beach	9/20-21/16	SLO Presentation	
	Davison, Foster	10/28/2017	EDAC Regional	
Golden West				
Grossmont	May, Eikey	4/30/2018	Governance	
Imperial Valley	Beach	4/7/2017	Governance Presentation	
Irvine Valley	Davison, Rutan	5/15/2017	Curriculum Streamlining Workshop	
	May	3/16/2019	Curriculum Regional	
Long Beach City	Davison, Rutan	4/26/2017	Curriculum Streamlining Workshop	
	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South	
	Beach, Pilati	3/23/2018	Guided Pathways	
	Davison, Foster	10/16/2018	Accreditation Committee Meeting	
MiraCosta	May Beach	9/28/2016	Educational Policies Committee Meeting	
	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting	
	May, Aschenbach	3/13/2019	Recoding Regional Meeting	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Moreno Valley	McKay, Stanskas	1/27/2017	Online Education Committee Meeting	
	Executive Committee	9/29-30/2017	Executive Committee Meeting	
Mt. San Jacinto	Foster	11/17/2017	SI Institute	
	Rutan	1/30/2019	Chemistry	
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting	
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional	
	Foster, Rutan, Parker, Stanskas	3/23/2019	Area D Meeting	
North Orange - Noncredit				
Orange Coast	Aschenbach	2/9/2018	SLO Symposium	
	Beach, Pilati	3/16/2018	Guided Pathways	
Palo Verde	Rutan	8/31/2017	TOP Code Alignment	
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting	
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting	
	Stanskas	4/15/2019	Collegiality in Action	
Riverside City	Freitas, Stanskas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting	
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Saddleback	Davison	3/15/2017	Curriculum Tech Visit	
	Rutan	1/30/2019	Noncredit	
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting	
	Rutan	5/11/2018	AB 705 Implementation	
	Rutan, Parker	9/20/2018	AB 705 Regional	
	Foster, Davison	2/19/2019	Accreditation Committee Meeting	
San Diego City	Beach	1/19/2018	FACCC Board	
San Diego Cont. Ed.	Rutan, Slattery-Farrell	10/15/2016	Area D Meeting	
	Smith	11/19/2016	TOP Code Alignment	
	Stanskas, A. Foster	5/2/2017	Tech Visit	
	Foster, Davison		PT Faculty Meeting	
San Diego Mesa	Davison, Rutan	5/22/2017	Curriculum Streamlining Workshop	
	May	9/22/2018	MQRTF Meeting	
San Diego Miramar	May	10/28/2016	IEPI Convening for Planning	
	Bruno	5/1/2018	Collegiality in Action	
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance	
	Foster, May, Bruzzese	1/25/2019	SLO Symposium	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting	
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting	
Southwestern	Rutan	12/12/2016	TOP Code Alignment	
	Beach, A. Foster, Smith	2/10/2017	Diversity in Faculty Hiring Regional Meeting	
	Davison, Foster, Beach	4/7/2018	EDAC Regional	
	Parker	9/17/2018	TASCC Meeting	
	Davison, Stankas	9/17-18/2018	Board of Governors and Trustee for California Online CCD	
Victor Valley				



EXECUTIVE COMMITTEE MEETING

Friday, May 10, 2019

Embassy Suites Riverfront Promenade, Sacramento, CA

I. ORDER OF BUSINESS

A. Roll Call

President Stankas called the meeting to order at 11:00 a.m. and welcomed members and guests.

C. Aschenbach, M. Bean, A. Bruzzese (Via Zoom), M. Cruz, D. Davison, G. Dyer, R. Eikey, S. Foster, S. Henderson, G. May, K. Mica, L. Parker, C. Roberson, and C. Rutan.

Liaisons: Dan Crump, Liaison, Council of Chief Librarians; Rhonda Mohr, Vice Chancellor, Student Services and Special Programs; and Iiyshaa Youngblood, President, Student Senate for California Community Colleges.

Invited Guests: Pam Walker, Educational Consultant.

Staff: Alice Hammar, Director of Finance; and April Lonero, Executive Assistant.

B. Approval of the Agenda

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

C. Public Comment

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

David Morse, Long Beach City College, was in attendance.
No formal public comment was entered.

D. Executive Committee Norms, pg. 5

Members were reminded of the Executive Committee Norms.

E. Calendar, pg. 7

Members were updated on deadlines.

F. Local Senate Visits, pg. 15

Members updated the Local Senate Visits table.

G. One Minute Check-In

Members shared a one minute check-in.

II. CONSENT CALENDAR

A. **April 10, 2019 Meeting Minutes, Rutan, forthcoming**

B. **Title 5 Regulations Changes Under Consideration, May, pg. 29**

Consent calendar approved as presented by consensus.

III. REPORTS

A. **President's/Executive Director's Report – 30 mins., Stankas/Mica**

Mica reported that the budget committee met May 7, 2019. The budget committee approved the transfer of the Academic Senate accounts to US Bank, finalized the request for proposal (RFP) process for the auditing firm, and began the selection process of the auditing firm. The office will move to One Capitol Mall, Suite 230 on June 27, 2019. The Open Educational Resources Initiative (OERI) distributed an RFP for Summer and Fall 2019 Short-Term OER Development Projects; those selected will be notified in early June. Mica reported that the Multimedia Designer is developing marketing materials for Guided Pathways and OERI. Mica updated the committee on the event preparation and the modification of the Academic Senate accounting codes to improve accuracy.

Stankas reported that during 2018-2019 he has made eleven Collegiality in Action visits, including two in April and May. The Community College League of California (CCLC) and Academic Senate are working to update the scenarios and presentation used for the visits. Stankas reported on the development of the Faculty Leadership Institute and Academic Academy Programs, the 2019-2020 Assignments, and the June Orientation. Stankas presented at the California Community College Chief Instructional Officer's (CCCCIO) 2019 Spring Conference on April 19, 2019. Stankas discussed the faculty concerns around the reliability of data and the MIS coding system. Stankas will share the Spring 2019 recommendations from adopted position papers and resolutions with the Board of Governors at their May 20-21, 2019 meeting. Stankas is working with the Chancellor's Office to ensure stable and sustainable funding for the Academic Senate. President Stankas clarified that, while the Academic Senate was referenced in the document, the ASCCC was not advised prior to nor participated in the California Federation of Teachers (CFT) vote of no confidence in Chancellor Oakley in May.

B. **Foundation President's Report – 5 mins., Aschenbach**

Aschenbach expressed appreciation for the support and participation in the Area Competitions. The Foundation Directors will meet during the month of May to finish the strategic plan and roadmap for 2019-2020.

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.

Iiyshaa Youngblood, Student Senate for California Community Colleges

(SSCCC) President, provided an oral report. Youngblood's term ends July 2019 and new board members will fill several vacated positions. The SSCCC's new strategic plan includes decreasing the Board of Directors by eleven positions and implementing an annual General Assembly in the spring term as opposed to bi-annual sessions. Youngblood noted that AB 1504 (Medina) Community colleges: student representation fee: statewide community college student organization: goals, has passed the Assembly.

Dan Crump, Council of Chief Librarians Liaison, provided an oral report. Crump reported that during the April 26, 2019 Board meeting the CCL Board and Committees discussed the annual self-evaluations. The Board will hold its annual retreat on July 30-31 in Riverside, CA. CCL is developing a Position Statement on Library User Privacy in response to concerns from the field. Several new and returning board members have just begun their terms. Crump noted the sharing of the Open Educational Resources initiative (OERI) with the CCL listservs.

IV. ACTION ITEMS

A. Legislative Report – 15 mins., Davison, pg. 47

The Executive Committee received an update on current legislative issues. Davison reported that the May Revision to Governor Newsom's budget was released May 9, 2019, with limited changes for the Community College system. The Academic Senate has taken positions on the following bills: oppose unless amended for SB 462 (Stern) Community colleges: Urban and Rural Forest and Woodlands Restoration and Fire Resiliency Workforce Program; support if amended for SB 291 (Leyva) Postsecondary education: California Community College Student Financial Aid Program; oppose unless amended for AB 130 (Low) Postsecondary education: Higher Education Performance and Accountability Commission; and support for SB 3 (Allen) Office of Higher Education Coordination, Accountability, and Performance; and support for AB 302 (Berman) Parking: homeless students. Davison discussed concern over bills AB 968 (Garcia) Naturalist Pathway Pilot Program and AB 1658 (Carrillo) Teacher credentialing: adult education: workgroup.

No action by motion was taken on this item.

B. Faculty Roles in Planning and Budget – 20 mins., Foster, pg. 79

The Executive Committee reviewed and provided feedback on the draft of *Faculty Roles in Budget Processes*. Foster reported that the feedback from the February Executive Committee Meeting and Plenary Session breakout were incorporated into this draft. Members suggested the inclusion of language regarding diversity and expressed some concern regarding generalizations used in the paper, examples which used college names, and time-sensitive information throughout the paper.

MSC (Bean/Parker) to approve the first reading of *Faculty Roles in Budget Processes*.

C. 2019 Faculty Leadership Institute Program – 15 mins., Stanskas, pg. 105

The Executive Committee reviewed and provided feedback on the 2019 Faculty Leadership Institute program. Stankas discussed the format of the event, deadlines for program content, and the expectations of the Executive Committee during the Institute.

MSC (Aschenbach/Davison) to approve the 2019 Faculty Leadership Institute Program.

D. 2019 Academic Academy Program – 15 mins., Stankas, pg. 113

The Executive Committee reviewed and provided feedback on the 2019 Academic Academy program. Stankas explained the theme of the Academic Academy is centered on the student experience and emphasized areas for collaboration with system partners. The strands for the event are Guided Pathways, Student Equity, Technology and Instruction, and Faculty Diversification. Members discussed the audience of the event and suggested inclusion of topics on student-centered thinking, asset minded thinking, student's basic needs, mental health awareness, and support for transferring students.

MSC (Aschenbach/Parker) to approve 2019 Academic Academy Program with considerations from the discussion.

E. Tentative 2019-2020 ASCCC Budget – 20 mins., Mica, pg. 117

The Executive Committee reviewed the tentative 2019-20 budget. Mica informed the committee that approval of the tentative budget allows the Academic Senate to operate during the summer months. It was explained that the amounts will change once the final grant allotment is released. Members discussed the actual spending from the 2018-2019 academic year.

MSC (Foster/Henderson) to approve the tentative 2019-2020 budget.

F. Outline for Paper on Student Equity – 15 mins., Stankas, pg. 121

The Executive Committee reviewed and provided feedback on the outline of the paper on Student Equity. Stankas explained that the paper on student equity will combine and update the 2002 paper *Student Equity: Guidelines for Developing a Plan* and the 2010 paper *Student Equity: From Dialog and Access to Action* to fulfill the resolution F17 03.03 "Revise the 2002 Paper *Student Equity: Guidelines for Developing a Plan*" and position the Academic Senate for future work. Members discussed re-evaluating the current Academic Senate mission and inclusivity statement and developing a vision statement.

MSC (Henderson/Bean) approve the outline for the paper on student equity with considerations from the discussion.

G. Noncredit Course Approval and Certification Form – 10 mins., May, pg. 123

The Executive Committee provided feedback on the Noncredit Course Approval and Certification form. May explained that the Noncredit Workgroup of California Community Colleges Curriculum Committee (5C) drafted this form with the intent to improve the noncredit course approval and certification process.

Members discussed the concerns and merits of using this document for a single course or multiple courses' approval. The committee suggested edits to improve the clarity of the document. It was noted this form will be revised if the Title 5 Non-Credit Regulation Changes are approved by the Board of Governors.

MSC (Aschenbach/Roberson) to approve the Noncredit Course Approval and Certification form with considerations from the discussion.

H. Faculty Development Committee – 15 mins., Cruz/Eikey/Parker, pg. 133

The Executive Committee reviewed and provided feedback on the second draft of the womyn professional development survey. Cruz reported that the feedback from the April Executive Committee Meeting was incorporated. Members suggested removing “womyn” from the context of the survey to broaden the audience and interpretation of feedback and to include a question regarding race and ethnicity.

The Executive Committee will review the recommendation to re-name the Faculty Development Committee at the June Executive Committee Meeting.

MSC (Aschenbach/Foster) to approve the faculty development committee leadership survey with considerations from the discussion.

Follow Up: The Executive Committee will review the recommendation to re-name the Faculty Development Committee at the June Executive Committee Meeting.

I. Update and Debrief of Four Goals – 60 mins., Stankas, pg. 139

The Executive Committee discussed the four explicit goals of the Academic Senate during 2018-2019, including: Guided Pathways Implementation, AB 705 Implementation, the Strong Workforce Program Recommendations, and Faculty Diversification. Members noted the positive effects four explicit and intentional goals had on the work of the committee and collaboration with system partners. Members raised concerns regarding the ability to assess outcomes, sustain momentum, improve efficiency, and determine completion.

No action by motion was taken on this item.

i. CCC Guided Pathways Award Program – Stankas, pg. 141

The Executive Committee discussed the successes and challenges of Guided Pathways implementation during 2018-2019. Roberson noted the need to increase proactive services for colleges and to measure the impact of the guided pathways work on the student and faculty populations.

No action by motion was taken on this item.

ii. Strong Workforce Program Recommendations – Stankas, pg. 143

The Executive Committee discussed the successes and challenges of the Strong Workforce Program Recommendations work done with Credit for

Prior Learning (CPL) and the Minimum Qualifications Equivalency Toolkit. Members expressed the need for continued professional development regarding the equivalency toolkit for faculty. CPL Title 5 Regulations will be presented to the Board of Governors for a first reading on May 20-21, 2019, and for a second reading and action on July 15, 2019. The joint CPL pilot of the Chancellor's Office and Academic Senate will begin in Fall 2019.

No action by motion was taken on this item.

iii. AB 705 Update – Stankas, pg. 145

The Executive Committee discussed the success and challenges with AB 705 implementation. The committee noted concerns that some colleges acted on incorrect information that was provided by sources other than the Chancellor's Office or the Academic Senate. Members commended the ability to engage in collegial process to effectively implement the law.

No action by motion was taken on this item.

iv. Faculty Diversification – Stankas, pg. 147

The Executive Committee discussed the success and challenges of the work regarding faculty diversification. Members requested clarity moving forward regarding the relationship between individual assignments and committee priorities. The committee described the success of the Building Diversity Summit held in February 2019. Members emphasized the need for a method to evaluate the impact of the work and the continued work to be done regarding faculty diversification.

No action by motion was taken on this item.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 30 mins. pg. 149

Rhonda Mohr, Vice Chancellor, Student Services and Special Programs, provided an oral report. Mohr reported that two staff members will be hired to support the divisions of Curriculum and Instruction and Intersegmental Support. Faculty are being recruited for the Credit for Prior Learning joint pilot of the Chancellor's Office and Academic Senate. The Credit for Prior Learning and Noncredit Title 5 Regulation changes will be presented to the Board of Governors for a first reading on May 20-21, 2019, and for a second reading and action on July 15, 2019. A Request for Proposal (RFP) is being drafted in collaboration with the California Community Colleges Curriculum Committee (5C) and the Telecommunications and Technology Advisory Committee (TTAC) to search for a new curriculum inventory platform. The AB 705 district placement method adoption plans and guided placement models or tools are due to the Chancellor's Office by July 1, 2019. Mohr mentioned professional development events and resources to support faculty during AB 705 implementation. Mohr discussed proposed changes to the Extended Opportunity Programs and Services (EOPS) regulations and concerns brought forth by EOPS faculty.

B. Board of Governors/Consultation Council – 10 mins., Stankas/Davison, pg. 151

The Executive Committee received an update on the Board of Governors and Consultation meetings.

The next Board of Governors meeting will be held May 20-21, 2019.

Consultation Council was held April 18, 2019. The Workgroup on Regulations' final report regarding the 50% Law and the Faculty Obligation Number was discussed. The next Consultation Council meeting will be held May 16, 2019.

C. Online Community College District Board of Trustees Meeting – 10 mins., Stankas/Davison, pg. 153

The Executive Committee received an update on the recent Online Community College District Board of Trustees Meeting. Stankas reported that the five Academic Senate faculty appointed are supporting the college with the academic and professional matters, and that students are scheduled to begin enrolling in August to start instruction in October. Stankas and Davison summarized the California Online Community College portion of the Assembly Budget Subcommittee No. 2 on Education Finance hearing on April 23, 2019.

D. Year-End Debrief – 60 mins., Stankas, pg. 155

During the June, meeting the Executive Committee will reflect-on and discuss successes and challenges of the committee work during the 2018-2019.

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

A. Standing Committee Minutes

- i. Curriculum Committee, May, pg. 157
- ii. Standards and Practices Committee, Eikey, pg. 171
- iii. Transfer, Articulations, Student Service Committee, Bean, pg. 175
- iv. Educational Policies Committee, Bruzzese

B. Liaison Reports

- i. California Community Colleges Curriculum Committee (5C), May, pg. 177
- ii. Telecommunications and Technology Advisory Committee (TTAC), Dyer, pg. 183

C. Senate and Grant Reports

- i. Intersegmental Curriculum Workgroup (ICW), May, pg. 193

D. Local Senate Visits

VII. ADJOURNMENT

The Executive Committee adjourned at 5:35 pm

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



Executive Committee Agenda Item

SUBJECT: Resolution Assignments S2019		Month: June	Year: 2019
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2019 Spring Plenary Session.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Geoffrey Dyer	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Krystinne Mica	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

#	Adopted Resolutions	Assigned To
1.01	Senator Emeritus Status for Marie Boyd	Executive Director
3.01	Address Privacy and Rights Violation Caused by Education Code §87408 (2011)	Equity and Diversity Action Committee
5.01	Funding for Guided Pathways Transformation	President/Executive Director
5.02	Guided Pathways Budget Development	President and GP TaskForce
6.01	Oppose AB 130 (Low, as of April 10, 2019) Unless Amended	Legislative and Advocacy Committee
6.02	Provisionally Support SB 3 (Allen, as of February 25, 2019)	Legislative and Advocacy Committee
6.03	Provisionally Support SB 291 (Leyva, as of March 1, 2019)	Legislative and Advocacy Committee
6.04	Support AB 302 (Berman, as of March 25, 2019) and Identify Housing Assistance Representatives	Legislative and Advocacy Committee
7.01	Improve Quality and Integrity of California Community Colleges System Data	President/Curriculum Committee
7.02	Support for Student Parents' Success through Campus Early Learning/Child Development Lab Schools	Legislative and Advocacy Committee
7.03	Request the Board of Governors Undergo Collegiality in Action Training	President
7.04	Systemwide Technology to Support College Ownership of Curriculum	President/Curriculum Committee
7.05	Explore Allowing Refunds Beyond Regulatory Deadline	Legislative and Advocacy Committee
7.06	Accelerate Review of ADT Modifications	C-ID
9.01	Course Basic (CB) 21 Rubrics for Coding Course Outcomes	Curriculum Committee
9.02	Adopt the Paper Noncredit Instruction: Opportunity and Challenge	Executive Director
9.03	Documenting Open Educational Resources Options in Course Outline of Record	OER Advisory Committee and Curriculum
9.04	Ensure the Accessibility of Educational Materials	Online Education Committee and Legislative Advocacy Committee
9.05	Support the Development of Open Educational Resources (OER)	OER Advisory Committee
9.06	Support New Distance Education Definitions	DEETAC and 5C
10.01	Disciplines List - Homeland Security	Executive Director
11.01	CCC Apply Technical Limitations	Transfer, Articulation, and Student Services Committee
11.02	Ensure Appropriate Processes for System Technology Procurement	President/Executive Director
13.01	Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules	OER Advisory Committee
13.02	Support for Faculty Open Educational Resources Coordinators	OER Advisory Committee
13.03	In Support of All-Gender Restrooms on California Community College Campuses	EDAC/Relations with Local Senates
15.01	Response to California State University Admission Restrictions Due to Impaction	ICAS
15.02	Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement	Curriculum Committee
15.03	Encourage Accelerating Timeline for General Education Articulation	ICAS and GEAC
16.01	Adopt the Paper The Role of the Library Faculty in the California Community College	Executive Director
16.02	Adopt the Paper Effective Practices for Online Tutoring	Executive Director
21.01	Adopt the Paper Work-Based Learning in California Community Colleges	Executive Director



Executive Committee Agenda Item

SUBJECT: Womyn’s Caucus - Recognition of Caucus		Month: June	Year: 2019
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Womyn’s Caucus for 2019-2020.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The caucus will advise ASCCC on norming language regarding womyn and leadership in ASCCC policies, procedures and publications, provide a network of support for the ongoing development of womyn in leadership that reflects the diversity of our students in California, provide formal and informal mentoring to new and potential womyn leaders who will then serve as role models to colleagues and students and identify and remove systemic barriers for womyn leaders at the state and local levels

The Executive Committee will consider for approval the formation of the Womyn’s Caucus for the 19-20 academic year.

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

Academic Senate for California Community Colleges

Recognition of Caucus Form

Please be advised of the following Approval Process (approximately two (2) months):

- 1) Submit this form to the ASCCC Office.
- 2) After the submission of this form you will be contacted by the Executive Director of the ASCCC notifying you about any problems with your application and when your application will be forwarded.
- 3) Your application will then be forwarded to the ASCCC Executive Committee for approval (requiring a simple majority vote) at their next regularly scheduled meeting.

RECONGITION OF CAUCUS FOR ACADEMIC YEAR: 2019-2020

Caucus Name: Womyns Leadership Caucus

Caucus Contact: Julie Bruno

Email: jbruno@sierracollege.edu Phone: 916.501.2193

Purpose of Caucus:

To foster a culture shift within the California Community Colleges that embraces and encourages womyn to actualize their leadership potential.

Anticipated activities for this year:

Activities/Goals

- Advise ASCCC on norming language regarding womyn and leadership in ASCCC policies, procedures and publications
- Provide a network of support for the ongoing development of womyn in leadership that reflects the diversity of our students in California
- To provide formal and informal mentoring to new and potential womyn leaders who will then serve as role models to colleagues and students
- Identify and remove systemic barriers for womyn leaders at the state and local levels

Other Ideas

- Addressing Title XI issues at colleges
- Creating a welcoming and inclusive climate
- Training for cultural change
- Creating a supportive space
- Mentoring network
- Overthrow the patriarchy
- Kill the mysogeny

A caucus is an independent body of like-minded individuals who wish to make their voices heard to the ASCCC on a formal basis. A caucus is not sponsored, chartered, or directed by the ASCCC and shall never be charged a fee or dues to be recognized by the ASCCC. The ASCCC specifically denies any control over, or connection with, any caucus. With the limited exceptions of ASCCC requirements for caucus guidelines, as shown below, a caucus is free to create processes and/or procedures without any approval of the ASCCC.

Caucus Guidelines:

In accordance with the ASCCC Bylaws to be formally recognized a caucus must:

1. Have structure beyond simple membership. It must have a similar structure to that of ASCCC Standing Committees, in that it must have a Chair, Vice-Chair and a Secretary (Variations of Chair/Vice-Chair such as President/Vice President is acceptable.)
2. Provide open public access to its meetings. Recommended use of the Ralph M. Brown Act (Government Code §54950-54961).
3. Not promote hate, violence or any other offensive action against any other person(s).
4. Not commit any illegal activities.

Caucus Officers Section:

By accepting a position in the caucus we know that we are responsible for ensuring that our caucus knows and adheres to policies and procedures, established by the Academic Senate for California Community Colleges.

Please print: NAME, POSITION, COLLEGE AND EMAIL.

Not selected yet. Once the caucus is recognized, we will determine the leadership structure.

#	Name	Position	College	E-Mail
1				
2				
3				
4				
5				

*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

Caucus Members Section:

#	Name	College	E-Mail
6	Victor Diaz	Bakersfield College	vicdiaz@bakersfieldcollege.edu
7	Rochelle Olive	College of Alameda	rolive@peralta.edu
8	Julie Adams	Cosumnes River College	adamsjulie916@gmail.com
9	Kim Perigo	Mesa College	kimsdmesa@cox.net
10	Coni Staff	City College of San Francisco	cstaff@ccsf.edu
11	Maria Figueroa-Chacon	Mira Costa	mfigueroa@miracosta.edu
12	Julie Clark	Merced College	Clark.j@mccd.edu
13	Soni Verma	Sierra College	sverma@sierracollege.edu
14	Roxanna Haynes	Lassen	rhaynes@lassencollege.edu
15	Gretchen Ehlers	West Valley College	
16	Elena Flacks	Yuba College	eflacks@yccd.edu
17	Deirdre Wood McDermott	LA Trade Tech	woodda@lattc.edu
18	Kate Williams Browne		brownk@smccd.edu
19	Karen Crozer	LA Mission	CrozerKJ@LACCD.edu
20	Judith Bell	San Jose City College	judith.bell@sjcc.edu
21	Deborah Paulsen	LA Mission	deborahrpaulsen@gmail.com
22	Peggy Campo	Norco College	Peggy.campo@norcollege.edu
23	Tami Smith	Mt. San Jacinto	tsmith@msjc.edu
24	Gayle Pittman	Sac City College	pittmang@scc.losrios.edu
25	Karen Chow	DeAnza	chowkaren@fhda.edu
26	Lorraine Slattery	Mt. San Jacinto	lslattery@msjc.edu
27	Cynthia Napoli-Abella Reiss	West Valley	cynthia.reiss@westvalley.edu
28	Julie Bruno	Sierra College	jbruno@sierracollege.edu

29	Mandy Liang (honorary)	City College of San Francisco	mliang@ccsf.edu
30			

*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

Caucus President Section:

On behalf of the caucus members, I apply for recognition for our caucus by the Academic Senate for California Community Colleges (ASCCC) and by signing below certify that I have read the ASCCC Constitution and Bylaws, specifically the sections regarding caucuses.

Caucus Contact (signature):  Date: May 21, 2019

Academic Senate Council Section:

I certify that Academic Senate for California Community Colleges (ASCCC) has recognized this caucus and has granted them recognition on said date for the academic year indicated above.

Executive Committee Approval Meeting Date

ASCCC Executive Director

Date



Executive Committee Agenda Item

SUBJECT: Framed Resolution for Senator Emeritus Recipients		Month: June	Year: 2019
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee approve process for providing framed resolution for Senator Emeritus Recipients.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

There was a request made to provide a framed Resolution as we give to those receiving the honorary resolution from Executive Committee to those that receive Senator Emeritus status. A recommendation from Standards & Practices Committee on a process for providing framed resolution for Senator Emeritus Recipients:

- Provide the framed copy of the resolution, if requested, starting spring 2019 moving forward, pending funds.
- Process to receive the framed copy – complete a request form (yet to be created) by the end of May (for spring resolutions) and end of December (for fall resolutions).

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



Executive Committee Agenda Item

SUBJECT: Cancellation of Events Policy		Month: June	Year: 2019
		Item No: II. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval a new policy on cancelling events.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

A new draft policy regarding cancelation of events has been created.

- Events that are low enrolled (under 10 people), are subject to cancellation.
- Event stays on the website and includes information that the event is cancelled with contact questions going to info@asccc.org.
- Three-day notification (not including weekends) sent out regarding any notification of a cancelled event.
- Formal written communication is sent to all of the Executive Committee and those who are responsible for presenting in the event.
- Notification is sent to registered attendees and the field using various listserves, including but not limited to senate presidents listserve.
- Cancellation notice sent to host college(s) for posting.

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



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: June	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated on current legislative issues.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The attached report updates legislative actions for the past month, highlighting bills that fall under academic and professional matters as well as select bills which might also be of interest to the Executive Committee. All bills had to be removed from the suspend file by 24 May 2019 in order to be considered for this year's session. In addition, changes to the May revise will be discussed.

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

ASCCC Legislative Report

Executive Committee Meeting 10 May 2019 (Updated 8 May 2019)

The following legislation either has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills to follow are welcome – please email info@asccc.org with suggestions. Full language of all bills can be found at <https://leginfo.legislature.ca.gov>

Assembly Bills

****AB 2 (Santiago) California College Promise**

This bill would require that the use of evidence-based assessment and placement practices at the community colleges for participation in the California College Promise be consistent with certain existing requirements for assessments. This bill would authorize a community college to use California College Promise funding to waive fees for 2 academic ~~years, and instead of specifying eligibility for first-time students, the bill~~ *years and* would make ineligible for the fee waiver a community college student who has previously earned a degree or certificate from a postsecondary educational institution. *The bill would authorize an institution to deem as full time, for the purposes of eligibility for a fee waiver, specified students who are not enrolled in 12 or more semester units. The bill would require the chancellor's office to submit a report to the Legislature on or before July 1, 2024, evaluating the use of funding for the California College Promise to waive student fees, with specified content.*

ASCCC Position/Resolutions: The ASCCC has multiple resolutions calling for an ending of fees for students in the CCC system. Concerns have been raised that, given the language of the bill, students may be required to take 12 units during the summer to have “full-time” status.

Status: Ordered to third reading in Assembly on 28 May 2019.

****AB30 (Holden) College and Career Access Pathway Agreements – Dual Enrollment**

This bill would delete the requirement on the governing board of each district entering into a CCAP partnership agreement to present the dual enrollment partnership agreement as an informational item at a separate open public meeting of that board before taking public comment and acting to approve or disapprove the proposed agreement. The bill would provide that units completed by a pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college. The bill would require the CCAP partnership agreement to include a plan, instead of a certification, by the participating community college district to ensure specified conditions are met. The bill would require the ~~chancellor,~~ *Chancellor of the California Community Colleges*, on or before July 31, 2020, to revise the special part-time student application process to allow a pupil to complete one application for the duration of the pupil's attendance at a community college as a special part-time student participating in a CCAP partnership

agreement. ~~The bill would move the deadline for the chancellor to prepare a summary report described above from January 1, 2021, to January 1, 2020.~~ The bill would extend the operation of the CCAP partnership provisions until January 1, 2027.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions around dual enrollment, although there may be concerns around this eliminating the double reading at board meetings, providing priority enrollment, and potentially seeing increasing numbers of students in these programs. See resolutions 4.01 (f07), 6.03 (S 15), and 9.02 (F16) regarding ASCCC support for expanding dual enrollment opportunities for students. The SSCCC took a formal oppose position regarding this bill.

Status: Ordered to third reading in Assembly on 28 May 2019.

****AB130 (Low): Office of Higher Education Performance and Accountability. Accountability Commission.**

This bill would establish the ~~Office of~~ Higher Education Performance and Accountability *Commission, composed of 6 public members with experience in postsecondary education, appointed as specified,* as the statewide postsecondary education coordination and planning entity. The bill would ~~provide for the appointment by the Governor, subject to confirmation by a majority of the membership of the Senate, of an executive director of the office. The bill would establish an 8 member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.~~ *require the commission to develop an independent annual report on the condition of higher education in California, as provided. The bill would establish other functions and responsibilities of the commission, which would include specified advisory duties and acting as a clearinghouse for postsecondary education information.*

ASCCC Position/Resolutions: This bill remains largely a reboot of AB 217 (Low, 2018). The ASCCC opposed the initial legislation primarily due to the complete lack of stakeholder presence on the commission. Based on the lack of amendments, the ASCCC took a formal Oppose Unless Amended position on 6 May 2019 based on resolution 6.01 (<https://asccc.org/resolutions/oppose-ab-130-low-april-10-2019-unless-amended>) passed at the Spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019).

AB151 (Voepel) – Cal Grant Program – Community College Transfer Entitlement

Under existing law, to be eligible for an award under the California Community College Transfer Entitlement Program, an applicant may not be 30 years of age or older by December 31 of the award year, among other requirements. This bill would raise that limit to 30 years of age or older.

ASCCC Position/Resolutions: This is one of several bills introduced by Assembly Member Voepel around financial aid and financial assistance for students. The ASCCC has supported past legislation that provides more financial resources to students.

Status: Referred to the Committee on Higher Ed (24 January 2019)

AB 239 (Salas) – Registered Nursing Programs

This bill would extend operation of these provisions relating to admission to community college nursing programs until January 1, 2025.

ASCCC Position/Resolutions: This bill is being supported by the CCCCO; the ASCCC does not have a specific resolution or position on this.

Status: Referred to the Committee on Education (24 April 2019)

AB 244 (Voepel) – Cal Grants

This bill would declare the intent of the Legislature to enact legislation that would increase awards under the Cal Grant Program from \$10,000 to \$15,000 annually.

ASCCC Position/Resolutions: This is one of several bills introduced by Assembly Member Voepel around financial aid and financial assistance for students. The ASCCC has supported past legislation that provides more financial resources to students. See also AB 540 (Limon), AB541(Gabriel), AB 542 (Gabriel), AB1307 (Rubio), AB1314 (Medina), SB461 (Roth).

****AB302 (Berman) – Parking – Homeless Students**

This bill would require a community college campus that has parking facilities on campus to grant overnight access to those ~~facilities~~ *facilities, on or before July 1, 2020*, to any homeless student who is enrolled in coursework, has paid *any* enrollment ~~fees,~~ *fees that have not been waived*, and is in good standing with the community college, ~~and for the purpose of sleeping in the student's vehicle overnight.~~ *The bill* would require the governing board of the community college district to determine a plan of action to implement this ~~requirement.~~ *requirement, as specified.*

ASCCC Information: The ASCCC took a formal support position on this bill on 6 May 2019 based on resolution 6.04 (<https://asccc.org/resolutions/support-ab-302-berman-march252019-and-identify-housing-assistance-representatives>) passed at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019)

****AB331 (Medina) – Ethnic Studies**

This bill would *expressly include pupils enrolled in a charter school, as being subject to the high school graduation requirements. The bill would* add the completion of a one-semester course in ethnic ~~studies, in either the subject of social studies or English,~~ *studies* based on the model curriculum in ethnic studies developed by the Instructional Quality Commission, to the high school graduation requirements commencing with the ~~2023–24~~ 2024–25 school year. The bill would authorize local educational ~~agencies~~ *agencies, including charter schools,* to require a full-year course in ethnic studies at their discretion, as specified. *The bill would authorize, subject to the course offerings of a local educational agency, including a charter school, a pupil to satisfy the ethnic studies course requirement by completing either (A) an ethnic studies course, or (B) an ethnic studies course taught as a course in another subject, including, but not limited to, subjects that are required for a diploma of graduation from high school, except as specified. The bill would require a pupil who completes a course described in (B) above to also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school.*

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019)

AB595 (Medina) – Apprentice Programs

This bill would authorize a student enrolled in a community college class or classes pursuant to an apprenticeship training program or an internship training program, as defined, who does not have a social security number to use an individual tax identification number for purposes of any background check required by the class or program.

Status: Referred to the Committees on Higher Ed and Public Safety (24 April 2019).

AB968 (Garcia) – Naturalist Pathway Program

On or before the start of the 2020–21 academic year, the Chancellor of the California Community Colleges, in coordination with a nonprofit organization or public park agency that employs naturalist educators and has a demonstrated commitment to, and expertise in, the knowledge, skills, and abilities required to be an interpretive naturalist, shall develop and implement a Naturalist Pathway Pilot Program, at a community college located in a disadvantaged community of the state, that provides a pathway for participating students to become naturalists and achieve careers providing public access to, or preserving, restoring, or enhancing outdoor areas.

ASCCC Positions/Resolutions: There is no official position on this, but curriculum is under the purview of the Academic Senate.

Status: In committee – hearing canceled at request of author. This bill appears dead.

AB 1427 (Carrillo) -- Community colleges: full-time faculty.

This bill would instead require the board of governors to adopt regulations that establish minimum standards regarding the percentage of hours of credit and noncredit instruction taught by full-time instructors.

ASCCC Positions/Resolutions: The ASCCC has always supported the 75% goal but does not have an official position on this bill.

Status: Re-referred to Committee on Housing & Community Development (27 March 2019).

****AB1460 (Weber) – CSU Graduation Requirement – Ethnic Studies**

This bill, commencing with the 2020–21 academic year, would require the California State University to provide for courses in ethnic studies at each of its campuses. The bill, commencing with the 2020–21 academic year, would require the California State University to require, as an undergraduate graduation requirement, the completion of one 3-unit course in ethnic studies, as specified.

ASCCC Position/Resolutions: If this is a lower division requirement it will make it difficult to fit within the strict sixty units of the ADT construction, but the ASCCC does not have a position on this bill. President Stankas and Vice President Davison met with the Assemblymember’s office to express these potential concerns.

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019)

AB1512 (Carrillo) – IB Examinations

This bill would require the office of the chancellor, in collaboration with the Academic Senate for California Community Colleges, to develop a policy relating to awarding academic credit for a score of 4 or more on an International Baccalaureate subject examination. The bill would require the policy to be developed under the bill to be implemented in time for the entering class in the fall 2020 academic term, and if that policy is not implemented, the bill would require the implementation, commencing with the 2020–21 academic year, of the International Baccalaureate policy adopted by the California State University. The bill would require that the most recent policy adopted under the bill be posted by each community college campus on its internet website.

ASCCC Position/Resolutions: The ASCCC has previous positions regarding AP credit as well as CLEP and IB examinations (see 18.03 (S16) on AP Credit, 9.01 (S11) on CLEP credit, and 9.01 (S10) on IB Examination Credit).

Status: Referred to the Committee on Higher Ed (14 March 2019)

****AB1658 (Carrillo) – Teacher Credentialing**

Existing law requires the Commission on Teacher Credentialing to, among other duties, establish standards for the issuance and renewal of credentials, certificates, and permits. Existing law requires the commission to award a credential to applicants to teach adult education classes. Existing law establishes the minimum requirements for the 3-year preliminary designated subjects adult education teaching credential and the 5-year clear designated subjects adult education teaching credential, as provided.

This bill would require the commission to convene a workgroup to study issues relating to adult education teacher credentialing, as specified. The bill would require the workgroup to submit a report on its findings and recommendations to the Legislature.

ASCCC Position/Resolutions: The ASCCC does not have a formal position on this bill but has asked the author for the inclusion of more community college faculty on the workgroup, if established.

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019).

****AB1727 (Weber) – Career Development and College Preparation Courses**

This bill would require the board to adopt regulations, no later than April 15, 2020, requiring the accounting, for purposes of state funding of community colleges, of students enrolled in certain types of courses to be conducted by positive attendance count or on a census date basis in accord with certain computational requirements.

ASCCC Position/Resolutions: This aligns with the position adopted by the ASCCC based on the paper on Noncredit Education adopted at the spring 2019 plenary.

Status: Ordered to a third reading on 28 May 2019

****AB1729 (Smith) – Attendance at Community College**

Existing law authorizes the governing board of a school district to authorize a pupil who meets specified criteria to attend community college. Existing law limits the number of pupils a principal is authorized to recommend for community college summer session pursuant to those provisions to 5% of the total number of pupils in any grade level, as specified. Existing law, until January 1, 2020, exempts from the 5% limitation pupils who meet specified requirements, including the requirement that the course is part of a College and Career Access Pathways program, and who enroll in certain community college ~~courses~~ *courses, and prohibits the Board of Governors of the California Community Colleges from including enrollment growth attributable to pupils enrolled pursuant to these provisions as part of its annual budget request for the California Community Colleges. Existing law, until January 1, 2020, requires the Chancellor of the California Community Colleges to annually report to the Department of Finance the number of pupils who enrolled and received a passing grade in a community college summer session course as part of a College and Career Access Pathways program.*

Until January 1, 2027, this bill would extend the exemption described above, would additionally exempt from the 5% limitation pupils who are enrolled in certain community college courses, ~~and~~ would explicitly provide that the 5% limitation applies to pupils enrolled in physical education courses at the community ~~college~~. colleges under these provisions, would prohibit the Board of Governors from including enrollment growth attributable to pupils enrolled pursuant to these provisions as part of its annual budget request for the California Community Colleges, and would require the chancellor to report to the Department of Finance the number of pupils who enrolled and received a passing grade in a community college summer session course under these provisions.

ASCCC Position/Resolutions: The ASCCC does not have a specific position on this bill but has supported expansion of dual enrollment in the past.

Status: Ordered to a third reading on 28 May 2019

Senate Bills

****SB3 (Allen): Office of Higher Education Coordination, Accountability, and Performance**

This bill would establish the Office of Higher Education Coordination, Accountability, and Performance under the administration of a governing board composed of 5 members, as specified. The bill would give the office specified functions and responsibilities for purposes of statewide postsecondary education planning, oversight, data collection, and coordination. The bill would require the governing board to establish an advisory body, comprising 11 members, as specified, to provide recommendations to the governing board on issues before the governing board

ASCCC Position/Resolutions: The ASCCC took a formal support position on this bill on 6 May 2019 based on resolution 6.02 (<https://asccc.org/resolutions/provisionally-support-sb-3-allen-february-25-2019>) passed at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: Passed to Assembly and read a first time. Held at desk (16 May 2019).

****SB52 (Atkins): The Cal Grant Program: Cal Grant C Awards**

Effective commencing with the fall term or semester of the 2020–21 academic year, this bill would require the commission to establish an application deadline of September 2 of an academic year for students to apply for a Cal Grant C award for that academic year.

ASCCC Position/Resolution: The ASCCC supports the expansion of financial aid; this area (Cal Grant C) is one of the foci of this year's Legislative and Advocacy Committee. The Executive Committee also agreed to send a letter to Vice Chancellor Metune in support of the CO's support for expansion of Cal Grant C.

Status: Held in committee and under submission (16 May 2019)

****SB158 (Allen) – Academic Achievement**

Existing law requires the State Board of Education to adopt statewide academically rigorous content standards in the core curriculum areas of reading, writing, and mathematics to serve as the basis for assessing the academic achievement of individual pupils, schools, school districts, and the California educational system. Existing law makes these provisions inoperative on July 1, 2011.

This bill would repeal these provisions.

ASCCC Position/Resolution: The ASCCC has multiple resolutions from 2012 endorsing the Common Core Standards.

Status: Referred to the Committee on Education (16 May 2019).

****SB291 (Leyva) – CCC Student Financial Aid Program**

The bill would establish the California Community College Student Financial Aid Program, to provide need-based grant awards to eligible community college students who attend a California community college voluntarily designated by its district governing board *to participate in the program*, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges.

ASCCC Position/Resolutions: The ASCCC took a formal support if amended position on this bill on 6 May 2019 based on resolution 6.03 (<https://asccc.org/resolutions/provisionally-supportsb-291-leyva-march-1-2019>) passed at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: Passed to the Assembly; first reading and held at desk (24 May 2019).

****SB462 (Stern) – Forestland Restoration Workforce Program**

This bill would require the Chancellor’s Office of the California Community Colleges, working in collaboration with the Academic Senate for California Community Colleges, to establish a model curriculum for a forestland restoration workforce program that could be offered at campuses of the California Community Colleges. The bill would require the chancellor’s office to distribute the model curriculum to community college districts no later than January 1, 2021, with the goal of enabling interested community college districts to offer the course to students beginning with the 2021–22 academic year.

ASCCC Position/Resolutions: ASCCC took a formal “Oppose Unless Amended” position and sent a letter to the senator’s office:

<https://asccc.org/sites/default/files/SB462%20%28Stern%29%20Community%20Colleges%20Forestand%20Restoration%20Workforce%20Program.pdf> President Stanskas and Vice President Davison have continued to work with the author's office in the hopes of amending this bill.

Status: Passed to Assembly; read first time and held at desk (24 May 2019)

SB484 (Portantino) – Community College Transfer Students

This bill would require the governing board of each community college district to direct the appropriate officials at their respective campuses to (1) identify those students who have completed an associate degree for transfer, (2) notify those students of their completion of the degree requirements, (3) automatically award those students the degree, and (4) add those students to an identification system at the end of each academic year that the Office of the Chancellor of the California Community Colleges shall maintain and that can be accessed electronically by the California State University and the University of California. The bill would authorize a student to affirmatively exercise an option to not receive an associate degree for transfer or to not be included in the identification system.

ASCCC Position/Resolutions: The ASCCC does not have an official position on this bill.

Status: Passed to Assembly; read first time and held at desk (24 May 2019)

****SB563 (Roth) –College and Career Access Pathways Pilot**

This bill, upon appropriation by the Legislature, would establish the College and Career Access Pathways ~~(CCAP) pilot program,~~ *Grant Program* to be administered by the ~~Chancellor of the California Community Colleges, to develop solutions to reduce barriers and enhance participation of school districts in~~ *chancellor to provide grants on a competitive basis with the goal of demonstrating effective models of fully funded* CCAP partnerships. The bill would require the chancellor's office, on or before July 1, 2020, to competitively select 3 community colleges, with one ~~each~~ located in *each of* northern, southern, and central California, ~~and up to a total of 15 high schools located within the service area of those selected community colleges, with at least 3 and no more than 5 selected high schools located in each selected community college service area, to participate in the pilot program, except as provided.~~ *that have each partnered with at least one school district or charter school, but no more than 5 school districts or charter schools, as provided.* The bill would require the chancellor's office to allocate to each selected community ~~college and high school~~ *college, school district, and charter school* a specified *grant* award for each of the 2020–21 to 2022–23 fiscal years, inclusive, ~~to be used for specified goals to encourage participation in, and enhance services for pupils participating in, a CCAP program. The bill would require each selected community college and high school to report, on or before July 1, 2024, to the chancellor's office, the Legislature, and the appropriate Senate and Assembly select committees relating to career technical education specified information for its respective pupils~~

~~participating in a CCAP partnership program. The bill would repeal these provisions on January 1, 2025. and would impose certain conditions on the receipt of those grant awards.~~

ASCCC Position/Resolutions: The ASCCC supports the legislation behind CCAP agreements (see official letter of support: <https://asccc.org/sites/default/files/AB%20288%20Support%20Letter%20from%20Academic%20Senate%20for%20California%20Community%20Colleges.pdf>)

Status: Passed to Assembly; read first time and held at desk (24 May 2019)

SB586 (Roth) – College and Career Access Pathways partnerships

This bill would require the governing board of a school district and the governing board of a community college district or the governing body of a charter school providing career technical education pathways under a CCAP partnership to, as part of the partnership agreement, consult with the appropriate local workforce development board to align the pathways with the state's current and future employment needs.

Status: Referred to Committees on Education and Higher Education (6 May 2019).

****SB777 (Rubio) – Full Time Instruction**

This bill would ~~require~~ *require, contingent upon an appropriation in the Budget Act or another statute for this purpose*, a district that has less than 75% of its hours of credit instruction taught by full-time instructors to make, at a minimum, an annual ~~10%~~ 5% reduction in the district's deficit, defined as the gap between 75% of the total district credit hours taught and the total of those taught by full-time faculty. This bill would require the chancellor to annually compute and report by March 15 of each year to each community college district, the district's status with respect to progress toward the 75% goal, the additional hours of full-time faculty credit instruction needed to make a ~~10%~~ 5% improvement in the district's deficit, and a conversion of the calculated hours to the number of full-time faculty required. This bill would require a district to develop and maintain a 5-year plan for making progress towards achieving the 75% full-time faculty goal, including specified strategies. This bill would require the chancellor to annually determine, on or before December 31, the extent to which each district, by September 30, has hired the number of full-time faculty to achieve the ~~10%~~ 5% reduction in the district's deficit, and reduce the district's base budget for the current year and subsequent fiscal years by an amount equivalent to the average replacement cost times the deficiency in the number of full-time faculty.

ASCCC Position/Resolutions: The ASCCC supports the 75/25% goal.

Status: Ordered to third hearing on 28 May 2019.

Bills That Are Not 10+1 But May Be of Interest

****AB706 (Low) – Academic Employees**

This bill would eliminate limits on the time during which an employee of one school year or more is entitled to transfer the employee's accrued leave.

ASCCC Position: This bill falls under working conditions and is not within the ASCCC purview.

Status: Referred to Committee on Education (16 May 2019).

****AB710 (Cevantes)** Postsecondary education: cost of attendance: fiscal matters.

This bill would require institutions in the California Community Colleges, California State University, or the University of California systems, independent institutions of higher education, and private postsecondary educational institutions to each calculate and include at a minimum, specified items, including room and board, in a calculation of a full-time student's cost of attendance at that institution. This bill would ~~require, for the purposes of determining the costs to include for room and board, require~~ an institution to ~~designate~~ *calculate student costs for room and board for* a student as living with family as a dependent, living on campus, or living independently off campus, as specified, and for the institution to update the calculation for room and board each fiscal year using the most recent fiscal year data available.

ASCCC Position: This bill is not within the ASCCC purview, although the ASCCC did take a support position on AB302 (Berman, 2019) regarding homeless students sleeping in their cars.

Status: Amended in Committee and re-referred to Committee on Education. (23 May 2019)

****AB720 (Muratsuchi) – Community College Funding: instructional service agreements with public safety agencies.**

This bill would provide that instruction by community college districts under instructional service agreements with public safety agencies, as defined, would be funded under the apportionment formula used for instruction in career development and college preparation. The bill would also make various nonsubstantive changes.

ASCCC Position/Resolutions: The ASCCC has supported CDCP funding, including resolution 5.02 (S2006) calling for equalized funding for noncredit courses.

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019)

****AB809 (Santiago) – Child Development Programs – Priority Enrollment**

This bill would encourage child development programs established by the California Community Colleges, the California State University, and the University of California to give specified priority to children of students who are unmarried and meeting specified income requirements.

ASCCC Position/Resolutions: The ASCCC took a formal support position on portions of this bill on 6 May 2019 based on resolution 7.02 (S19) <https://asccc.org/resolutions/support-student-parents'-success-through-campus-early-learningchild-development-lab> and sent letters to the governor, among others: <https://asccc.org/sites/default/files/Letter%20of%20Support%20for%20Student%20Parents%20%282019%29.pdf>

Status: Amended in Committee and re-referred to Committee on Education. (23 May 2019)

****AB897 (Medina) – Community College Faculty**

This bill would instead require that negotiation on reemployment preference for part-time, temporary faculty assignments be based on the minimum standards not exceeding 80% to 85%, and would prohibit the district from restricting the terms of the negotiated agreement to less than that range, unless explicitly agreed upon by an individual part-time, temporary faculty member and the district, for any new agreement, or upon expiration of any negotiated agreement in effect on January 1, 2020. The bill would make conforming changes and repeal obsolete provisions.

ASCCC Position/Resolutions: The ASCCC has supports part time/adjunct faculty through its previous papers and Rostrum articles but does not have a position on this bill.

Status: Hearing postponed by committee (16 May 2019).

****AB943 (Chiu) – Student Equity Funds**

This bill would authorize the use of funding for the Student Equity and Achievement ~~Program, up to \$25,000 of apportionment funds per campus, or both,~~ *Program* for the provision of emergency student financial assistance to eligible students to overcome unforeseen financial challenges that would directly impact a student's ability to persist in the student's course of study, as specified, if emergency student financial assistance is included in an institution's plan for interventions to students.

ASCCC Position/Resolutions: The ASCCC supports increasing financial aid opportunities for students but does not have a formal position on this bill.

Status: Referred to Committees on Appropriations and Higher Education (22 May 2019)

****AB1343 (Eggman, et al) – California Private Postsecondary Education Act of 2009**

This bill would, beginning January 1, ~~2021~~, 2023, prohibit a private postsecondary educational institution from enrolling residents of California not already enrolled as of that date, unless the institution meets either the requirement that no more than 85% of the institution's tuition revenue, determined as specified, is derived from student financial aid and loans, or not less than 50% of the institution's tuition revenue is dedicated to student instruction, as defined in regulations adopted by the bureau no later than July 1, ~~2021~~, 2022, as specified. The bill would provide that submission to the bureau of an audit or audited financial statement, as specified, presumptively constitutes proof of compliance with this requirement. The bill would exempt an institution with annual revenues of less than \$2,500,000 in the most recent audited financial statement for a fiscal year within the prior 2 years. The bill would not apply to a cohort of students enrolled at an institution to which the bill would otherwise apply if the attendance of that cohort at the institution begins before the regulations defining "instruction" have been adopted pursuant to the bill.

ASCCC Position/Resolutions: The ASCCC does not have a formal position on this bill; it is being supported by Veterans Counselors at many colleges.

Status: Passed to Senate, read first time, and referred to Committee on Rules for Assignment (24 May 2019)

****AB1504 (Medina) – Student Participation Fee**

This bill would add supporting student participation and engagement in statewide higher education policy and advocacy activities to the required goals of the statewide community college student organization.

ASCCC Position/Resolutions: The ASCCC supports the Student Senate but does not have a formal position on this bill.

Status: Referred to Committee on Education (16 May 2019)

****SB366 (Chang) – Cyberbullying**

The bill would require the Trustees of the California State University, and request the Regents of the University of California, to provide, as part of established campus orientations, educational and preventive information about cyberbullying to students at all campuses of their respective segments.

ASCCC Position/Resolutions: The ASCCC does not have a formal position on this bill.

Status: Re-referred to Committee on Higher Education (16 May 2019).

****SB660 (Pan) – Mental Health Counselors**

This bill would require the Trustees of the California State University and the governing board of each community college district to **have** *establish a goal of having* one full-time equivalent mental health counselor with an applicable California license per 1,500 students enrolled at each of their respective campuses to the extent consistent with state and federal law. The bill would define mental health counselor for purposes of this provision. The bill would require those institutions, on or before January 1, 2021, and every 3 years thereafter, to report to the Legislature how funding was spent and the number of mental health counselors employed on each of its campuses, as specified. The bill would require each campus of those institutions to, at least every 3 years, conduct a campus survey and focus groups to understand students' needs and challenges regarding, among other things, their mental health, would require each campus of those institutions to collect data on attempted suicides, as specified, and would require that data, without any personally identifiable information and collected in accordance with state and federal privacy law, to be included in the report to the Legislature.

ASCCC Position/Resolutions: While the ASCCC does not have a formal position on this bill, a previous position of support around mental health services was established with resolution 6.04 (S16).

Status: Passed to Assembly, read first time, and held at desk (24 May 2019).

Legend

**Indicates bills that have changed since Legislative Report of May 2019.

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

A glossary of commonly used terms can be found on the ASCCC Legislative Updates page:
<https://asccc.org/sites/default/files/A%20GLOSSARY%20OF%20LEGISLATIVE%20TERMS.pdf>



Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: June	Year: 2019
		Item No: IV. B.	
		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: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

¹ 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: June	Year: 2019
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	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.

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



Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: June	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: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the status of the workgroup and the implementation of AB 705.

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



Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: June	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: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Faculty Development Committee Name		Month: June	Year: 2019
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the recommendation to re-name the Faculty Development Committee.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz/Rebecca Eikey/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: *The Committee is requesting the approval of the following recommendation: Recommendation to rename the Faculty Development Committee to Faculty Development and Leadership Committee.*

Rationale

Leadership is one of the organization's values.

The Academic Senate champions the leadership role of faculty at their colleges and at the state level and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

To carry out the value, the Faculty Development Committee proposes the delivery of a more intentional and deliberate approach to leadership development. The Committee recommends the consideration of these elements in leadership development, including and not limited to,

- i. Approaches to Leadership with multiple methods of learning leadership concepts*
- ii. Leadership development opportunities focused on specific populations of faculty: Faculty Senates leadership, Womyn's leadership, LGBTQIA leadership, Faculty of Color leadership, other*
- iii. Campus faculty development programming and curriculum innovation*
- iv. Faculty leadership development component across all ASCCC committees including the Executive Committee with methods for identifying future leaders*
- v. Merge the Professional Development College and Faculty Leadership*

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

Institute

- vi. Collaboration with Latina Leadership Network of the California Community Colleges, UMOJA, A²MEND and other leadership organizations identified.*

If the renaming is approved, the description of the committee will be updated to reflect the change.

Attachments:

Meeting notes of 4/18/19 (Draft)



FACULTY DEVELOPMENT COMMITTEE

Monday, April 18, 2019

8:30-10:00 AM

ZOOM Meeting

Meeting Minutes

DRAFT

-
- I. Call to order at 8:33 a.m. and adoption of the agenda by committee with one addition.
 - II. Member Roll Call:

Michele Bean—present	Mayra Cruz—present
Carolyn Holcroft—present	Rebecca Eikey—present
Elizabeth Imhof—present	LaTonya Parker—absent
Manjit(Manny) Kang—present	
 - III. Approval of 3/18 meeting minutes approved by consensus.
 - IV. Review Work Plan and Assignments and Status of Previous Action Items
<https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn>
 - Actions to monitor:
 - EEO training with EDAC; development of modules—both these items will be in development for next year, as Executive Committee has expressed interest in advancing these ideas into action. Cruz to meet with Executive Director to get clarification.
 - Professional development survey: offering for 2019-20.
 - Event evaluations—Cruz has reached out to Executive Director to see if survey went out to Plenary attendees.
 - Womyn’s Leadership
 - Survey submitted to the Executive Committee and April 10th Executive Committee meeting input:
 - ❖ Develop a question logic survey to address women leaders and allies (one survey with 2 directions-woman leader & ally)
 - ❖ Simplify the survey
 - ❖ Reduce the number of questions
 - ❖ Remove binary language
 - ❖ List options on questions as well as the OTHER (open-ended option)
 - ❖ Concern about the committee and staff capacity to analyze the open-ended question
 - ❖ Suggested to keep 3, 5, 7, 10
 - Executive Committee expressed their appreciation for all contributors.

- Looking at trying to submit for May agenda in order to send survey to body, but most likely we won't have data until the fall and may guide activities for possibly fall Plenary. Cruz spoke to Julie Bruno, and they agreed that the new FDC 2019-20 should continue the work.
 - Suggestion by Eikey—create a breakout at Faculty Leadership Institute that may become like a focus group to garner feedback, and to push for a completed survey to give Exec. for approval.
 - Committee reviewed and consented on the revisions for the survey, including using logic questions to avoid binary language and adding professional/formal vs. personal/informal mentors.
 - Survey revision timeline: Committee agreed to submit revised survey for the May Executive agenda with a revised draft to Cruz by May 7. Holcroft, Eikey, Imhof will send to FDC on May 1 for feedback.
 - 2019 Plenary – Session and Womyn's Caucus Formation Update
 - Break-out Session:
 - Regina Stanback-Stroud, Mandy Liang, Christina Espinoza-Pieb, Rochelle Olive, Gayle Pittman shared their stories and then spent time with small group discussing challenges.
 - Room was filled and felt like a warm space, and Cruz received positive feedback from attendees and expressed appreciation and excitement about the opportunity.
 - Caucus:
 - About 20 people attended—mostly Caucasian women; many were interested but were pulled into Resolutions and other events.
 - Discussed possible future events. Bruno is putting together information and ideas gathered at the caucus.
 - Bruno and Cruz are hopeful and will continue to focus on forming diverse membership.
 - Faculty Leadership Institute June 12-15- Womyn's leadership sessions (2-1hr sessions)
 - Brainstorm topics and content (visioning activity, incorporating partners like Umoja, Latina Leadership Network, and other identified)
 - Suggestion by Imhof: How can women leaders on campus be champions for dismantling racism on campus? (a panel to address this question)
 - Suggestion by Eikey: A focus group for the open-ended questions from our survey.
 - Committee consented on creating a panel break-out on Thursday and then the focus group for Friday. Cruz will draft a title and description for each and send in email to FDC for feedback.
 - Send Cruz names of possible names of panelists.
- Hiring Criteria Results
 - Ideas for next steps for next year's committee: Cruz suggested a *Rostrum* article addressing why establishing hiring priorities is important along with findings from the survey and suggestions for colleges to consider.
 - Break-out session: Went well, CCCCO Deputy Counsel Fermin Villegas presented Title V and Ed Code; about 20 people—full room. Participants expressed concern about administration with the power and not shared consultation with faculty on hiring priorities. Eikey suggested a follow-up

break-out at fall Plenary and maybe a handbook/toolkit for resources for faculty, like Canvas shell or webinars. Moving from awareness to action work now. Linking efforts with Umoja and Puente and others as well, along with Vision for Success.

Update on Status of Committee Priorities for 18-19—Cruz updated with suggestions from FDC members.

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

- Completed- Rostrums and criteria for setting hiring priorities survey
 - Status of the 2nd rostrum article submitted ***See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels***
 - Was not included yet in the last *Rostrum*, but Cruz will get feedback from Stankas.

V. Spring Plenary Reflections—very celebratory and keynote speakers were powerful. Deputy Chancellor Daisy Gonzales was wonderful along with President Stankas in addressing diversity and challenges to moving for faculty diversification.

VI. Faculty Diversification Update

- a) BOG Diversity Taskforce Update—Cruz is a member; chaired by Stankas and Gonzales. Meetings will happen between now and September to complete a set of recommendations to give to the BOG. One may be to add a seventh goal to the Vision for Success or integrate into the current six.
- b) 2019-20 Priority Area—Faculty Diversification will be a priority for ASCCC next year.

VII. Committee Renaming:

Discussed the recommendation to explore transitioning the Faculty Development Committee to a Faculty Leadership Committee committed to equity and inclusive excellence or rename the committee to Faculty Development and Leadership Committee (equity-minded leadership). Committee agreed to suggest the renaming to *Faculty Development and Leadership Committee*.

1. Faculty leadership development to be more intentional and deliberate

- i. Approaches to Leadership
- ii. Leadership development opportunities focused on specific populations of faculty: Faculty Senates leadership, Womyn’s leadership, LGBTQIA leadership, Faculty of Color leadership, other
- iii. Campus faculty development programming and curriculum innovation
- iv. Faculty leadership development component across all ASCCC committee
- v. Merge the Professional Development College and Faculty Leadership Institute

VIII. Announcements

- a) Upcoming ASCCC Events—Regionals on Minimum Qualifications; CTE/Non-Credit; Leadership Institute, Guided Pathways webinars. <https://asccc.org/calendar/list/events>
- b) Application for Statewide Service—take a look at different committees and sign-up by June. <http://asccc.org/content/application-statewide-service>

IX. Committee Meeting Calendar: next meeting May 22nd 2:30-4pm

X. Adjournment at 10:00 a.m.

Status of Previous Action Items

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

- Women's leadership survey
- Development of:
 - outcomes for each ASCCC professional development activities
 - an evaluation form for professional development activities
- Survey the field regarding professional development activities 2019

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
- Rostrum Article #1
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
Rostrum article #2
See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels Lead: Cruz with Carolyn Holcroft, Elizabeth Imhof & Michelle Bean
- Hiring Priority Criteria Survey
- CCC/IEPI Building Diversity Summit sessions
- Faculty Diversity Regionals sessions at Bakersfield, Yuba & Norco
- Women's Leadership action plan

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>

Executive Committee Agenda Item

SUBJECT: 2019 Curriculum Institute Final Draft Program		Month: June	Year: 2019
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2019 Curriculum Institute Final Draft Program.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2019 Curriculum Institute is taking place at the Hyatt San Francisco Airport, July 11-13, with a pre-session on July 10.

In April 2019, the Executive Committee provided feedback and recommendations on the preliminary draft program. Attached is the final draft program for consideration of approval.

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

2019 ASCCC Curriculum Institute
Hyatt San Francisco Airport
July 10-13

Decoding Your Curriculum

Wednesday, July 10, 2019

1:00 – 2:00: Pre-Session Registration

2:00 – 5:00: Curriculum Institute Pre-Session

New/Newer Curriculum Chairs

Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee
Aimee Tran, Saddleback College, ASCCC Curriculum Committee
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

New, newer, and aspiring Curriculum chairs or faculty on the curriculum committee will benefit from this session. Topics include the role of the curriculum committee as a part of a college's Academic Senate and the legal framework for how the committee works with the local governing Board. Discussion topics will include subcommittees and roles of committee members, new course coding, requirements of programs and the Course and Outline of Record (COR).

New/Newer Administrators

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Virginia Guleff, 5C, Mission College
Michelle Hillman, Long Beach City College
Michelle Sampat, Mt. San Antonio College
Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

Administrators often find themselves overseeing a wide range of curriculum issues; deans and CIOs can provide a comprehensive perspective as well as support to faculty during curriculum development. Topics discussed during this session include the roles and responsibilities of administrators in managing and coordinating curriculum issues, understanding and communicating state mandates, working effectively alongside faculty, and new course coding.

New/Newer Curriculum Specialist

Shireen Awad, Chaffey College
Stephanie Di Alto, Saddleback College
Marilyn Perry, Sacramento City College
Stephanie Curry, ASCCC Executive Committee, ASCCC Curriculum Committee

This workshop, intended for new or newer curriculum specialists will provide the basics of the roles and responsibilities of curriculum specialists. Discussion topics include requirements and

procedures for submitting curriculum, an update on the Chancellor's Office Curriculum Inventory (COCI) and course and program coding.

AB 705 Data Revision Project – This presentation will be woven into each of the three pre-sessions.

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
Erik Shearer, Napa Valley College

The work of the AB 705 Data Revision Project was to define coding to count courses more accurately for evaluation of AB 705 implementation and appropriate funding from the Student Centered Funding Formula. This segment will provide an opportunity to learn about and discuss the new coding and rubrics for CB21 and the new MIS Data Elements: CB25 and CB26.

Breakout Strands (Indicated with number in parenthesis)

- (1) Ed Code, Regulations, Guidelines, and Statewide Issues
- (2) The Basics
- (3) Beyond the Basics and Data
- (4) Guided Pathways
- (5) Equity
- (6) Curricular Considerations: CTE, DE, and Noncredit [*double strand*]
- (7) Student Support and Support Services
- (8) Vendor

Thursday, July 11, 2019

7:30 – 8:30: Breakfast

8:30 – 10:00: **First General Session**

Welcome – Ginni May, 2018-19 ASCCC Curriculum Chair

Curriculum and Legislation

Dolores Davison, ASCCC Vice President
Laura Metune, CCCCCO
John Stankas, ASCCC President

In recent years, the California Legislature has become more interested in curriculum than ever before. Whether it is attempting to create programs, requiring certain courses for graduation, or asking for changes in general education patterns, the involvement of the Legislature in curriculum and curricular process has created opportunities and challenges at both the state and local level. How are these changes impacting what colleges are doing, and what is being done to dialogue with the Legislature about the California Community Colleges and our existing structures and processes?

10:15 – 11:30: **First Breakout Sessions**

1. **Curriculum and Legislation – Follow up from General Session (1)**

Dolores Davison, ASCCC Vice President
Laura Metune, CCCCCO

Still have questions after the General Session? Want to know a little more about curriculum and legislation? Join the general session presenters for a robust dialogue around these topics.

2. **Forging an Unbreakable Bond: Strengthening the Relationship Between Local Senates and Curriculum Committees (2)**

Chery Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Brandi Asmus, Woodland Community College
Piper Rooney, Glendale Community College

On the surface, it might seem like the work of the local academic senate and the curriculum committee rarely overlap. While many curriculum committees are empowered to communicate directly with local governing boards, the academic senate is given the primary responsibility for making recommendations on curriculum in Education Code. How can you ensure that the lines of communication remain open and that the curriculum committee works cohesively with the academic senate? Join us for a discussion of strategies to ensure that these two separate groups work together as one cohesive unit.

3. **All About the Credit Hour, Carnegie Unit, and Communicating Expectations (3)**

Geoffrey Dyer, ASCCC Executive Committee
Erik Shearer, Napa Valley College

The relationship between student learning hours and credit hours (or units) continues to be a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, clock hour programs, and the development of local policy required by Title 5 §55002.5.

4. **Ensuring Learning and Maintaining Standards in the Classroom through Curricular Processes (4)**

Randy Beach, Southwestern College
Nate Donahue, ASCCC Executive Committee
Michelle Hillman, Long Beach City College

The “intensity” and “difficulty” of a course are listed in Title 5 as standards and criteria to consider in the development of our curriculum. How can we use these curricular concepts and SLOs to maintain standards and ensure learning at the appropriate level, while facilitating the timely completion of students’ goals and aligning with standards expected by the CSUs and UCs? In addition, what role do faculty and others in the process (the curriculum committee, advisory boards, local boards, the CCCCCO, etc.) play in ensuring learning and upholding standards? Come learn and brainstorm how to use the curricular process creatively in order to increase student success while maintaining the rigorous local, state, and regional standards of IGETC, CSU GE, and the Program and Course Approval Handbook (PCAH).

5. The Course Outline of Record – Through an Equity Lens (5)

Michelle Bean, ASCCC Executive Committee
Sophia Ramirez Gelpi, Allan Hancock College

The Course Outline of Record (COR) is essential to all aspects of curriculum at our colleges and certainly drives the decisions we make as educators in the implementation of teaching strategies and course design. This breakout will include discussion on the impact the elements of the COR have on providing diversity and equity in the classroom, as we as educators seek to provide rich, robust, and culturally-responsive curricula to meet the needs of our diverse student populations.

6. Noncredit Distance Education (6)

Madelyn Arballo, Mt. San Antonio College
Kathleen O’Connor, Santa Barbara College
Jan Young, Glendale Community College

Come and learn about the basics of noncredit distance education (DE), with an emphasis on the curricular components needed to plan, develop, and maintain a high quality and compliant noncredit DE program. Presenters will also discuss critical policies, debunk noncredit DE myths, and share best practices that include noncredit DE attendance accounting.

7. Stackable Certificates – details, details, details (6)

Dianna Chiabotti, Napa Valley College
Stephanie Curry, Reedley College
Leandra Martin, Mission College

Come to this session to learn why and how stackable certificates or credentials can be developed in programs to help Career Education students both build and document their skill levels. This presentation will demonstrate how stackable certificates can improve student success and completion while also meeting the regional workforce needs of our communities.

8. **Articulation and Transfer – What’s the Difference and How are they Used in Curriculum Review? (7)**

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Sam Foster, Fullerton College
Aimee Tran, Saddleback College, ASCCC Curriculum Committee

There’s a difference? Oh yes there is! Join us to learn more about the important role of Articulation Officers and how they support faculty in curriculum. Topics include balance of degree (major, general education, transfer), TMCs (AAM, GECC, BCT), C-ID, 51% articulation, challenges and best practices.

9. **Vendor (8)**

11:45 – 2:00: **Second General Session**

Lunch

President’s Welcome

Chancellor’s Office Update – UC Transfer Pathways, Credit for Prior Learning and the 7 Disciplines, COCI, and More!

Marty Alvarado, CCCCCO

Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

Alice Perez, CCCCCO

Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

John Stankas, ASCCC President

What’s new with UC Transfer Pathways, Credit for Prior Learning, and the Chancellor’s Office Curriculum Inventory system? The California Community Colleges Chancellor’s Office and Academic Senate will provide the latest information on these curricular issues and more.

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

1. **AB 705 - Local Practice and Evaluation (1)**

Jennifer Johnson, Bakersfield College
Craig Rutan, Santiago Canyon College
Erik Shearer, Napa Valley College

The Fall of 2019 is upon us and colleges have modified their placement models and support structures for mathematics and English. What are colleges doing locally? How will we know if the implementation choices are working? Please join us for an interactive discussion about the different support and placement methods that colleges have implemented, strategies for serving students that need support during the term, and what colleges should be monitoring to ensure they are serving the needs of all students.

2. The Course Outline of Record – The Basics (2)

Marilyn Perry, Sacramento City College
Meridith Selden, Yuba College
Thais Winsome, Mission College

The Course Outline of Record (COR) is the backbone of instruction in the California Community College system. This breakout will demystify all the elements of the COR, with information on which elements are required by California Education Code, California Code of Regulations (Title 5) and/or Code of Federal Regulations (and why) as well as suggestions about those elements that may not be required but which greatly enhance the quality and utility of your curriculum.

3. The Chancellor’ Office Curriculum Inventory – Using it, and for How Long? (3)

Marty Alvarado, CCCCCO
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Committee Chair

With 114 colleges in the California Community College system, finding an efficient and effective curriculum inventory or repository system has turned out to be easier said than done. Join us as we discuss the history and future of the Chancellor’s Office curriculum inventory system(s).

4. Course Sequencing and Program Mapping – Implications Considering the Student Experience (4)

Randy Beach, Southwestern College
Jennifer Johnson, Bakersfield College
Michelle Sampat, Mt. San Antonio College

Understanding student need and placing that at the center of our courses sequencing is the best place to start when creating maps, and program mapping provides colleges with exciting possibilities for providing clear coursetaking patterns for their students to follow to promote completion. But how should faculty go about determining the right sequence for students to fulfill program requirements whether they be major courses, general education courses, electives, or the increasingly important transfer math and English courses? At this presentation, attendees can learn from colleges that have asked these same questions at various stages in the program mapping process.

5. Introducing Cultural Competency Across the Curriculum through Intentional Design of English Composition (5)

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Committee Chair
Michelle Bean, ASCCC Executive Committee

In a time of increasing friction between social and cultural groups, cultural competency is more important than ever. Join the presenters as they discuss ways to introduce and reinforce cultural competency through intentional design of English composition courses. Considerations include student-centered instruction that takes into account diverse student populations and is respectful, inclusive, and responsive to cultural differences.

6. Noncredit Student Support in Response to AB 705 (6)

Madelyn Arballo, Mt. San Antonio College
Sam Foster, Fullerton College
Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee
LaTonya Parker, ASCCC Executive Committee

AB 705 (Irwin, 2017) has fundamentally changed student placement and instruction for students in mathematics, English, and English as a Second Language (ESL). How could these changes impact noncredit students? How might noncredit faculty be able to help credit faculty better meet the needs of students? Please join us for an overview of AB 705, the impacts on noncredit programs, and how noncredit may be what many colleges need to serve their students.

7. Cooperative Work Experience (6)

Raul Arambula, CCCCCO
Dianna Chiabotti, Napa Valley College
Jamar London, Santa Monica College, ASCCC Curriculum Committee

In this session, we will explore the ins and outs of Cooperative Work Experience (CWE) within community colleges across California. Come hear and learn what other colleges have done and share your college's vision for CWE.

8. Credit for Prior Learning: What's New... and What Do You Need to Know? (7)

Dolores Davison, ASCCC Vice President
Alice Perez, CCCCCO
Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

Join us for a follow-up to the general session with the Chancellor's Office that will focus on updates and information on changes in areas including Credit for Prior Learning, Competency Based Education, Credit by Exam, and changes to Title 5 Regulations.

9. Vendor (8)

3:45 – 5:00: Third Breakout Sessions

1. Brown Act and Your Curriculum Committee (1)

Michelle Bean, ASCCC Executive Committee
Geoffrey Dyer, ASCCC Executive Committee
Jennifer Johnson, Bakersfield College

Gossiping in the hall with another member of your curriculum committee about that new noncredit corequisite to be considered at Friday's curriculum committee meeting? Standing around the copy machine selling your colleagues on your planned program revisions? Or, have you ever added items for action to your curriculum committee meeting, even though they were not on the agenda? If so, you may want to consider the Brown Act and its relationship to your local curriculum committee. In this session, the presenters will review legal requirements of the Brown Act, its application to curriculum committees, and ways that you can not only ensure compliance but maximize meetings to promote transparency and inclusion without letting meetings run away from you.

2. Roles and Responsibilities of Administrators in Curriculum Processes (2)

Kelly Fowler, Merced College
Sarah Harris, College of the Sequoias
Jennifer Vega La Serna, College of the Sequoias
John Stanskas, ASCCC President

3. New Coding and Other Implications of AB 705 and the Student Centered Funding Formula (3)

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Ginni May, ASCCC Treasurer, 2018=19 Curriculum Chair

Funding and accountability efforts, such as the Student Centered Funding Formula (SCFF) and AB 705, rely on drawing accurate and meaningful information about our students and colleges. With a portion of college funding based on students passing transfer-level English and mathematics during their first academic year, earning Career and Technical Education units, attaining degrees, certificates, transfer, and a living wage, faculty and staff alike are feeling pressure to make sure every student meets one or more of these metrics and is counted for doing so. Join us for an update on the SCFF and an opportunity to discuss some of the curriculum-related implications of the performance-based portion of the SCFF and AB 705, such as the revised CB21 Rubrics, new MIS data elements, and consideration of course and program offerings that best meet the needs of the students and the college community.

4. Role of the Curriculum Committee in Guided Pathways Program Development and Evaluation (4)

Randy Beach, Southwestern College
Nate Donahue, ASCCC Executive Committee

Gretchen Ehlers, West Valley College

The Role of your local curriculum committee is central to the development and implementation of Guided Pathways on your campus. The curriculum committee can spur the development of innovative programs in both credit and noncredit offerings, and help to create legible maps that connect areas of interest, degrees, and certificates. Come learn the central role your local curriculum committee has in the development of Guided Pathways, and how the committee can position itself to evaluate the results of your redesign in order to make sure students are finding equitable pathways to success.

5. Designing Curriculum to Increase Participation and Engagement of Disproportionately Impacted Students in STEM (5)

Lara Baxley, Cuesta College

Jamar London, Santa Monica College, ASCCC Curriculum Committee

Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

This session explores some of the barriers African American, Latinx, Native American, and Pacific Islander students face when pursuing STEM degrees or certificates. Given these barriers, how can STEM curriculum be structured with an equity focus? What types of curriculum-based support structures are possible to improve persistence and retention of disproportionately impacted student populations? Please come and discuss the social, economic and cultural implications of increased participation and engagement for students of color in the STEM disciplines.

6. Noncredit Pathways to College and Career Readiness (6)

Diane Edwards, Southwestern College

L.E. Foisia, Mt. San Antonio College

Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee

This presentation will highlight the many paths noncredit offers to credit college and career readiness including: basic skills for credit college and careers, ESL, short-term vocational courses and programs, including contextualized courses and VESL opportunities. Presenters will discuss working with credit faculty and industry partners to create innovative curriculum to facilitate student success in the classroom and in employment as well as the need for counseling support to address the unique needs of the noncredit student. This presentation emphasizes integrative planning efforts, leveraging of resources, the flexibility of noncredit delivery models, and strengthening the credit-noncredit relationship to enhance student success.

7. Effective Practices for Working with CTE Advisory Committees and Regional Consortia (6)

Dianna Chiabotti, Napa Valley College

Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

Kim Schenk, Diablo Valley College

CTE program approval processes require input from advisory committees and review by the Regional Consortium to validate the proposed program's responsiveness to labor market demand and employer needs. This breakout will focus on the process for Consortium review, the roles and responsibilities of Deputy Sector Navigators and the Regional Consortia in CTE program development, as well as tips and tricks to ensure the effectiveness of advisory committees.

8. Course Substitutions and Reciprocity (7)

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Mark Osea, Bakersfield College
Aimee Tran, Saddleback College, ASCCC Curriculum Committee

Instructional relevance is a critical component for the support of our disproportionately impacted students throughout the California Community College system. By highlighting the importance of our students' cultural heritage via cultural sensitivity and appreciation, our impacted students can begin to connect their human experiences with our current institutional and curricular requirements. Please come and experience hands-on teaching methods that will equalize the science of teaching for our diverse students. The primary goal of this session is to heighten our equity-focused teaching skills and reshape our curricular methods for the benefit of our impacted students.

9. Vendor (8)

RECEPTION - TBA

Friday, July 12, 2019

7:30 – 9:00: Breakfast

9:00 – 10:15: **Fourth Breakout Sessions**

1. Consider the Source – Deciphering Fact from Fiction: Implementation Requirements vs Options for AB 705 (1)

Kelly Fowler, Merced College
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
John Stankas, ASCCC President

With full implementation of AB 705 for English and mathematics beginning in fall 2019, how do faculty, administrators, and staff know what they can do vs what they must do? Have you read or heard conflicting interpretations on requirements for implementation of

the law? Join us, as we discuss how to determine the required elements vs the optional elements for implementing AB 705.

2. Roles and Responsibilities of Classified Professionals in Curriculum Processes (2)

Leslie Agostino, Diablo Valley College
Jamar London, Santa Monica College, ASCCC Curriculum Committee
Renee Medina, Sacramento City College
Marilyn Perry, Sacramento City College
Kim Schenk, Diablo Valley College

Classified professionals contribute to the success of California Community College students in all phases and services of a college community. In this session, we will explore how the roles and responsibilities of classified professionals support faculty curriculum developers, how faculty and administrators work together to support curriculum development, and finally, how all three groups maintain and support the processes that bring about the best programs of study for our students. Come along on this journey with us for a lively discussion.

3. Submission of ADTs and Double Counting (3)

Raul Arambula, CCCCCO
Michelle Pilati, Rio Hondo College

In the context of ADTs, what is "double-counting" and how do you ensure you are "double-counting" appropriately? What restrictions on double-counting are found in Title 5, local policies, and CSU Executive Orders? Join us for an overview of double-counting and approaches to ensure we're doing our math correctly.

4. Area of Emphasis Degrees in Guided Pathways and Meta Majors (4)

Michelle Hillman, Long Beach City College
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee

What is the difference between an area of emphasis (AOE) and a major? How do you document and submit a local AOE degree? In this session we will review Title 5 Regulations and the process for developing and approving AOE local degrees. We will also discuss the ways in which AOE degrees might benefit students, especially in a Guided Pathways framework.

5. Curriculum and Instruction for the Disproportionately Impacted Students – A Pathway to Higher Education (5)

Dolores Davison, ASCCC Vice President
Silvester Henderson, ASCCC Executive Committee
Kerry Ybarra, Fresno City College

Instructional relevance is a critical component for the support of our disproportionately impacted students throughout the California Community College system. By highlighting the importance of our students' cultural heritage via cultural sensitivity and appreciation, our impacted students can begin to connect their human experiences with our current institutional and curricular requirements. Please come and experience hands-on teaching methods that will equalize the science of teaching for our diverse students. The primary goal of this session is to heighten our equity-focused teaching skills and reshape our curricular methods for the benefit of our impacted students.

6. C-ID and CTE: A Framework and Perspectives (6)

Krystinne Mica, ASCCC Executive Director
Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

The Course Identification Numbering System (C-ID) CTE Framework Process identifies key disciplines and programs that would benefit from a streamlined pathway for California community college students entering the workforce. Join this breakout to hear about how these pathways provide a framework of core competencies and skills the student needs to be successful upon completion and supports student success within CTE programs!

7. Noncredit VESL Curriculum and Its Pathway to College and Career Readiness (6)

Dana Miho, Mt. San Antonio College
Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee (facilitator)
Jacquelyn Rangel, Cypress College
Kathy Wada, Cypress College

Noncredit Vocational English as a Second Language (VESL) and credit English as Second Language (ESL) provide more than teaching English to non-native English speakers. These programs have embraced the concept of Guided Pathways long before this was mandated and continue to serve as entry points for students to transition to credit programs, achieve higher employment levels, and complete degree and/or transfer goals. This presentation will discuss the development of VESL certificates and curriculum as well as the unique supports noncredit ESL students require for success. It will also briefly discuss newly approved credit ESL certificates in CTE and transfer areas.

8. Supplemental Instruction, Learning Centers, and Tutoring Programs (7)

Stephanie Curry, ASCCC Executive Committee, ASCCC Curriculum Committee
Sam Foster, ASCCC Executive Committee
Dianne Rowley, Mt. San Antonio College

Tutoring and supplemental instruction are an essential curricular and student support. This session surveys the current regulations and legislation regarding apportionment for

tutoring programs. Learn from examples the types of credit and noncredit options for tutoring/supplemental/embedded instruction. With the mandated AB 705 implementation for fall 2019, see how supplemental instruction and similar programs can support student learning in a changed curricular environment.

9. Vendor (8)

10:30 – 11:45: **Fifth Breakout Sessions**

1. **Exploring Different Options for ESL - AB 705 and Beyond (1)**

Mallory Newell, RP Group
Craig Rutan, Santiago Canyon College
Kathy Wada, Cypress College

Colleges have until Fall 2020 to fully comply with the requirements of AB 705 (Irwin, 2017) for English as a Second Language, but many colleges have already started to explore different options for their curriculum and placement. Different options being explored include guided placement, integrated ESL courses, ESL courses meeting transfer general education requirements, and creating credit certificates of achievement that pair advanced ESL coursework with a student's pathway or career education. Please join us for a discussion about what is happening with ESL including a first look at the revised CB 21 rubrics that are expected to be ready in Fall 2019.

2. **Local Curriculum Processes—Closing the Feedback Loop on Curricular Changes (2)**

Shireen Awad, Chaffey College
Erik Shearer, Napa Valley College
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

In recent years, the California Community Colleges Chancellor's Office has taken steps to streamline the curriculum review process for most curriculum proposals. Colleges should continue to examine local curriculum review processes to ensure that they are responsive to emerging student needs and recent legislative mandates. Additionally, as new curriculum is developed or deleted and existing curriculum is revised, there are downstream effects on a number of campus offices. This breakout explores the requirements for curriculum review. We will also discuss effective practices for ensuring that curricular changes are broadcast to those who need to know.

3. **Impact of Curriculum Decisions Beyond the Classroom – Looking at the Data (3)**

Darla Cooper, RP Group Executive Director
Stephanie Curry, ASCCC Executive Committee, ASCCC Curriculum Committee
Carlos Lopez, Moreno Valley College

Data provides the clues when colleges are looking at the impact of its curricular decisions on the college and particularly its students. Learn what data will provide colleges the best information to make decisions on areas such as scheduling, creation of new programs, expansion of programs, distribution of resources and support services for students. Presenters will provide examples of best practices and provide real world examples.

4. **General Education Guided Pathways: Sequencing and Scheduling in order to Facilitate Student Success (4)**

Nate Donahue, ASCCC Executive Committee
Heather Rau, Butte College
Dorrie Richer, Butte College

Redesigning the Student Experience means that counseling and instructional faculty must innovate together in order to sequence and schedule courses in deft new ways that will center and serve our students. Learn the importance of sequencing and scheduling courses as we map programs, stack degrees and certificates, integrate general education and program-specific curriculum, and create clear, nimble pathways for students to complete their goals.

5. **Implementing Inmate Education Programs (5)**

Trevor Albertson, Lassen College
Raul Arambula, CCCCCO
Peter Fulks, Cerro Coso Community College
Alec Griffin, Cerro Coso Community College
Silvester Henderson, ASCCC Executive Committee

Following the passage of SB 1391 (Hancock, 2014), apportionment for colleges now allow face-to-face academic programs to be held inside of California prisons. Explore how Cerro Coso Community College Incarcerated Student Education Program, which began in 2015, teach their students skills from an inter-sectional academic construct that leads to successful certificate and degree attainment. Please come learn about the many opportunities these students are offered as this program delivers creative curriculum, social development and intellectual skills via an inventive framework that supports, equity, diversity and inclusion.

6. **Distance Education: Definitions, Guidelines, and then Some... (6)**

Geoffrey Dyer, ASCCC Executive Committee
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee
Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

Distance education encompasses any method of instruction where the student and faculty are separated by time and/or distance as specifically addressed in California Code of Regulations section 55200 through 55210. The new distance education (DE) guidelines include definitions of fully online courses (FO), partially online courses (PO), and online

with flexible in-person component (OFI). This breakout will provide an update on the distinction of the three categories of online education, review the alternative attendance procedure for DE labs, and address the “how” for local colleges to address student access issues.

7. Building Programs for Career Education (6)

Brandi Asmus, Woodland Community College
Dianna Chiabotti, Napa Valley College

A properly developed and well-supported program focused on career education (formerly CTE) provides students with the best the community college system has to offer: high-quality education in a field that has a high probability of employment upon program completion. The trick to ensuring that your program is a winner is to plan ahead and have all the pieces in place before you begin. If this critical planning phase is overlooked, the program can easily become derailed during the approval process. Join us at this breakout as we share insights, pitfalls, and tricks to ensure that your program moves smoothly from brilliant idea to state approval and beyond.

8. Examining the Results of Student Placement in the World of AB 705 (7)

Alyssa Nguyen, RP Group
LaTonya Parker, ASCCC Executive Committee
Michelle Pilati, Rio Hondo College

As colleges prepare to implement AB 705, they are having to re-think not only their placement practices, but curriculum, the provision of support for students, the role of prerequisites, the gathering and interpretation of student outcome data, course scheduling, and the potential impact of AB 705 on student persistence. In this interactive session, we'll explore the impact of new placement practices from the lens of instruction, counseling, research, and curriculum.

9. Vendor (8)

12:00 – 2:00: Third General Session

Lunch

Curriculum and Data: Making Every Course Count

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Darla Cooper, RP Group Executive Director
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
Erik Shearer, Napa Valley College

With AB 705, AB 1805, the Student Centered Funding Formula, Guided Pathways, the SEA Program, and the Vision for Success, college faculty, staff and administrators are working feverishly to make sure their curriculum meets the needs of the student populations and surrounding community. Colleges are also working to make sure their data truly represent the colleges' and students' stories. The panelists will discuss from various perspectives the importance of faculty, researchers, and managers working together to collect the right data – asking questions, qualifying data, and understanding the many possible confounding variables in order to effectively and accurately evaluate impacts for the purpose of making further curricular adjustments that best serve the diverse student populations in the California Community College system.

2:15 – 3:30: **Sixth Breakout Sessions**

1. **A Sneak Peek at the PCAH 7th Edition Draft (1)**

Raul Arambula, CCCCCO
Virginia Guleff, Butte College, 5C Co-Chair
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

With all the recent changes in California Education Code, the Code of Regulations (Title 5), and especially the curriculum streamlining approval process and self-certification it is time to update the Program and Course Approval Handbook (PCAH) 6th Edition. Join us, to discuss the anticipated changes to the PCAH 6th Edition and learn about the timeline to produce the PCAH 7th Edition.

2. **Assigning Courses to Disciplines – Who Owns this Course Anyway? (2)**

Geoffrey Dyer, ASCCC Executive Committee
Michelle Bean, ASCCC Executive Committee
Michelle Hillman, Long Beach City College

The Disciplines List provides the minimum qualifications for all faculty, but the minimum qualifications to teach courses at your college are not set until each course is assigned to one of those disciplines. Assigning courses to disciplines is based upon the academic and career technical education preparation necessary to teach the content of a specific course and may not match local department names. Please join us for a lively discussion to learn about the Disciplines List and different options for assigning courses to disciplines to ensure excellence in learning.

3. **Curriculum and Public Documents (3)**

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Stephanie Di Alto, Saddleback College
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee

Colleges must follow state and accreditation requirements pertaining to public availability of curriculum and course offerings. Join us at this breakout to find out if your college is in compliance. Presenters will identify what is required versus what is recommended and will explore effective practices. Discussion will also include the relationship between curriculum and the college catalog, class schedule, and college publications as well as the need for accuracy and consistency among public documents. This session is intended to share information, facilitate dialogue, and learn from each other. If you are a new curriculum chair, administrator, curriculum committee member, curriculum specialist, or simply in need of a refresher, this breakout is for you.

4. **Degrees and Certificates - Sorting Through All of the Credit Options for Students**
(4)

Carol Farrar, Riverside City College
Craig Rutan, Santiago Canyon College

Local certificates, Certificates of Achievement, Associate Degrees, ADTs, Bachelor's Degrees and now transfer degrees to the UC--What different types of awards are available and how do each of them support the needs of students? What do students need to know to be able to make the best choice for their education and career goals? Please join us for a discussion about all of the award types in the community colleges, including an update on the transfer degree pilot with the University of California.

5. **Addressing Equity in the Arts and Humanities through Curriculum** (5)

Nate Donahue, ASCCC Executive Committee
Silvester Henderson, ASCCC Executive Committee

The Arts and Humanities are well-positioned as disciplines to promote equitable practices of pedagogy, scholarship and performance. Too often however, Eurocentric content and histories can dominate the narratives of these courses. How can we use the curricular process to ensure that our courses and programs develop inclusive skills such as communication, critical thinking, social justice awareness, and writing? Come learn how to create culturally responsive curriculum through the examples of music and art history, and see how we can maximize the development of curriculum to ensure we teach the Arts and Humanities through the lens and practice of equity.

6. **Myths and Murkiness in Noncredit Curriculum—Course Repeatability and Other Unclear Areas** (6)

Madelyn Arballo, Mt. San Antonio College
Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Jan Young, Glendale College

For those who have been studying the basics of noncredit instruction and have begun or are on the verge of implementing noncredit courses, there may still be some myths and

murkiness causing confusion or uncertainty. Join experienced noncredit practitioners to myth bust and improve understanding of nuances and benefits within the implementation of noncredit courses and programs.

7. ESL Credit Certificates (6)

Njeri Griffin, CCCCCO
Alice Perez, CCCCCO
Jacquelyn Rangel, Cypress College
Kathy Wada, Cypress College

The language in AB 705 which state that 1) ESL is "distinct from remediation in English" and that 2) students "enrolled in ESL credit coursework are foreign language learners..." have opened up new opportunities for English Language Learners (ELLs) enrolled in the California community colleges. Among these opportunities are the Cypress College "Guided Pathways ESL Milestone Certificates," which recognize ELL success in completing advanced credit ESL courses and a prerequisite or foundational course in their pathways to degree, certificate, or transfer. This workshop will be a "deep dive" into the philosophy, creation, collaboration, and process behind these Certificates of Achievement which incorporate the best of the Guided Pathways and AB 705 initiatives to create unique opportunities for ELLs.

8. Lecture, Lab, Activity, or Noncredit Support Courses – Pros and Cons for Faculty and Students (7)

Sam Foster, ASCCC Executive Committee
Jamar London, Santa Monica College, ASCCC Curriculum Committee
Natasha Maryanow, Reedley College
Renee Medina, Sacramento City College

Beginning in Fall 2019, there will be an increased number of students placed directly into transfer level English and mathematics courses. Many of these students will also enroll in a concurrent support course, but which type of concurrent support makes the most sense for your students? Potential options include lecture, lab, activity or noncredit support courses. Join us for a discussion of the strengths and weaknesses of the different types of concurrent support and how your colleges can adopt these strategies locally.

9. Vendor (8)

3:45 – 5:00: Seventh Breakout Sessions

1. The CVC-OEI Course Design Rubric and Your Curriculum (1)

Michelle Pilati, Rio Hondo College
Meridith Randall, CVC-OEI Executive Director
Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

The CVC-OEI Course Design Rubric establishes standards relating to online course design, providing a mechanism for improving the student experience through a consideration of interaction and collaboration, assessment, learner support, and accessibility. When, where, how, and should course design standards factor into your curriculum review process? This session will provide an overview of the Rubric and a discussion of how it can be integrated into your distance education addendum review process.

2. Effective Practices for Training your Curriculum Committee (2)

Michelle Hillman, Long Beach City College
Jennifer Johnson, Bakersfield College
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

Title 5 §55100 and §55130 require that those involved in the curriculum review and approval process are trained. Committee membership and operating procedures may evolve, therefore there is a need for regular and ongoing training. Approved curriculum is reviewed by others who may not be affiliated with the Chancellor's Office, the idea of training can also extend beyond the requirements. Are there additional training opportunities for committee members to review curriculum while keeping student equity in mind? Join us for an interactive discussion where we brainstorm ideas for effectively training the curriculum committee.

3. Curriculum Streamlining Training: A Deep Dive (3)

Raul Arambula, CCCCCO
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

Curriculum streamlining has allowed for local approval of selected courses and programs, meaning that the approval of a local governing board makes curriculum official. Come to this session to learn about curriculum streamlining, taking a deep dive into the history, its present, and goals for the future for both credit and noncredit curriculum approval processes.

4. Opportunities and Challenges of the CCC Baccalaureate Degrees (4)

Jolena Grande, Cypress College
Njeri Griffin, CCCCCO
Bonnie Hunt, Modesto Junior College
Craig Rutan, Santiago Canyon College

Fifteen community colleges have been given the ability to grant baccalaureate degrees. Ensuring that these opportunities are meeting the needs of students hasn't always been easy, but everyone involved in these programs believes that these opportunities should

expand and be permanent. Please join us for a discussion about the steps to establish a community college baccalaureate degree, information from two of the baccalaureate programs including the incredible successes of the students, challenges for moving the baccalaureate programs forward, and how colleges without baccalaureate degrees can support the existing programs by encouraging their students to consider transferring to a California Community College with a Baccalaureate program instead of some other university system.

5. Data Informed Curriculum Revision—Looking at Disproportionately Impacted Students (5)

Alyssa Nguyen, RP Group
Erik Shearer, Napa Valley College
Thais Winsome, Mission College

Student learning and success data plays an increasingly prominent role in planning, program review, and decision making processes at our colleges. As our system implements AB 705 reforms, develops student-ready college practices through guided pathways, and focuses on issues of equity, student data provides critical information that can inform curriculum development and revisions. This breakout will cover how data can be used in local curriculum processes, including a conversation on disproportionate impact as it relates to establishing and maintaining prerequisites, co-requisites, and curricular innovations in math and English in the coming years.

6. Noncredit Certificate Programs and Curriculum Approval Processes – current and anticipated changes (6)

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Jan Young, Glendale College

Curriculum streamlining for noncredit certificate programs is almost here! Review the current curriculum approval processes for noncredit certificate programs and learn what changes to expect when the proposed Title 5 changes are adopted by the California Community College Board of Governors.

7. The Basics of Noncredit (6)

Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee
LaTonya Parker, ASCCC Executive Committee
Michelle Sampat, Mt. San Antonio College

Is your college considering incorporating noncredit courses and programs into your offerings? Please join us for a discussion of the basics of noncredit curriculum, including Career Development and College Preparation (CDCP) noncredit, mirrored courses, and methods for integrating noncredit into instructional programs.

8. **Financial Aid and Curriculum – Implications Resulting from New Programs (7)**

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee

Rhonda Mohr, CCCCCO

Aimee Tran, Saddleback College, ASCCC Curriculum Committee

Many curriculum committees are unaware of the implications that curricular changes may have for financial aid, including unit totals, awarding of certificates, financial aid requirements, and the like. This session will cover the major areas of financial aid that can be impacted by curriculum (and vice versa) and discuss ways to ensure that students have access to the aid that they need to continue their educations. Title 5 changes to §55070 were adopted in July 2018 by the Board of Governors, and these changes are largely inspired by financial aid eligibility.

9. Vendor (8)

Saturday, July 13, 2019

7:30 – 9:00: **Breakfast**

9:00 – 10:15: **Eighth Breakout Sessions**

1. **Accreditation and Curriculum (1)**

Randy Beach, ACCJC Commissioner

Stephanie Curry, ASCCC Executive Committee, ASCCC Curriculum Committee

Stephanie Droker, ACCJC

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is essential for understanding the accreditation process. In this breakout, decode the interplay of curriculum requirements in relation to the requirements of accreditation and, as well as how both requirements may benefit from your guided pathways work, and the importance of faculty involvement in the accreditation process.

2. **Program Submission Requirements—What is a Program Anyway? (2)**

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair

Erik Shearer, Napa Valley College

The term “program” is used in many ways when talking about community college curriculum, but what does the term really mean? What is a program? Explore the different ways the term is used at your colleges and decode the confusion using definitions in Education Code and Title 5.

3. **Conflict Resolution – Whoa, Whoa, Whoa Feelings...(3)**

Dolores Davison, ASCCC Vice President
Virginia Guleff, Butte College
Krystinne Mica, ASCCC Executive Director
Bob White, Butte College

State initiatives and mandates with timelines for implementation can put your local senate and curriculum committee in a position where you are facilitating tough discussions. Running an effective meeting and getting work done challenges even the most talented curriculum chair. Chairs must be able to resolve conflict within the committee, ensure that processes are effective and fair, and work with individuals that might be a challenge. This breakout explores effective practices for communication before, during, and after curriculum meetings.

4. Guided or Self Placement – Helping Students to Determine and Meet their Goals (4)

Diane Dieckmeyer, Mira Costa College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
LaTonya Parker, ASCCC Executive Committee

What is guided placement and self-placement? With the passage of AB 705, AB 1805, and new or modified Title 5 Regulations, college districts were required to submit a detailed description of the guided and self-placement methods implemented by July 1, 2019. In addition, college districts were given provisional approval of their guided and self-placement methods that require the chancellor's approval per Title 5 §55522. Join us, to learn about the requirements and options around guided and self-placement, and engage in discussion around what is working for students, and the challenges of implementation.

5. Equity Considerations in Distance Education (5)

Kathy O'Connor, Santa Barbara City College
Carrie Roberson, ASCCC Executive Committee, ASCCC Curriculum Committee

Instructional faculty pedagogy plays a crucial role in the online learning environment. Utilizing an equity framework, this breakout will provide strategies and recommendations for embedding high-impact practices in course design and online classroom practices to support faculty in reducing equity gaps by creating online classrooms that are welcoming, supportive, student-centered.

6. Open Educational Resources Initiative (OERI) (6)

Geoffrey Dyer, ASCCC Executive Committee
Michelle Pilati, Rio Hondo College

The ASCCC OERI aims to make the adoption of OER as commonplace as the adoption of a commercial text. What does this mean for curriculum, articulation, and students? Join us for a lively discussion of the work of the OERI and intersection of OER, curriculum, equity, student success, and guided pathways.

7. **WSCH You Were Here (3)**

Carlos Lopez, Moreno Valley College
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee
Craig Rutan, Santiago Canyon College

Have you heard of WSCH, DSCH, or positive attendance? Do you know how they impact the funding for your college? As colleges are working under the new Student Centered Funding Formula and exploring different options to support students under AB 705, it is more important than ever to understand how scheduling choices directly impacts college funding. Please join us for an overview of attendance accounting and how to use it to your advantage when serving the needs of students.

8. **Implications of Changing Prerequisites (7)**

Sarah Shepard, West Hills College, Coalinga
Aimee Tran, Santiago Canyon College, ASCCC Curriculum Committee
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

Prerequisites, corequisites, and advisories are causing confusion at many colleges. Join us as we discuss how colleges are moving forward with AB 705 and its implication on prerequisites. Topics include Chancellor's Vision for Success, articulation, innovative student support services, challenges and best practices.

9. **Vendor (8)**

10:30 – 11:45: **Fourth General Session**

Curriculum Streamlining and Training the Curriculum Committee

Raul Arambula, Chancellor's Office
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair

To access the automated approval in the Curriculum Inventory, colleges are required to train their curriculum committee each year. This closing session will update attendees on pending changes to the annual certification memo and provide a template for training curriculum committees on all of the requirements of local approval.

11:45: **Institute Ends**

Possible Trivia at Start of Each General Session:

1. Where in Ed Code or Title 5 is that?
2. Acronym Trivia
3. Myth or Fact?



Executive Committee Agenda Item

SUBJECT: Data 101: Guiding Principles for Faculty		Month: June	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider how to proceed with consideration to the 2010 paper <i>Data 101: Guiding Principles for Faculty</i> .	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The use of data for making educational decisions and to assess educational outcomes is legislated by political bodies and codified by accreditation.

As of recent, the ASCCC **Data 101: Guiding Principles for Faculty** paper has come to light as a valuable resource for informed decision-making both at the local college and through statewide transformation. Since this paper was written in 2010, there are new considerations and additional sources of data available to provide guidance in support of student success.

The ASCCC Executive will consider and take action on one of the following:

- 1) Update the ASCCC paper- **Data 101: Guiding Principles for Faculty**
- 2) Develop a new paper- **Data 102: TBD**

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

Data 101: Guiding Principles for Faculty

A White Paper by the
Academic Senate Executive Committee
with special thanks to Janet Fulks and David Morse

February 2010





The use of data for making educational decisions and to assess educational outcomes has been legislated by political bodies and codified by accreditation. Faculty have always used data to inform the grading process – we gather data throughout the term to inform the letter grade assigned at the end. However, in today’s educational environment faculty must also examine and use data to inform their practice and guide their work in order to improve student interactions, enhance pedagogical strategies, direct program development, and create evidence for program review. In addition, using evidence is essential as faculty address equity practices and advocate for educational opportunities that provide equitable access and outcomes for our diverse student populations.

Nevertheless, sometimes the word “data” sends people running in the opposite direction. Part of the reason for this negative reaction is the historical use (or misuse) of data as simple statistical ammunition for drawing inappropriate or misguided conclusions or even for more nefarious purposes. Occasionally data are used to assess a college’s work or programs with a goal towards discontinuance rather than improvement. Another element of this reaction may be a general discomfort when conversing with those who gather, organize, and interpret the numerical data in purely statistical terms. To address issues reflected by this negative reaction, faculty must understand certain basic guidelines and concepts when dealing with data. Faculty need not become statisticians to skillfully find and use data, but they must learn to engage the data with a critical and analytical eye in order to interpret and apply it appropriately.

First and foremost, getting data, particularly the right data that can lead to positive changes, is not easy. Using the right data and refuting the wrong data are important learned skills. People often try to impose statistical rules on “data,” creating a picture of sheer numbers as the only data with value, that move the decision making away from the human factors. As we all know, education is rife with human factors that trump statistical niceties. The term “data” implies facts, figures, narratives, eyewitness accounts and artifacts used to make a case. Guided by a few simple principles, accessing data and using it appropriately can be an important tool for faculty. Nothing is richer than knowing what you want to accomplish, identifying a good metric to assess outcomes, and moving forward as a result of good foundational data from those metrics. The data behave like a compass, keeping faculty on course. On the other hand, nothing is more damaging than making decisions based on the wrong data or over-reliance on metrics that are unreliable or missing the appropriate context. Consider the implications of a program review document that displays the descriptions and achievements of program participants disaggregated by ethnicity, over time. Using this data to determine appropriate budgeting and requests for faculty and staff provides power. Imagine enrollment management decisions based upon real student success, informed by course and program level data, in contrast to the typical high level institutional data that stops with overall success and retention injected into an allocation formula. Our decisions are only as good as our data, so we must be certain that the data we use is valid, relevant and actionable.

Statistically speaking, people often refer to data validity, reliability, and significance. While these matters are important considerations, no data will be perfect or statistically sound beyond all question. The real focus should be a learning-centered discussion about data and its implications, not a research-centered discussion. By this we mean that faculty should look to the outcome of the data discussions to improve learning as a primary focus rather than concentrating on technical terminology and constraints that overpower or paralyze dialog. Educational data are impacted by many variables such as socioeconomic influences, environmental opportunity, cultural impacts, personal skills, learning styles, teaching styles, language proficiency, etc. The variables are numerous. For this reason, the best strategy when dealing with data is to ask questions that can help to determine or clarify the validity, utility, and implications of the data being considered.

This paper suggests several principles faculty should acknowledge when looking at educational data and assessing its usefulness. It also demonstrates the application of these principles to a hypothetical scenario and indicates sources for getting data relevant to the California community colleges. The hypothetical scenario involves a Student Success Center that offers faculty mentoring, peer tutoring, textbook and computer access, drop in counseling, and Directed Learning Activities (DLA). The discussion is directed at discontinuing the Student Success Center and the data provided for this decision are as follows:

- Last semester 262 students used the facility; college headcount is 3,124
- Average GPA of those using the facility was 2.1; college average GPA of 2.5
- Only 5% of the total number of students transferring and completing Associate's degrees or certificates this year actually used the Student Success Center

General Data Quality Principles and Sample Questions to Ask

Begin with an overall question – What are the implications of this data on any decisions or policies? In order to describe the use of the guidelines to develop questions we will relate them to our hypothetical scenario at the Student Success Center.

Principle 1 – Use longitudinal data when possible.¹ Data collected at one moment in time will frequently change, particularly in community colleges where the student population is so diverse. While data for a given population, class or program are helpful, these represent only a snapshot of the current conditions and variables which may or may not change significantly over time. Therefore, looking at data over time provides a better picture of the dynamics and many variables that influence whatever issue faculty may be examining. You might ask, “What number of students would we target as a meaningful number of students to use this facility? Were the number of students using the facility last semester’s more or less than previous semesters? What factors may have influenced this last semester’s student usage number? How do faculty measure success after students use this facility? Does use of the facility increase the students’ success rate or GPA over time? How has this changed over time?”

1 Longitudinal data - A dataset is longitudinal when the same information is followed at various points in time with a goal of measuring change to inform improvement.

Principle 2 – Use data in context. Data without a rich and accurate context are meaningless at best and misleading in the worst case. Here, an example of data that a college should not use are student GPAs comparing the success center with the cumulative institution-wide student GPA (as provided in the scenario above) because the contexts are very different. Students directed to the center may be a particular population very different from the college as a whole, an inappropriate context in this situation. Rather faculty may want to examine student GPAs prior to using the facility and then examine this same set of students GPAs after using the facility. You may ask whether the very purpose of the facility is to attract students with low GPAs. You might ask, “Who are the students that access this facility? Are GPAs a good metric representing the function of the center or should it focus on student success in a single course? ” If this GPA comparison does not address your key questions, don’t hesitate to throw data out. Instead, you might begin with broader questions: “What type of success do faculty expect from students using the Student Success Center? What is the institutional context for the center?”

Principle 3 – Look for both direct and indirect data.² Direct data actually measure the specific information faculty want. For example, measuring whether students who attended a particular activity actually learned the skills intended using a specific assessment measures direct data. Indirect data are those metrics that measure people’s perception of the activity. You might ask, “Did students who accessed the facility report that the experience was helpful?” Direct data, often more accurate as to the actual activity, often do not provide guidance about how to make positive changes. Indirect data often provide insights into strategies to improve current practices. Good practice uses both direct and indirect data.

Principle 4 – Do not oversimplify cause and effect of data. In science, determining something does not cause a specific effect is often more important than concluding a specific cause did result in an effect. The reason for this is that until research has adequately tested all variables, one does not know that any specific cause was really the trigger, especially the only factor, causing a particular effect. Useful data never oversimplifies or over-values a single cause/effect relationship. Looking at our hypothetical scenario, one would not conclude that using the center caused a lower

2 Direct and indirect data- Direct data provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measure 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. Indirect data are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

rate of transfer, degree, or certificate awards. One would also be hard pressed to say that the 5% of students that were successful for these outcomes were successful because of the center. There are many variables involved in any effect, particularly in education, and any one effect may have multiple potential causes.

Principle 5 – Use appropriate levels of data for appropriate levels of decisions.

Make decisions based on the appropriate level of data. Do not use high-level institutional data (such as degree and certificate numbers) to make changes to homework assignments, number of sections, or the continuation for this success center. This high level data may indicate some further questions, but if the decision at hand involves altering sections, use data on sections. If faculty are addressing curriculum alignment, they should use data on specific curriculum. Using data about degree and certificate awards of those who accessed the Student Success Center may be useful to some extent, but it would be at too high a level to inform hours of operation or numbers of computer terminals within the center. Useful data have a close causal relationship to the appropriate level and authority of your target so the appropriate decisions can be implemented. In this scenario to inform hours of operation or number of computer terminals additional data is necessary. Indirect data such as student, staff and faculty perceptions about the hours of operation and direct data showing actual computer terminal use at various times throughout the day would be more appropriate to making these decisions.

Principle 6 – Perception is the reality within which people operate. When people perceive something in a particular way, one must deal with that perception. If a person is wed to a particular interpretation, data will not influence that perception unless used very carefully. Perceptions are most easily gathered through surveys or focus groups. Determine what the perception is and address that perception. For instance, in the case of the Student Success Center, asking students, faculty and administrators why students do or do not use the center provides information. The responses may or may not be factually accurate, but acknowledging what people perceive and asking how to improve the situation is important.

Principle 7 – Use of data should be transparent. Stakeholders should understand how to access data relevant to them. This is in contrast to using data as a powerful tool to marginalize or intimidate people, restricting access and limiting questions about the data and implications. Questioning data and prioritizing answers that data raise should be a collegial and transparent activity. Additional sources of data and subsequent questions to inform practice should be encouraged and valued. In addition to providing the Student Success Center data, faculty and staff should be asked what additional data should be examined.

Principle 8 – Consider carefully when to aggregate or disaggregate data.³ Data is often aggregated (combined) to protect individual identities and confidentiality. Aggregated data examines student populations or course sections in contrast to revealing individual student results or faculty performance. For the Student Success Center, data clearly identified with a particular tutor or faculty member should not be contrasted with another individual's data. Data are often disaggregated to determine more discrete information and address components of the issue more effectively. In the Student Success Center scenario one might disaggregate data by students with basic skills needs, students with a specific ethnicity or first generation college students.

Principle 9 – Focus on data that is actionable.⁴ It is always important to remember that data collection does not equate to action or improvement. Even the most valid and reliable data are not a substitute for action and will not by themselves motivate action. Some data provide information that leads to improved practice. Other data does not. Beware of data that are used to grade or rank issues, unless they are based on real values for the institution and the college, and do not provide information for improvement. US News and World Report ranks colleges and universities based on issues such as endowments, selectivity, and assessment by peer institution, alumni activity, etc. How would an institution improve these ranking criteria and do they actually represent criteria reflecting quality education? No Child Left Behind (NCLB) reveals another anomaly and danger in ranking. Once you have achieved the 90th percentile, a laudable achievement, a stable ranking at this 90th percentile is considered lack of improvement, yet the effort to go from the 90th to the 91st percentile is far greater than from the 40th to the 50th percentile. Instead faculty should select data that can be acted upon and used to change practice directly related to quality education. For the Student Success Center, don't just ask how many students used the Center; ask how students found the Center and what additional features would make it more useful, more inviting for students to use. Concentrate on data that leads to action and can inform change, intervention, or improvement.

3 Aggregated and disaggregated data - When data are combined together in a group this is aggregated data, e.g., all the sections of English 1A versus individual sections. When data are separated by certain variables, e.g., ethnicity, the data is disaggregated. There are benefits and problems with both.

4 Actionable data - is data that provides enough information to make changes. For instance, a school's ranking on SAT testing is not actionable. Disaggregating the school's data by average performance in math or English compared to a national average may provide information that can be addressed.

Principle 10 – Consider implications and the “What if?” Data need to be collected, examined, interpreted, and then appropriate decisions made to apply the data to make improvements. Once you examine the data ask, “If we do nothing with this data, what will happen? Where do the data project we are going? If these data are useful, what were the major factors that influenced them? If we act upon these data, how will we monitor the effect?”

Many educational researchers have described educational data as uneven, variable, lumpy, not precise, difficult to capture and describe, multifaceted, and a real challenge. But none of these difficulties make it something faculty should ignore. Ignoring data leaves us with only intuition, gut feeling, non-substantial arguments, and ineffective advocacy. Faculty owe students and our institutions more than that. Our task is to make the invisible nature of learning and education visible to others. Faculty can accomplish this task by learning how to analyze and interpret numerical data, surveys, artifacts, and other pieces of evidence and using this information to inform our practice.

“Education is not the piling on of learning, information, data, facts, skills, or abilities - that’s training or instruction-but is rather making visible what is hidden as a seed.”

Sir Thomas More

RESOURCES FOR LOCATING EXTERNAL DATA AND RESEARCH

Occasionally, senates and faculty have no input into creating institutional research agendas and need access to additional sources of data. Where can you get additional data to explore questions or look at limited evidence that has been provided? These excellent sources provide data at various levels and provide reliable information as it is officially reported by your college to external accountability reporting.

California Community College Chancellor's Office (CCCCO) Data Mart

<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

This interactive research site allows you to ask questions about student success, retention, awards, and student diversity by programs, colleges, or statewide. This is a powerful tool with information about your college and district.

CCCCO Accountability Report for California Community Colleges (ARCC) and ARCC Basic Skills Supplemental Report

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

The Accountability Report are mandated reports to the Legislature which include important data about student success, retention, awards and progress statewide and by college. The basic skills supplemental ARCC contains the only real actionable data.

CalPASS

<http://www.cal-pass.org/> (This requires a login that is very easy to apply for using the online request at the site. You will receive your personal login within about 48 hours and this is perhaps the most powerful database available for each individual college.)

“The only system that collects data about student success and transition from every segment of education, K-16. Informed by data, powered by inspiration and developed through collaboration—Cal-PASS partners identify problems, develop local solutions, and bring them to scale across regions and throughout California to achieve Success at Every Level.”

CCCCO Fiscal Data resources:

<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/tabid/334/Default.aspx>

“The CCFS-311 of a community college district is the vehicle for summarizing and communicating the results of budgetary decisions and transactions of all governmental, proprietary, and fiduciary funds for each annual fiscal period.

Fiscal Trend Analysis of the Unrestricted General Fund and Other Fiscal Data

<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/FiscalAccountability/DistrictFiscalTrendAnalysis04050809/tabid/1564/Default.aspx>

This analysis shows five-year trends for 50% law compliance, unrestricted reserves, number of FTES and percent of budget paid to payroll. These longitudinal data provide useful information about college trends and the impact of ongoing budget and planning decisions.

ACHIEVE

<http://www.achieve.org/AboutAchieve>

“Created in 1996 by the nation’s governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability.” Data relevant to individual states are particularly helpful and can be found in the state profile data link <http://www.achieve.org/StateProfiles>

(CPEC) California Postsecondary Education Commission

<http://www.cpec.ca.gov/>

“The Commission integrates policy, fiscal, planning, data, and programmatic analyses about issues concerning education beyond high school to the legislative and the executive branches of California government and to the general public.”

NCES – National Center for Education Statistics

<http://nces.ed.gov/>

“The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education.”

NCHEMS – National Center for Higher Education Management Systems

<http://www.nchems.org/>

The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit (501)(c)(3) organization whose mission is to improve strategic decision making in higher education for states and institutions in the United States and abroad. The NCHEMS Information Center for State Higher Education Policymaking and Analysis (The Information Center) provides state policymakers and analysts timely and accurate data and information that are useful in making sound higher education policy decisions. The Information Center is a comprehensive “one-stop-shop” for state-level higher education data and information, and a leader in coordinating the collection of missing data and information that are crucial for higher education policy analysis.



Executive Committee Agenda Item

SUBJECT: Distance Education Guidelines		Month: June	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and provide guidance on the Distance Education Guidelines.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Distance Education and Education Technology Advisory Committee (DEETAC) has worked to update the Distance Education Guidelines, which provide guidance on regulations pertaining to distance education. By means of [Resolution 9.06 S19](#), the ASCCC endorsed draft definitions of types of courses contained in the draft guidelines in April. The title of one of these definitions has changed since then.

The California Community Colleges Curriculum Committee (5C) provided input on components of the guidelines on May 17. The guidelines will return to 5C in June. [The California Community Colleges Board of Governors Standing Order 409](#) requires that the Distance Education Guidelines also be reviewed by the Telecommunications and Technology Advisory Committee (TTAC).

The Executive Committee should consider making any necessary recommendations on the guidelines.

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

Distance Education Guidelines 2019

Prepared by:

Distance Education and Education Technology Advisory Committee

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DRAFT as of May 17, 2019

**California Community Colleges Chancellor's Office,
Educational Services and Support Division**

Michael Quiaoit, Dean, Educational Services and Support Division

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Overview

This document is designed to provide overall guidance and assistance to individuals and institutions seeking to understand and apply the system's rules on the design, approval, conduct, and reporting of distance education within California Community Colleges.

California Community Colleges Distance Education and Education Technology Advisory Committee and staff from the Educational Services and Support Division of the Chancellor's Office jointly developed these guidelines. Input and feedback was gathered from the Telecommunication and Technology Advisory Committee and California Community Colleges Curriculum Committee. The California Community Colleges Chancellor's Office reviewed and edited the final version of these guidelines.

District and college observance of these guidelines will play an important part in the continued review and evaluation of distance education activities and any subsequent revisions to the title 5 regulations. Districts following these guidelines are assured that they will likely be in compliance with all regulatory requirements. For clarity on the interpretation of the title 5 regulations, colleges and districts should seek the advice of their local legal counsel. The guidelines are subject to revision by the Chancellor as deemed necessary, upon advice from relevant advisory committees and in accordance with the Board of Governors' Standing Order 409.

This document displays the title 5 section titles in bold and the text of the regulations in italics. Each regulation is followed by a guideline. The regulations included are located within two chapters of title 5: Chapter 6, "Curriculum and Instruction" and Chapter 9, "Fiscal Support."

Regulations and Guidelines: Distance Education

The Board of Governor's approval of distance education (DE) regulations for the California Community Colleges permits colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers.

California Code of Regulations section 55200 through 55210 specifically address distance education¹. Text of each code section, as approved in 2019, is presented here followed by the guideline for that section.

TITLE 5, SECTION 55200. DEFINITION AND APPLICATION

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d; and title 42 United States Code sections 12100, 12101, 12102, 12103, 12131, 12132, 12133 and 12134.

Guideline for Section 55200

Distance education encompasses any method of instruction where the student and faculty are separated by time and/or distance. These include video, audio recordings, video conferencing, or other passive medium. No matter how the instruction is provided to students, all courses must be accessible.

With 95% of distance education offered via internet-based interaction, in the California community colleges, there are three categories of "online" education:

- **Fully Online (FO):** all instruction is online
- **Partially Online (PO):** online instruction with scheduled on-campus meetings and/or assessments
- **Online with Flexible in-person component (OFI):** online instruction with in-person/proctored assessment/activities at a flexible time and place

Homework is not included in these definitions. If an online course requires outside homework, a statement in the schedule of classes should be included to inform students.

¹ Reference: California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction, Subchapter 3. Alternative Instructional Methodologies, Article 1. Distance Education

Definitions of Online in Detail:

FULLY ONLINE (FO) (also known as “100% online”) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous activities are required, the schedule of classes indicates dates and times.

PARTIALLY ONLINE (PO) (also known as “hybrid”) – Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

ONLINE WITH FLEXIBLE IN-PERSON COMPONENT (OFI) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, times and locations of all required in-person components.

DISTINCTION BETWEEN PARTIALLY ONLINE VERSUS ONLINE WITH FLEXIBLE IN-PERSON COMPONENTS

A course section in which all approved contact hours and student interaction take place online, but that includes required in-person assessment or activities that are available at a pre-approved location that may be chosen by the student during a specified range of time. For example, a student who lives in San Diego is enrolled in an OFI class in Sacramento which includes 4 required proctored assessments during the final week of each of the four months during the semester. The student takes instruction online and chooses a day during the final week of each month when the Proctoring Center at Mesa College is available and takes the required assessment there.

Examples of PO	Examples of OFI
Online instruction with required exams on campus on four Saturdays	Online class with required proctored exams at a proctoring location near the student and during a specified period.
Requirement to attend a specific museum at a specific time as part of instruction hours.	Requirement to attend a museum tour as part of instructional hours at a museum near the student during a specified time period.

<p>Required lab on a particular campus or at a particular time.</p>	<p>Requirement to perform a lab at a collaborating college facility near the student during open lab hours over a range of time during a designated period (Monday through Friday, 3:00 PM to 9:00PM)</p>
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Accessibility

Included in title 5, section 55200 is the requirement for accessibility. Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Districts and colleges must provide the faculty, staff, and administrators, with appropriate resources and training to ensure their understanding and implementation of accessibility regulations as outlined in the Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135. The accessibility requirements of Section 508 must be incorporated into the processes for development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds.

In the professional development program for distance education faculty, college professional development programs should include a section or module on online course accessibility. Such training begins by providing a strong understanding of the principles of universal design for learning. Understanding these principles will allow faculty to build-in accessibility while they are creating online course materials.

The following general principles should be followed to ensure that distance education courses are accessible to students. They embody the general concepts of the law but do not provide a detailed legal analysis of the Americans with Disabilities Act (ADA) requirements. Persons using this document who are unfamiliar with the ADA, and Section 504 and 508 of the Rehabilitation Act may wish to consult district legal counsel or the college ADA Coordinator or Disable Student Programs and Services Coordinator for additional information. The [2011 Distance Education Access Guidelines for Students with Disabilities](#) also provides additional important information.

1. All distance education instructional materials must be created utilizing principles of universal design to afford all students maximum opportunity to access distance education resources in an equally effective manner.
2. Accessibility should be addressed through appropriate campus procedures as defined under [title 5, section 56027](#).
3. Difference between accessibility and accommodations: accessibility occurs on the front-end and applies to all; accommodations are individualized and designed to mitigate an educational limitation in the educational setting. Colleges must strive to provide course materials that are ACCESSIBLE, meaning that they can be used equally by any student without requiring a request for accommodation. This is as

opposed to providing course materials that students with disabilities could only use with the provision of some type of ACCOMMODATION.

4. Adoption of accommodations, (e.g. assigning assistants, American Sign Language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as when efforts to enhance the native accessibility of the course material.

All DE resources or materials purchased or leased from a third-party provider must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity. This also includes all course content linked, but not contained within, the course management system. Where faculty adopt third-party instructional resources not controlled by the college, steps must be taken by the college to ensure that such sites are accessible or provide the same material by other accessible means. Consistent with directions from the Office of State Auditor in 2018², colleges should perform an annual audit of online course materials, including third-party materials, to ensure accessibility.

5. Distance education courses, resources and materials must be designed and delivered in such a way that the academic experience is equally effective for students with or without disabilities. If you need guidance in this area, contact the California Community Colleges Accessibility Center, the ADA or DSPS Coordinator on your campus or other resource personnel who handles instructional accessibility issues for your college.
6. The Chancellor's Office recommends that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to title 5, sections 55002 and 55206, as part of the accreditation process. In the event that a student with a disability enrolls in a DE course that has not been reviewed for accessibility, the district or college will be responsible for acting in a timely manner and making any requested modifications to the materials or resources used in the course, unless doing so would fundamentally alter the nature of the instructional activity.
7. In the event that a discrimination complaint is filed alleging that a college has selected software and/or hardware that is not accessible for persons with disabilities, the Chancellor's Office and the U.S. Department of Education, Office for Civil Rights will not generally accept a claim of undue burden based on the subsequent substantial expense of providing access, when such costs could have been significantly reduced by considering the issue of accessibility at the time of initial selection.
8. In all cases, even where the college can demonstrate that a requested accommodation would involve a fundamental alteration in the nature of the

² Get reference link

instructional activity or would impose an undue financial and administrative burden, the college must provide an alternative accommodation that is equally effective for the student if such an accommodation is available.

9. The college is responsible for assuring that distance education courses, materials and resources are accessible to students with disabilities. All college administrators, faculty and staff who are involved in the use of this instructional mode share this obligation.

Sample Text for Communicating with Students

Colleges may want to consider adding clarifying text to their schedule of classes, college catalogue, or anywhere else that distance education courses and programs are referenced. It may be beneficial to add it in multiple locations.

Sample note to students in college class schedule:

Taking a distance education class, whether fully or partially online, requires self-discipline, motivation, and the ability to complete required assignments on schedule. It also requires a computer or appropriate mobile device with access to a reliable Internet connection. In some cases, distance education classes may require access to other types of hardware or software such as webcams, microphones, or online tools and resources. Please see class section notes in the schedule of classes or the instructor syllabus for more detail. If you do not otherwise have access to a computer, reliable Internet access, etc. ...[enter college instructions here]

TITLE 5, SECTION 55202. COURSE QUALITY STANDARDS.

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202

The components in the official course outline of record (COR) apply equally to all course offerings, regardless of modality. When the COR is regularly reviewed according to the standard for approval described in title 5, section 55002 (grading policy, units, intensity, requisites, difficulty, and level), the DE Addendum shall also be simultaneously reviewed to assure alignment with updates in the COR, and assure compliance with [title 5, section 55206 on Separate Course Approval](#).

TITLE 5, SECTION 55204. INSTRUCTOR CONTACT.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*
- b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.*

Guideline for Section 55204

Inherent in this section is the assumption that all districts and colleges have board policies on distance education pursuant to title 5, section 55206. Locally established process and procedures for separate approval is required for any course in which any portion of the instructional contact hours is scheduled to be provided through distance in lieu of face-to-face interaction. A district and/or college must define “effective contact” including how often, and in what manner instructor-student interaction, and student-to-student interaction occurs.

Subdivision (a) of title 5, section 55204 stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students. The use of the term “regular effective contact” in this context suggests that the instructor should initiate frequent interactions with all students, both individually and collectively, and that students should have frequent opportunities to ask questions and receive answers from the instructor of record. In addition, courses must be designed to include activities that require students to regularly interact with each other.

Interactions between instructor and student for DE courses vary from course to course. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction, and student-to-student interaction is achieved through collegial consultation with the district or college’s academic senate.

How instructors achieve regular and effective contact is an academic and professional matter, and is included in the DE Addendum for each course approved by the local curriculum committee. Local policies should establish, monitor and document minimum standards of regular effective contact. In 2018, the Academic Senate for California

Community Colleges (ASCCC) suggested “colleges might most logically and productively work from a definition that combines the federal specifications with those offered by California Education Code and Title 5. An inclusive definition would consider regular and effective contact to be consistent and predictable faculty-initiated interactions with students about the course content and about more than just a boilerplate assessment of student work.” Clearly defined local policies and practices for monitoring regular and substantive interaction are important for Federal Financial Aid accountability³.

Instructor Contact in Noncredit Distance Education Courses

For noncredit distance education courses, meeting the requirements for instructor contact is the same as for credit courses. The distinction is that defining and tracking instructor contact is vital for calculating full time equivalency students (FTES). Documentation of the weekly student contact hours included in the FTES calculation is should consider the hours of instruction, the instructor contact hours and outside of class hours.

TITLE 5, SECTION 55206. SEPARATE COURSE APPROVAL.

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and*
- b) Requirements of the Americans with Disabilities Act (42 U.S.C Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. Section 749d)*

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.*

Guideline for Section 55206

Consistent with title 5, section 55204, a district and/or colleges must define “effective contact” including how often, and in what manner instructor-student interaction, and student-to-student interaction occurs. A DE addendum for each course must document the use of “regular effective contact” and be approved through the established local curriculum process. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved and how requirements of the

³ Get the Federal Financial Aid reference for regular and substantive interaction.

Americans with Disabilities Act (42 U.S.C Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. Section 749d) will be met. As regular effective contact is an academic and professional matter (title 5, section 55204(a)), additional guidance should be sought from the Academic Senate for the California Community Colleges (ASCCC).

The ASCCC recommends that “Online course offerings should be reviewed regularly to ensure accessibility for all students, and colleges should provide the tools and resources to accomplish this purpose”⁴. The Online Education Committee of the ASCCC goes further to recommend that delineating the means by which the course will comply with accessibility requirements in the DE addendum helps reinforce the explicit legal requirements as outlined title 5 section 55200.

The ASCCC has indicated that additional exemplary elements a DE addendum might encompass could include how: (1) a student’s identity will be confirmed; (2) a student’s online readiness is assessed; (3) students will access equitable student support services; (4) instructors will work with their student support service areas, instructional designers, online administrators and others to ensure familiarity with information regarding ways to bridge all equity gaps in courses offered online; and, (5) instructors have assessed the use of high-quality open educational resources (OER) to help bridge the digital divide for students in the course.

Noncredit Distance Education Addendum

As with credit DE, noncredit distance education addenda must include regular effective contact and requirements for ADA and section 508 of the Rehabilitation Act. In documenting the regular effective contact in noncredit courses, careful attention should be paid to the hours of instruction, the instructor contact hours and the outside of class hours. Together, these hours will constitute the weekly student contact hours required for calculating FTES.

TITLE 5, SECTION 55208. FACULTY SELECTION AND WORKLOAD

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course’s subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

⁴ Get reference for the 2018 “paper”

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

*Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.*

Guidelines for 55208

Section 55208 addresses faculty selection and workload for distance education. This section emphasizes that faculty delivering DE courses should meet the same minimum qualifications and be selected in the same manner as faculty teaching non-DE courses.

In recognition of the unique and technical aspects of online education delivery, districts and colleges should ensure that their policies and procedures address and support the need for instructor preparation to teach in the online delivery mode.

Professional development to prepare instructors for online teaching should include:

- Regular and effective contact with and among students,
- Equitable and culturally representative content and pedagogy,
- LMS training/proficiency, and
- Accessibility. Trainings may be developed and delivered locally, or provided by other locally approved agencies.

TITLE 5, SECTION 55210. ONGOING RESPONSIBILITY OF DISTRICTS.

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education ;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.*

Guideline for Section 55210

The requirements of this section apply only where distance education is used for 51% or more of the instruction in a course or course section. Colleges offering DE courses are required regularly to report all management information system (MIS) elements to the Chancellor's Office Management Information System Division. To fulfill this MIS reporting requirement, districts will need to ensure that data regularly reported on each course session's method of instruction within data element XFO1: "Session Instruction Method" are reliably differentiated between DE and non-DE.

This section also requires districts to report annually all DE activity to their local governing board and respond to any Chancellor's Office request for data on DE. To the extent possible, local reports should compare and contrast DE to traditional instructional delivery.

In addition to reporting DE information through the Chancellor's Office MIS, districts and colleges are required to provide additional information as referenced in the Board of Governor's Standing Order 409. The Chancellor's Office may conduct surveys or other research methods to gather comprehensive DE data. The Chancellor's Office will provide formats, timelines, and details to districts and colleges on these data gathering efforts. Data collection may be collected annually and explore institutional DE practices, outcomes, and faculty and student satisfaction with DE. Data collected will be aggregated, summarized and reported to the Board of Governors.

Regulations and Guidelines: Attendance Accounting for Distance Education

TITLE 5, SECTION 58003.1. FULL-TIME EQUIVALENT STUDENT; COMPUTATION.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in

subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.

(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

(A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,

(B) the weekly student contact hours as derived above in this section, by

(C) the primary term length multiplier of 17.5, and

(D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

*Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.*

Guideline for Section 58003.1

Colleges compute DE Full Time Equivalent Student (FTES) using the same attendance accounting procedures regardless of the method of instruction. This section describes four attendance accounting procedures - weekly, daily, positive, and alternative.

Other essential requirements and criteria applicable to the four attendance accounting procedures continue to apply. For example, title 5 sections 58003.1(b) and (c) relative to counting the student contact hours of active enrollment in the census based attendance procedures speak of “regularly scheduled” days and hours. Also, title 5 section 58023 requires that the class (contact) hour unit for classes be not less than 50 consecutive minutes. Title 5 sections 58000 and 58030 also continue to require detailed tabulations of all course enrollment and attendance and appropriate support records. The Actual Hours of Attendance procedure (Positive Attendance) provided by title 5 section 58003.1(d) can be used if the course is irregularly scheduled and all applicable requirements are met. If the DE courses cannot meet all of the criteria applicable to the attendance procedures provided by section 58003.1(b), (c), or (d) they must be accounted for using the alternative attendance accounting procedure detailed in section 58003.1(f) and section 58009. A complete explanation of these and other essential attendance accounting and reporting requirements are provided in the Student Attendance Accounting Manual⁵ (Chapters 1 and 3.)

Credit DE courses calculate FTES in one of four ways:

- 1. WEEKLY STUDENT CONTACT HOUR PROCEDURE (WEEKLY CENSUS):** Credit DE courses that are regularly scheduled to meet on specified days and times of the week and scheduled coterminously with the primary term can compute FTES under Section 58003.1(b). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via communication technology. An example of a regularly scheduled credit DE course might be a course that meets synchronously at the same time(s) every week of the primary term.
- 2. DAILY STUDENT CONTACT HOURS PROCEDURE (DAILY CENSUS):** Credit DE courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the primary term can compute FTES under section 58003.1(c). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology.

[Note: The Student Attendance Accounting Manual (Chapter 3) provides specific guidance for the “To Be Arranged” (TBA) scheduling option as applicable to Weekly or Daily Census procedure courses. Under this scheduling option, students adhere to individual schedules for meeting with the instructor as opposed to a single scheduled time for all students. However, each individual schedule continues to be

⁵ Insert e-reference

based on regular weekly or daily contact hours depending on the applicable census based attendance procedure. In the case of DE courses, the regular contact could be met through online chat rooms, e-mail discussions, or other communication technology that allows for actual interaction between the student and the instructor. Please review the Student Attendance Accounting Manual (Chapter 3) for additional guidance on the TBA scheduling option. While the TBA scheduling option is permissible for credit DE courses, it is not anticipated that this would commonly be used.]

3. **Actual Hours of Attendance Procedure (Positive Attendance):** Credit DE courses scheduled for fewer than five days or that are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days can use the Positive Attendance procedure under section 58003.1(d). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology. If a college/district wishes to use this attendance procedure for the computation of FTES, the college/district must keep track of the actual student contact hours for the course. It is possible for some DE courses to apply to the Positive Attendance procedure. As with the weekly and daily census accounting procedures, this is an option not likely to be commonly employed for credit DE courses.
4. **Alternative Attendance Accounting Procedure:** If a DE course is not structured so that it will qualify to use either the weekly or daily census procedure, and the college/district does not wish to keep track of actual student contact hours of attendance for the purposes of computing FTES, the college/district may choose to conduct the course using the alternative attendance accounting procedure under section 58003.1(f).

The majority of asynchronous online DE courses will likely use this alternative attendance accounting procedure as they are not regularly scheduled nor adhere to the guidelines for “to-be-arranged” (TBA) scheduling. It should be noted that there will typically be no loss of FTES when the alternative method as described in section 5803.1 (f) is employed, unless students are being granted fewer units of credit than would be typical (e.g. if students earned 3 units for a course that meets for 4 hours each week of the term).

Alternative attendance accounting can be used to calculate FTES for apportionment purposes for independent study, cooperative work experience, and most importantly in this context also for distance education courses not computed using the other attendance accounting procedures described in this section. For credit distance education courses this alternative method generally consists of counting one weekly student contact hour (WSCH) for each unit of credit for which a student is enrolled (an exception to this general rule is discussed below). For noncredit distance education courses this alternative method consists of determining a WSCH factor from the quotient of the total hours of instruction or programming, plus other allowable instructor contact, plus authorized outside-of-class work expected as noted in the

course outline of record, divided by 54. The resultant figure becomes the WSCH to be used when calculating census FTES for noncredit distance education courses.

The appropriate attendance procedure for the computation of FTES must be determined by considering the applicable criteria for Weekly Census, Daily Census, Positive Attendance, or Alternative Method such as one offered in a lab on campus, sections 58003.1 (b), (c), (d) or (f). Weekly and Daily Census computations are similar and therefore have been combined for the purposes of illustration.

The following are examples of the FTES computation for a course using the Weekly/Daily Census, Positive Attendance, and Alternative Method attendance accounting procedures.

Example 1: Computation of per student FTES for a three unit course

A. Weekly/Daily Census

3 hours of weekly student contact x 17.5 weeks in semester = 52.5 hours
 $52.5/525$ hours = .10 FTES

B. Positive Attendance

52.5 actual student contact hours of attendance/ $525 = .10$ FTES

C. Alternative Method

3 units of credit x 17.5 weeks in semester = 52.5 hours
 $52.5/525$ hours = .10 FTES

Example 2: Computation of FTES in a three-unit course with 20 enrolled students

A. Weekly/Daily Census

Each student would generate three hours of weekly student contact as of the census. The computation of FTES in a traditional one-unit term-length (17.5 weeks) course is:

3 hours x 20 students x 17.5 weeks = $1,050$ hours

$1,050/525 = 2$ FTES

B. Positive Attendance

In this example, each student can generate a maximum of 52.5 contact hours of attendance if the student is not “absent” for any of the instruction. In this example, all students were in attendance for all the hours of instruction.

52.5 total actual hours of attendance per student X 20 students = $1,050$ hours

$1,050/525 = 2$ FTES

C. Alternative Method

The computation is based on the number of units of credit in which the student is enrolled as of the census. The computation of FTES in a three-unit term length (17.5 weeks) course is:

3 units x 20 students x 17.5 weeks = 1050 hours
 $1050/525 = 2$ FTES

In any of the above situations, the students will need to engage in an additional two (2) hours per week of educational activity for each one (1) hour of “lecture” time in order to meet the Carnegie Unit requirements for academic credit.

Calculating FTES for Noncredit DE Courses

Noncredit DE courses must use the Alternative Attendance accounting procedure to calculate FTES. As noncredit courses do not have units upon which to base attendance accounting, FTES derives from the average of the contact hours generated at two census points during the term and divided by 525. Enrollment at the two census points (one-fifth and three-fifths point in the length of each course is averaged. The weekly student contact hours is determined by instructional hours, outside of class hours, plus regular effective contact hours (as defined in section 55204). For noncredit courses, the record of the estimated hours of instruction for the weekly student contact component are included in the official course outline of record and the DE addendum.

Calculation for FTES

Example: if 20 students, and will be in contact with them or 20 hours, and then assign 20 out-of-class hours

1. Calculate Average Census: number of students at census one (20%) and add to census two (60%) and divide by two. This is your Average Census.
2. Calculate WSCH: (total hours of instruction + instructor contact + out of class hours), divide by 54. This is your WSCH.
3. Calculate FTES: Multiply Average Census with WSCH and term length multiplier (17.5 for semesters, 11.67 for quarters), and divide that by 525.

$$\text{FTES} = \frac{\text{Average Census} \times \text{Weekly Student Contact Hours (WSCH)} \times \text{Term length multiplier}}{525}$$

Example 1: Calculating FTES for Noncredit DE

In a class with 30 hours of instruction of 25 students where two students withdraw, the average census is:

Calculate Average Census = Number of students actively enrolled at 1/5 and 3/5 census dates = $(25 + 23)/2 = 24$

$$\text{FTES} = \frac{\text{Date 1} = 25 \text{ students} + \text{Date 2} = 23 \text{ students}}{48} \times \text{Weekly Student Contact Hours} \times \text{Term length multiplier}$$

Average: $48/2 = 24$

525

Calculate Weekly Student Contact Hours = (Total number of hours of instruction to be received by students in the class + Instructor contact hours + Number of hours expected for any outside-of-class work as noted in the approved class online)/54 = (30 + 15 + 60)/54 = 1.94

$$\text{FTES} = \frac{24 \times \left(\frac{30 \text{ Hours of instruction} + 15 \text{ Instructor contact hours} + 60 \text{ Outside-of-class hours}}{54} = 1.94 \right) \times \text{Term length multiplier}}{525}$$

525

Calculate FTES: Multiply Average Census with WSCH and term length multiplier (17.5 for semesters, 11.67 for quarters), and divide that by 525

$$\text{FTES} = \frac{24 \times 1.94 \times 17.5 \text{ (semester)}}{525} = 1.55$$

TITLE 5, SECTION 58006. APPLICATION OF ACTUAL STUDENT CONTACT HOURS OF ATTENDANCE PROCEDURE

The actual student contact hours of attendance procedure is based upon a count of students present at each course meeting, and shall apply to:

(a) All credit courses (exclusive of independent study, work experience and distance education courses computed using the alternative attendance accounting procedure described in subdivision (f) of section 58003.1) scheduled to meet for fewer than five days, or credit courses of five or more days which are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets;

(b) All open entry/open exit courses;

(c) All noncredit courses otherwise eligible for state aid except those computed using the alternative attendance accounting method described in subdivision (f)(2) of section 58003.1;

(d) The attendance of students other than indentured apprentices who are actively enrolled in apprenticeship courses of related and supplemental instruction.

(e) A district may use, but shall not be required to use the actual student contact hours of attendance procedure for any other credit course,

exclusive of independent study and work experience education courses, which it offers.

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 84500, Education Code.*

Guideline for Section 58006

This section provides additional detail concerning the positive attendance accounting procedure. It is amended to clarify the application of that procedure to distance education courses so as to conform with changes made to section 58003.1. All other provisions of the section remain unchanged.

TITLE 5, SECTION 58007. NONCREDIT COURSES.

Contact hours of enrollment in noncredit courses, except for noncredit courses using the Alternative attendance accounting procedure described in subdivision (f)(2) of section 58003.1, shall be based upon the count of students present at each course meeting. Full-time equivalent student in noncredit courses shall be computed by dividing the sum of contact hours of enrollment by 525, except for noncredit courses using the alternative attendance Accounting procedure described in section 58003.1(f)(2).

Nonresidents may be claimed for purposes of calculating full-time equivalent student only if they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter.

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.*

Guideline for Section 58007

This section provides additional detail concerning the attendance accounting procedure to be used for noncredit courses.

The primary student attendance accounting procedure for all but DE noncredit courses consists of a count of students present at each class meeting (positive attendance), with the FTES measure being achieved by dividing that sum of contact hours by 525. For DE noncredit courses an alternative method is authorized for determining full time equivalent student attendance, as described in section 58003.1 (f) (2). For purposes of determining weekly student contact hours, the procedure consists of adding together the curriculum-approved contact hours for the course (total hours of instruction or programming, including “regular effective contact” as described in section 55204) plus any outside-of-class work noted in the course outline of record, and then dividing that sum by 54. Detailed guidance applicable to this procedure is provided in the Student Attendance Accounting Manual (Chapter 3)⁶.

⁶ [Get link reference](#)

TITLE 5, SECTION 58009. APPLICATION OF ALTERNATE ATTENDANCE PROCEDURE FOR INDEPENDENT STUDY, WORK-EXPERIENCE AND CERTAIN DISTANCE EDUCATION COURSES.

(a) For independent study, cooperative work-experience and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study or distance education laboratory courses. For independent study or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.

(b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by the term length multiplier as provided for in section 58003.1, and dividing by 525.

(c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).

(d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

*Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.*

Guideline for Section 58009

This section provides detail about distance education courses that contain a lab component. Weekly Student Contact Hours (WSCH) in credit distance education laboratory courses shall be determined by counting student contact hours in the same manner as in credit non-distance education laboratory courses (e.g., the contact hours that would have been generated had the course been taught on campus). Non-laboratory credit distance education courses using the alternative attendance accounting procedure must still determine WSCH based on the number of units of credit. For purposes of this provision only, a “distance education laboratory course”

means a distance education course which consists partly or exclusively of laboratory work. The following are examples of the FTES computations for a credit distance education laboratory course using the alternative attendance accounting procedure.

Example 1: Computation of a 1 unit distance education laboratory course (semester length course)

3 WSCH to represent the contact hours that would have normally been generated had the 1-unit laboratory course not been on the alternative attendance accounting procedure – $3 \text{ WSCH} \times 30 \text{ students} \times 17.5 \text{ Term Length Multiplier (TLM)} = 1,575 \text{ hours}$
 $1,575/525 = 3.0 \text{ FTES}$.

Example 2: Computation of a 1 unit distance education laboratory course (short term course)

3 WSCH to represent the contact hours that would have normally been generated had the 1-unit laboratory course not been on the alternative attendance accounting procedure and had actually been conducted during a primary term – $3 \text{ WSCH} \times 30 \text{ students} \times 17.5 \text{ TLM}^*$
 $= 1,575 \text{ hours}$ $1,575/525 = 3.0 \text{ FTES}$.

* Section 58009(d) allows districts to use a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary term. In this example, the course length multiplier used is 17.5 even though the shortened term is only 8 weeks in length).

FTES for noncredit distance education laboratory courses shall be computed on a census basis as prescribed in section 58003.1 (f)(2).

See Guideline for section 58003.1 for additional information concerning the alternative attendance accounting procedure.

TITLE 5, SECTION 58051. METHOD FOR COMPUTING FULL-TIME EQUIVALENT STUDENT (FTES).

(a)(1) Except as otherwise provided, in computing the full-time equivalent student of a community college district, there shall be included only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which he or she served.

(2)(A) A community college district may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district who is authorized to render such service.

(B) The community college district shall determine the nature, manner, and place of conducting any independent study courses or program in accordance with the requirements of this section and article 3 (commencing with section 55230) of subchapter 3 of chapter 6.

(C) Each district conducting independent study courses shall ensure that the components of each independent study course or program for each student shall be set out in a written record or program, including the number of units (if applicable) and hours of study required, the arrangements for consultation with the instructor, and the work product to be evaluated.

(3) A community college district may also include the attendance of students enrolled in approved distance education in accordance with the provisions of article 1 (commencing with section 55200) of subchapter 3 of chapter 6.

(b) For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), "immediate supervision" of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision. The student/instructor ratio in the work-experience education program shall not exceed 125 students per full-time equivalent academic coordinator.

(c) For purposes of computing the full-time equivalent student of a community college district, attendance shall also include student attendance and participation in in-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations that conform to all apportionment attendance and course of study requirements otherwise imposed by law, if the courses are fully open to the enrollment and participation of the public. However, prerequisites for the courses shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.

(d) Notwithstanding subdivision (c) and any regulations related thereto, a community college may give preference in enrollment to persons who are employed by, or serving in a voluntary capacity with, a fire protection or fire prevention agency in any course of in-service fire training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-service fire training courses shall consist of persons who are neither volunteers of, nor employed by, a fire

protection or fire prevention agency or association, if the persons are available to attend a course. Full-time equivalent student for the courses may be reported for state aid.

(e) Subdivision (d) shall apply only to the following:

(1) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, have been, as of January 1, 1980, the primary source of in-service fire training for any fire protection or fire prevention agency or association.

(2) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, establish in-service fire training for any fire protection or fire prevention agency or association which did not have in-service fire training, prior to January 1, 1980.

(f) In the event that in-service training courses are restricted to employees of police, fire, corrections, and other criminal justice agencies, attendance for the restricted courses shall not be reported for purposes of state apportionments. A community college district which restricts enrollment in in-service training courses may contract with any public agency to provide compensation for the cost of conducting such courses.

(g) As a condition of claiming state apportionment, in addition to all other applicable apportionment eligibility requirements, for in-service training courses in the areas of police, fire, corrections, and other criminal justice occupations, community college districts conducting in-service training courses must adhere to all applicable conduct of course and student attendance tracking requirements prescribed by law and/or the state public safety agency responsible for adopting training standards in the in-service training course area in which the student is licensed, certified or employed. For purposes of claiming state apportionment, the units of full-time equivalent student shall be computed for courses consistent with the provisions of section 58003.1(a).

*Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 84500, Education Code.*

Guideline for Section 58051

Subdivision (a)(3) allows the inclusion of all courses offered through distance education as eligible for FTES apportionment.

TITLE 5, SECTION 58056. IMMEDIATE SUPERVISION AND CONTROL

(a) Subdivision (a)(1) of section 58051 requires, as a condition for claiming attendance for apportionment purposes, the immediate supervision and control of an academic employee authorized to render service in a capacity and during the period in which he or she served. Immediate supervision and control requires the presence of the

authorized employee. More specifically, immediate supervision or presence is characterized by all of the following:

(1) The authorized employee is able, in terms of physical proximity and range of communication, to provide immediate instructional supervision and control; and

(2) The authorized employee is in a position to provide the supervision and control necessary for the protection of the health and safety of students; and

(3) The authorized employee is not to have any other assigned duty during the instructional activity for which attendance is being claimed. The criteria specified above are to be applied in recognition of the fact that the need for immediate supervision will vary according to the course being offered, as well as with the design or mode of instruction of such course or program.

(b) Under the following limited circumstances, attendance of students enrolled in a course or program which does not meet the requirements of subdivision (a) shall qualify for apportionment purposes if:

(1) The course or program is approved and being conducted as distance education in accordance with article 1 (commencing with section 55200) of subchapter 3 of chapter 6; or

(2) The course or program is approved and being conducted as independent study in accordance with subchapter 4 (commencing with section 55300) of chapter 6; or

(3) The course or program is approved and being conducted as work experience education in accordance with article 4 (commencing with section 55250) of subchapter 3 of chapter 6 of this part; or

(4) The course or program is approved and is being conducted as health sciences education in accordance with section 58055(a).

(c) Attendance generated solely under an instructional assistant or aide does not qualify for apportionment. In addition, instructional aides shall not be used to increase the number of students in relation to the number of classroom instructors in the district. However, attendance may qualify for apportionment under the following limited circumstances:

(1) The assistant or aide functions under the exclusive direction of the authorized employee assigned to that educational activity, and not independently; and

(2) The assistant or aide performs only those duties specifically authorized by law, including, but not limited to, sections 88240-88249 of the Education Code; and,

(3) The authorized employee is able, in terms of physical proximity and range of communication, to provide necessary supervision and control of

students, so that by working in conjunction with the assistant or aide, the requirements of subsection (a) of this section are met.

*Note: Authority cited: Sections 66700, 70901 and 84500, Education Code.
Reference: Sections 70901 and 84500, Education Code.*

Guidelines for Section 58056

This section addresses the requirement that students must be under the supervision of an instructor attending an on-campus course. Section 58056 exempts DE courses from the immediate supervision and control requirement.

Regulations and Guidelines: Additional Requirements

TITLE 5, SECTION 58170. APPORTIONMENT FOR TUTORING [LIMITATIONS ON STATE AID]

Apportionment may be claimed for individual student tutoring only if all the following conditions are met:

(a) The individual student tutoring is conducted through a designated learning center.

(b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415.

(c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.

(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring."

(e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need.

(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.

(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.

(h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.

*Note: Authority cited: Sections 70901 and 84500, Education Code.
Reference: Sections 70901, 84500 and 87356, Education Code.*

Guideline for Section 58170

In order for a college to collect noncredit apportionment for students providing tutorial assistance to other students, the tutoring must be conducted through a designated learning center under the supervision of a qualified faculty member who has earned a Master's Degree in one subject matter being tutored or in education/ instructional psychology/ or other disciplines with an emphasis in adult learning theory, as detailed in Title 5, section 53415. Primarily, students who conduct tutoring are those who have received instruction in tutoring methods and who may use appropriate mediated instructional materials.

Academic credit and apportionment for coursework used to train tutors in tutoring methods is limited to two semester units of credit (three quarter units of credit), or 96 non-credit course hours. Prospective tutors with advanced degrees and equivalent training are not required to complete additional training preparation, although faculty from the discipline or disciplines in which the tutoring is needed must approve all tutors, irrespective of their prior education or experience.

A counselor or an instructor, on the basis of an identified learning need, must refer all students seeking tutoring. Students cannot refer themselves for tutoring. Tutees must enroll in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09. To enroll, students must follow normal registration procedures consistent with Title 5, section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.

A tutorial center may offer tutoring assistance between a tutor and tutee when they are separated by distance and are using online or other synchronous "real time" technologies such as videoconference, web conference, audio conference, etc. When the tutor and tutee are separated such that one or the other is not physically present in the tutoring center, the supervisor must be able to monitor the communication and a mechanism must be in place to accurately track positive attendance hours. If both the tutor and tutee are not physically present in the tutorial center, the district must ensure and be able to document, if audited, that the supervisor was actually able to, and did, monitor the interaction of the tutoring session.

TITLE 5, SECTION 59402. DEFINITIONS [INSTRUCTIONAL AND OTHER MATERIALS]

For the purposes of this subchapter the following definitions apply:

(a) "Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

(b) "Solely or exclusively available from the district" means that the instructional material is not available except through the district, or that

the district requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and:

(1) the instructional material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or

(2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

(c) "Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during the class.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code. Reference: Sections 70901, 70902 and 76365, Education Code..

Guideline for Section 59402

This regulation allows districts, under certain circumstances, to charge students instructional materials fees for access to instructional materials in electronic form.

If students are to be charged for electronic media, the materials should have a continuing educational value to students. The continuing educational value could be in the form of the electronic course content being equivalent to a textbook, study guide, solutions instructional manual, or test bank that students have access to beyond the class session for which the instructional materials were purchased. Additionally, the text, lessons, and problem materials should be readily printable to hard copy to serve as a permanent record, should the student desire to retain a copy of the instructional materials. If the student can print and/or save materials accessed that are of continuing educational value, charging students for access codes is permissible. On the other hand, it is not permissible to charge students for internet access or for access to a research database.

Other Requirements Related to Distance Education

CALIFORNIA EDUCATION CODE

Cross-Enrollment in Online Education Between Campuses of the California Community Colleges

Added by statute in 2017, Education Code Section 66770-66773.5 addresses inter-district cross-enrollment through the online course exchange. This section defines the roles and responsibilities of a “home college” and a “teaching college,” sets the criteria for a student who is cross-enrolling, and methodology for coordinating the exchange of data and records.

AUDIT REQUIREMENTS

Distance education courses are subject to federal, state and district audits. The following audit tests from the Contracted District Audit Manual⁷ reference distance education.

Audit Test 424: State General Apportionment Funding System

This audit test verifies that the district used the appropriate attendance accounting procedure for courses reported for apportionment in accordance with California Code of Regulations, title 5 section 58003.1 et seq. This test also assesses if the district reported the contact hours in each attendance accounting procedure accurately. Details are included on how hybrid distance education courses fall under the Alternative Attendance Accounting Procedure.

Audit Test 425: Residency Determination for Credit Courses

Credit DE courses involving cross-enrolled students, the teaching college must have on file a signed consortium agreement to accept a home college’s determination of a student’s residency.

Audit Test 435: Open Enrollment

- 1) To comply with the open enrollment requirements, two-way synchronous distance education conducted between fixed locations are considered “open” and eligible for apportionment if at least half of the sites are open to all students (Title 5 sections 58051(d) and 58051.5(a)(3)). Districts will have to demonstrate the following: Sample the class announcements of classes claimed for state apportionment to ensure that all classes were open to all admitted students unless specifically exempted. Ensure that classes conducted off campus are included in the items tested, if applicable.
- 2) Ensure all classes included in the above sample are located in facilities clearly identified in such a way to ensure that attendance is open to all admitted

⁷ citation

students unless exempted by statute. For example, ensure classes offered at a high school campus are scheduled at times that the high school campus is open to the public.

- 3) Test a sample of classes to ensure that all classes were in the college catalog and in the class schedule for the term offered. There should be a clear and understandable description of each class.
- 4) Verify in-service training courses meet apportionment attendance and study requirements. Include samples of police, fire, corrections, and other criminal justice system courses offered at the district.

DRAFT



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems Paper: Defining Equity, Equity Driven Systems, Equity Mindedness and Culturally Responsive Practice		Month: June	Year: 2019
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider the adoption of definitions for Equity, Equity Driven Systems, Equity Mindedness and Culturally Responsive Practice.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Mayra Cruz	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Equity Driven Systems Paper outline was adopted on May 10th. The paper includes a section on definitions- Defining Equity and Equity Driven Systems. The Executive Committee is asked to review the attached document of definitions and come prepared to formulate and/or adopt the definitions for Equity, Equity Driven Systems, Equity Mindedness and Culturally Responsive Practice.

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



DEFINITIONS

Task: Draft ASCCC definitions

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

The concept of equity, or meeting individuals where they are, is not confined to working with students, but with the entire college community. The college upholds that equity is openness to people as they are, and to the realities and circumstances they bring to a situation, and taking their needs seriously.

Resource: De Anza College Education Master Plan 2015-2020. Retrieved from https://www.deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity. It moves beyond issues of access and places success outcomes for students of color at center focus. We at the Center for Urban Education focus our equity efforts specifically on race and ethnicity in light of the historical marginalization of some racial and ethnic groups in American education.

Resource: USC University of Southern California Center for Urban Education. Retrieved from <https://cue.usc.edu/about/equity/>

Equity Driven Systems

Thinking systemically about how to address issues of equity at their institutions

Successfully addressing equity in a systematic way requires a process that is similarly equity-driven. A fair and just process is participatory, data-driven, and produces measurable results over time. An equity-driven process also values and promotes shifts in thinking, planning, and acting towards a more collaborative, culturally responsive, student-centered, and reflective institution.

Culturally Responsive Practice

A commitment to culturally responsive practice puts student outcomes at the center of an institution's student success agenda. Culturally responsive practice starts with the belief that culturally, racially, ethnically, and linguistically diverse students can achieve excellence if their

culture, language, heritage, and experiences are valued and used to facilitate their learning and development. Within culturally responsive practice, the strengths (and the social, intellectual capital) that students bring to their learning are identified, nurtured, and utilized to promote academic success, connectedness, and psychological well-being.

Culturally responsive practitioners are curious about what is happening in their classrooms and about what is happening in the classrooms of their fellow faculty. Cultural responsiveness includes the ability to reflect and dialogue with others about one's teaching practice and the outcomes a given practice leads to for students. Therefore, any change process at a college must include authentic dialogue and action about what goes on in the classroom in order to support faculty in building cultural responsiveness and implementing changes in their teaching practices

Resource:

Gazmuri Singhashri, Petty Sheryl and Porter Ed. December 2010 The Equity-Driven Systems Change (ESC) Model: A Toolkit for Improving Institutional Practice and Student Outcomes. Planning and Budgeting, Pages 36-38. California Tomorrow.

Retrieved from <https://skylinecollege.edu/seed/assets/resources/ESC-Toolkit.pdf>

Equity Mindedness

Refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

In order to understand and become "Equity-Minded", it warrants that various practitioners (faculty, administration, staff, etc.) assess and acknowledge that their practices may not be working. It takes understanding inequities as a dysfunction of the various structures, policies, and practices that they can control. "Equity-Minded" practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and see racial gaps as their personal and institutional responsibility.

Resource: USC University of Southern California Center for Urban Education. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

5-Principles for Equity Mindedness

1. Equity-Minded Practitioners, Practices, and Policies Are Race-Conscious in an Affirmative Sense.
2. Equity-Minded Practitioners, Practices, and Policies Reflect an Awareness of and Responsiveness to the Systemic Nature of Racial/Ethnic Inequities.
3. Equity-Minded Practitioners View Inequities as Problems of Practice and Feel a Personal and Institutional Responsibility to Address Them.
4. Equity-Minded Practitioners Rely on Evidence to Guide their Practice.
5. Equity-Minded Practitioners Take Action to Eliminate Educational Inequities.

Resource: Taking Equity-Minded Action to Close Equity Gaps - <https://www.aacu.org/peerreview/2017/Spring/Malcom-Piqueux>



Executive Committee Agenda Item

SUBJECT: Faculty Roles in Planning and Budget		Month: June	Year: 2019
		Item No: IV. K.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the second reading of the paper on Budget Processes and the Faculty Role.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The last paper on budget processes was approved in Fall 2001. Given that there have been significant changes throughout the system since that time, an updated paper is warranted. A resolution (2.01 S18) requesting a review and possible update of the paper was approved. Upon reviewing the paper, an update is necessary.

This updated paper titled Budget Processes and the Faculty Role is presented to the Executive Committee for consideration an approval.

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



Executive Committee Agenda Item

SUBJECT: 2019 Academic Academy Program		Month: June	Year: 2019
		Item No: IV. L.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the 2019 Academic Academy program.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Academic Academy is scheduled for September 12-14, 2019 in Long Beach. The Academic Academy is themed around the student experience with relation to OER, guided pathways, student equity, faculty diversification, and accessibility.

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

Academic Academy: Designing our Colleges with the Student Experience in Mind
The Queen Mary, Long Beach
September 12-14, 2019

Thursday, September 12

1:00 – 2:00pm Registration

2:00 – 5:00pm Welcome and General Session 1

OERI Overview and Discipline Dialog (TI)
Michelle Pilati
OERI Regional Leads

Open Educational Resources (OER) can be a key component of addressing equity issues, facilitating student success, making tools available to address the various initiatives our colleges are struggling with, empowering faculty to create the most conducive learning environment for their students, and improving the overall student experience. The expansion of the use of OER in our colleges has the potential to ensure that all students have all the resources they need to be successful, not merely those who are able to attend colleges that are well-resourced or those students who can afford additional resources. How is the ASCCC OER Initiative using its resources to achieve these goals? And what do you and your discipline colleagues need to optimize the teaching and learning environment for every student?

(Concurrently schedule a Curriculum Committee in-person meeting this day and space?)

(Concurrently schedule a Guided Pathways in-person meeting this day and space?)

Friday, September 13

8:30 – 9:30am Registration and Continental Breakfast

9:30AM – 10:45am General Session 2

Program Review and Institutional Effectiveness (GP)

What elements of Program Review need revision or further refinement with the implementation of statewide initiatives such as AB705, Guided Pathways, and the SCFF. How might program review processes help the college become more responsive to our students and community.

Ginni May (coordinate)
RP Group Representative

11:00 – 12:15pm Breakout Session 1

1. *Student Onboarding Processes* (GP)

Many colleges have special onboarding processes for select student populations such as First-year Experience, EOPS, Puente, and Umoja. How can onboarding processes

be expanded for all students and reflect a more comprehensive and student-centered approach to orientation/assessment/advisement schema required by law.

Ginni May (coordinate)

Janet Fulks? other GP member?

Alyssa Nguyen

SSCCC Representative

2. Inmate Education (SE)

Educational opportunities for incarcerated individuals significantly reduce recidivism rates and show impressive student attainment of goals. Come hear our 2019 Steinback-Stroud Diversity award winner about the Cerro Coso prison education program.

Silvester Henderson (coordinate)

Peter Fulks

3. Universal Design and Online Accessibility Standards for All Students (TI)

Geoffrey Dyer (coordinate)

Dolores Davison

Michelle Pilati

Marilyn Harvey, Dean, Academic Affairs - Student Experience?

Every college is required to comply with the Americans with Disabilities act but most colleges are challenged with identifying appropriate standards and resources to implement. Being mindful of accessibility requirements creates a better experience for all students. Embracing the concept of Universal Design may be a means of re-framing the accessibility conversation to moving beyond compliance to doing the right thing for all students. Join us for a discussion of the principles of Universal Design and ways they can be integrated at your college.

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. (<http://universaldesign.ie/What-is-Universal-Design/>)

4. Evaluating Implicit Bias in Organizational Structures (FD)

Mayra Cruz (coordinate)

Luke Lara

Veronica Neal

Every system is created to resist change and reflect the cultural biases of the time.

Many of our colleges have embedded implicit bias in our processes and practices that we aren't even aware of. How can we learn to surface those biases and address them for today's standards and tomorrow's students.

12:30 – 2:00pm

Lunch and General Session 3

The Whole Student: Culturally Responsive Support (SE)

SSCCC panel - Iiyshaa Youngblood + 3 SSSCC Representatives
Deputy Chancellor Gonzales
John Stankas

- *Scope of general session*
- *What are colleges doing to encompass the student experience?*
- *How can colleges ensure all students are welcome and provided the opportunity to succeed?*
- *How do we incorporate faculty diversification into this?*

2:15 – 3:30pm Breakout Session 2

1. Qualitative and Quantitative Data Collection for AB705 (GP)

LaTonya Parker (coordinate)

Janet Fulks

Alyssa Nguyen

As colleges have moved from the planning to implementation phase of AB705, it is important to evaluate the choices colleges have made and adjust, if necessary to available data. It is also important to learn from each other and continue to explore ways to help students achieve their goals.

2. Equity Minded Framework (SE)

Mayra Cruz (Coordinate)

Veronica Neal

Cheryl Aschenbach

Ya'Mese Johnson (SSCCC)

What does it mean to engage collegial processes in an Equity Minded Framework? How can our processes be improved at the college through the implementation of frameworks that ensure a student-centered and an equity minded focus.

3. CVC-OEI (TI)

Geoffrey Dyer (Coordinate)

Jory Hadsell

What is it? How do colleges participate and how does this help students succeed? (Geoffrey, fill this in)

4. Board of Governors Diversity TaskForce Recommendations (FD)

John Stankas

Daisy Gonzales

In November 2018, the Board of Governors formed a taskforce to evaluate how to improve the diversity of the faculty and staff of the California Community Colleges to better reflect the diversity of the students we serve. That taskforce concluded its work this summer. Join us for a discussion about improving the diversity of our faculty.

3:30 – 3:45pm Coffee and Snack

3:45 – 5:00pm Breakout Session 3

1. *Metamajors* (GP)

Ginni May (coordinate this. Maybe use Mt. Sac as a model demonstration?)

Janet Fulks

Carrie Roberson

2 SSCCC Representatives that are on local GP implementation teams

There have been many conversations about appropriately grouping and categorizing programs of study in ways that make sense for undecided students. Do those categories mean anything to students viewing them in a catalog or onboarding process? How are student voices incorporated into the construction and evaluation of metamajors?

2. *Student Equity and Achievement Plans* (SE)

LaTonya Parker (coordinate)

Luke Lara

RP Group Representative

The new plans and guidelines for the SEA Plans have been implemented. Is there a special shelf in an office where these plans live or are the driving action and dialog at the college? How can those plans be improved next year?

3. *Online Student Experiences* (TI)

Carrie Roberson (coordinate)

Geoffrey Dyer

Michelle Pilati?

CVC-OEI Representative?

How does the college ensure effective online student experiences that facilitate learning and ensure quality? (fill in more here)

4. Effective Hiring Committee Training (FD)

Michelle Bean (coordinate)

Veronica Neal

Hiring committees are required to engage training programs prior to service, but the quality and scope across our system varies widely. What are key components to hiring committee training and how can those be implemented at your college?

Evening Activity

Saturday, September 14

8:30 – 9:30am Breakfast

9:30 – 10:45am Breakout Session 4

1. *Dual Enrollment (GP)*

Cheryl Aschenbach (coordinate)

Dolores Davison

The expansion of dual enrollment programs for special admits and CCAP students creates a unique opportunity in a Guided Pathways framework.

2. *Undocumented Student Support (SE)*

SSCCC - Iiyshaa Youngblood

Mayra Cruz (coordinate)

Someone from the CCC Foundation

Include discussion of SSSCCC's strategic plan and how can faculty help with support and implementation

3. *Veterans Services and Accessibility (TI)*

Silvester Henderson (coordinate)

Terrence Nelson? Michelle Pilati?

SSCCC Representative

Serving veterans is often considered in providing space for non-curricular support, counselling, and credit for prior learning in the military. Another aspect that supports veterans includes the accessibility standards for online education. This is *part of SSSCCC's legislative priorities*.

4. Faculty Diversification and Student Success: Facilitating Challenging Conversations (FD)

Michelle Bean (coordinate)

Veronica Neal

John Stankas

Conversations of identity can be difficult to navigate and most employees of a community college are not formally trained in areas of facilitation or equity-mindedness. And yet, we can all learn to create a space for honest dialog and challenging conversations that move our colleges forward to improving our service to students.

11:00 – 12:15pm General Session 4

Faculty Diversification and EEO 2.0 Input Revisions (FD)

Daisy Gonzales?

Luke Lara

Silvester Henderson (coordinate)

The Equal Employment Opportunity and Diversity Committee of the California Community Colleges is tasked with evaluating and updating the EEO requirements that govern the hiring processes of the colleges. This year is expected to result in a significant

revision to the EEO guidelines for colleges. Join us for a brief overview of the current process and provide input that can help shape the next set of guidelines.

Key

- (GP) Guided Pathways
- (SE) Student Equity
- (TI) Technology and Instruction
- (FD) Faculty Diversification



Executive Committee Agenda Item

SUBJECT: Spring 2021 Session – Joint Partnership		Month: June	Year: 2019
		Item No: IV. M.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval a joint 2021 Spring Plenary session with partner organizations.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In spring 2016, the Academic Senate for California Community Colleges partnered with the Chief Instructional Officers (CCCCIOs), the California Community College Association of Occupational Educators (CCCAOE), Chief Student Services Officers (CSSOs), and the Chancellor’s Office to put together the Spring 2016 Plenary Session.

The Executive Committee will discuss and take action on whether they would like to partner with other organizations for the 2021 Plenary Session and decide which partner groups to invite to participate.

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: June	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: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: June	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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	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 May. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

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



Executive Committee Agenda Item

SUBJECT: Online Community College District Board of Trustees Meeting		Month: June	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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	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>

<https://go.boarddocs.com/ca/ccco/Board.nsf/Public>

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



Executive Committee Agenda Item

SUBJECT: Evaluation of ASCCC Events and Activities		Month: June	Year: 2019
		Item No: V. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss the evaluation of Academic Senate events and activities.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker/Mayra Cruz/Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

This is a joint request from the Relations with Local Senates Committee and the Faculty Development Committee. The Relations with Local Senates: “The RwLS will assess the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level.” The Faculty Development Committee’s Professional Development Plan (see attached) includes an evaluation of ASCCC Events.

Evaluation of ASCCC Events and Activities in terms of professional development and supporting of local senates.

Discuss how (including to whom) to assess the organization in terms:

- Scheduling of events (regional meetings, institutes, plenary)
- Evaluation of breakout sessions
- Executive Committee Calendar
- ASCCC Committee Calendars
- Evaluation of ASCCC Committees
- Evaluation of ASCCC local visits

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

ASCCC STRATEGIC PLAN GOAL 3: ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGES SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.

Objective 3.2: Evaluate and revise the ASCCC Professional Development Plan

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



Executive Committee Agenda Item

SUBJECT: Year-End Debrief		Month: June	Year: 2019
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will reflect-on and discuss successes and challenges of the committee work during the 2018-2019 academic year.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

As the 18-19 academic year draws to a close, this is an opportunity for the group to reflect on individual challenges and celebrate successes, as committee chairs and members of various work groups.

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Basic Skills Committee Wednesday May 15th, 2019 5:00 PM – 6:00 PM

Members Present: C. DeLaToba, G. Dyer, E. Fuchs C. Rutan (Chair), K. Wada, Michael Wyly

Meeting called to order at 5:02 PM

AB 705 Memos on Plan of Adoption and Guided Placement

C. Rutan reported that the Chancellor's Office had distributed memos related to the AB 705 Plan of Adoption, Guided and Self Placement, and placement of special admit and CCAP student under AB 705. The memo on Plan of Adoption indicated that if a college is using the default rules and requiring no additional support, they would not need to submit any additional information, but that even if the default rules are used in conjunction with required support, a plan of adoption must be submitted to the Chancellor's Office and additional validation data will be required.

If colleges have a guided placement process, no matter what it is, they will need to submit it to the Chancellor's Office. Samples of what students are expected to know are perfectly, but they will need to be submitted to the Chancellor's Office for approval. The Chancellor's Office has agreed that colleges will have two years to collect data to demonstrate the effectiveness of their model and preliminary data will needed to be submitted after one year. The nature of the validation data is unknown at this time. There have been discussions about comparing the results to the default rules, but the majority of students being placed by these methods will not have a high school GPA, so it isn't clear how to compare them to students being placed using high school performance data. In assessment validation, questions are analyzed for bias. Preliminary discussions at Assessment Committee indicate that guided placement questions colleges ask will need to be validated for bias, but the methodology has not been determined.

Dual Enrollment students might be special admits seeking advanced coursework or students seeking pre-collegiate coursework through CCAP/AB288 dual enrollment. AA19-21 clarifies high schools' role with regard to placement for dual enrolled students.

AB 705 and ESL

ESL Workgroup will meet in the second week of June. C. Rutan asked that committee members share the ESL memo widely with ESL faculty, counseling faculty, and anyone involved in assessment at their colleges. Unlike English, ESL must be able to place students into multiple

levels of ESL, so most of the guided placement methods that have been developed in the CCCs are showing students samples of writing and having them evaluate how close their own writing is to the sample. Colleges must develop a methods to determine if a student would benefit from ESL instruction or if they should be placed using the English placement methods. K. Wada indicated that an assessment of language competency is essential.

Regulatory language is intended to be drafted by the end of 2019. Work will need to occur over summer for this goal to be met.

ESL Certificates

Under current regulations, a certificate including only credit ESL courses will not be approved. Cypress college has attained approval for ESL certifications which emphasize CTE in a guided pathways framework but are heavily ESL.

Meeting adjourned at 5:54 PM

Respectfully submitted,

Craig Rutan



Academic Senate for California Community Colleges

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ASCCC Diversity, Equity and Action Committee (EDAC)

Thursday May 16, 2019

3:00 P.M. – 4:30 P.M.

Location: ZOOM/CC Confer

3:00 P.M. – 3:15 P.M.

1. Order of the Agenda
2. Roll Call/Membership Review

EDAC Membership List - (2018 - 2019)

Silvester Henderson, Chair - Los Medanos College - Area B
Robin Allyn - Mira Costa College - Area D
Leigh Ann Shaw - Skyline College - Area B
Sandy Somo – Glendale College – Area C
Khalid White - San Jose College - Area B
Nathaniel Donahue - Santa Monica College - Area C
Michelle Bean – Rio Hondo College – Area C

3. Review of the Approved Minutes from 3/26/2019 Meeting.
4. ASCCC Announcements:
 - A: ASCCC Faculty Leadership Institute June 13-15, 2019 (**Sheraton Grand Sacramento Hotel**)
 - B: ASCCC Curriculum Institute July 10-13, 2019 (**Hyatt San Francisco Airport**)
 - C: ASCCC Academic Academy September 12-14, 2019 (**Queen Mary Hotel, Long Beach**)
5. Annual EDAC Four Priorities (creating from ASCCC priorities):
 - Faculty Diversity & Hiring (**I**)
 - Student Equity, Student Services & Support (**II**)
 - Research & Academic Guides for Equitable Student Success (**III**)
 - Pathways to College Teaching – A2MEND/Continued Business (**IV**)

(3:15 P.M. – 3:30 P.M.)

6. EDAC Priorities:

Area I – (15 Minutes)

“Faculty Diversity Hiring & System Partnerships”

Update Status Report: Review Annual Assignment & Accomplishments

Area II – 20 Minutes

“Student Equity, Student Services & Support”
Update Status Report: Review Annual Assignments & Accomplishments

I

“LGBTQIA”– Expanded Support

Nate* – Rostrum Article - Discussion – (Update)

“DACA Expanded Support”

Leigh Ann - Rostrum Articles - Plenary Breakouts (Sp19) – Discussion/Update
A: Article – ASCCC Rostrum Submission – (Update)

“Student Safety & Support/Sexual Assault”

Silvester – Chancellors Office — Discussion/Update
A: Possible “Breakout” topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due: (TBD) – No Report – Discuss.

“Inmate Education”

Silvester – Discussion/Update
A: Cal City Correctional Facility Graduation (Program Attached)
May 8, 2019

(3:50 pm – 4:05 pm)

Area III – (15 Minutes – Review Goals)

“Research & Academic Guides for Equitable Student Success” (III)
Update Status Report: Review Annual Assignments & Accomplishments

I

A: New Senate Student Equity Plan Outline
(See Attached Senate Outline)

(4:05 P.M. – 4:30 P.M.)

Area IV (25 Minutes)

Pathways to College Teaching – A2MEND (IV)/New Continued Business
Update Status Report: Review Annual Assignments & Accomplishments

I

A2MEND – Partnership Presentation (March 2019)
Update - Report – (Silvester)

II

A: Statewide Service – Please reapply
B: Spring Approved Resolution Packet - Attached
C: Thank You for Service
Closing Comments!

Thank you for your service to the ASCCC Equity Diversity & Action Committee



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Diversity, Equity and Action Committee (EDAC)

Thursday May 16, 2019

3:00 p.m. – 4:30 p.m.

Location: ZOOM/Confer

1. Chair called meeting to order at 3:02 p.m.
2. Roll Call
EDAC Membership List - (2018 - 2019)
All present:
 - Silvester Henderson, Chair - Los Medanos College - Area B
 - Robin Allyn - Mira Costa College - Area D
 - Leigh Ann Shaw - Skyline College - Area B
 - Khalid White - San Jose College - Area B
 - Nathaniel Donahue - Santa Monica College - Area C
 - Michelle Bean – Rio Hondo College – Area C
 - Sandy Somo – Glendale College – Area C
3. Minutes from 3/26/2019 meeting approved and submitted.
4. **ASCCC Announcements:**
 - A. ASCCC Faculty Leadership Institute June 13-15, 2019 (Sheraton Grand Sacramento Hotel)—about 100 individuals usually attend this institute for professional development training focusing on leadership roles, popular with new senate presidents and curriculum chairs; there is also a capitol tour and legislation day. Feel free to pass the word along to colleagues.
 - B. ASCCC Curriculum Institute July 10-13, 2019 (Hyatt San Francisco Airport)—largest conference sponsored by ASCCC with about 500+ attendees.
 - C. ASCCC Academic Academy September 12-14, 2019 (Queen Mary Hotel, Long Beach)—this year will be aimed/themed on the student experience with a focus on increasing support for student-centered curriculum. Committee members expressed interest in presenting; suggestion by chair is to reach out to ASCCC president if you are interested in presenting. Chair will also send a copy of the draft program outline to EDAC.
5. Reviewed **EDAC Four Priorities** (created from ASCCC priorities):
 - Faculty Diversity & Hiring **(I)**
 - Student Equity, Student Services & Support **(II)**
 - Research & Academic Guides for Equitable Student Success **(III)**
 - Pathways to College Teaching – A2MEND/Continued Business **(IV)**

6. EDAC Priorities:

Area I

“Faculty Diversity Hiring & System Partnerships”

Update Status Report: Review Annual Assignment & Accomplishments

- A. Congratulations to EDAC for work in this area and being very involved in the ASCCC Regionals and the IEPI Diversity Summit. We were able to set a standard and base line for work across the state.
- B. Chancellor Oakley sent thank you notes and commendations ASCCC presenters for work well done.
- C. Members expressed thankfulness for the importance and value of expanding our work to the more rural areas for more inclusion.
- D. Local senate presidents should be encouraged to attend, to distribute the information and the resources from ASCCC to their faculty, and to encourage their administration to attend as well, especially if the host school.
- E. Committee also expressed the need for remote access or live stream of the regionals/meetings with something like Zoom to broadcast for more access and visibility.

Area II

“Student Equity, Student Services & Support”

Update Status Report: Review Annual Assignments & Accomplishments

- A. **“LGBTQIA”**– Expanded Support
 - Completed ASCCC *Rostrum* Article
 - Update: Donahue expressed excitement in supporting the effort and getting the article published. Chair thanked Donahue for fine work.
- B. **“DACA”** – Expanded Support
 - ASCCC *Rostrum* to be completed and submitted
 - Update:
 - 1) Shaw sent the Google doc link in February to the committee for feedback.
 - 2) Committee members expressed concern with specific reference to a few limited schools and instead suggested to continue to use and detail the concrete examples but from a more general perspective with names of schools in a footnote or appendix for reference so as to keep all 114 colleges in mind and none favored more than others.
 - 3) Allyn suggested to add examples of CSU/CCC collaborations with DACA work as well.
 - 4) Henderson suggested that Shaw update and get the article submitted for publication for the fall *Rostrum*.
- C. **“Student Safety & Support/Sexual Assault”**
 - Chancellor’s Office — Possible “Breakout” topic for the Spring ASCCC Plenary: Title & Description Due: (TBD) No Report
 - Update: No official committee at this time with CCCCCO, so status is still the same on this item.
- D. **“Inmate Education”**
 - Update:
 - 1) Cal City Correctional Facility Graduation (program sent in email by chair)
 - 2) Chair attended the graduation ceremony on May 8, 2019, and it was wonderful; 21 diverse inmates graduated with GPA commendations and academic accomplishments. Chair has been working with leaders, Peter Fulks and Alec Griffin from Cerro Coso, along with A2Mend to bring music education and the arts to the incarcerated students.
 - 3) Chair will still be on the Inmate Student Advisory and EEO Committee to continue the work next year.

Area III
“Research & Academic Guides for Equitable Student Success”
Update Status Report: Review Annual Assignments & Accomplishments

- A. **New Senate Student Equity Plan Outline** (Senate Exec outline sent in email by the chair)
- Update: Chair shared the appreciation that the ASCCC Exec sent to EDAC for the stellar initial work done on the Equity paper.
 - A new outline has been approved and the paper will be handed over to the Exec to complete the paper.

Area IV
Pathways to College Teaching – A2MEND (IV)/New Continued Business
Update Status Report: Review Annual Assignments & Accomplishments

- A. **A2MEND – Partnership Presentation (March 2019)**
- Update: Chair was involved in encouraging faculty and bringing more awareness to practices focusing around students of color and trying to engage all faculty from diverse backgrounds to attend A2MEND. This conference is the largest conference in the system with strong keynote speakers. Chair encouraged committee members to attend.

7. **Other Announcements:**

- A. **Statewide Service:** Please reapply—Chair encouraged committee members to share the information with colleagues and to reapply and continue serving in ASCCC committees. Try to complete the application by early June. A committee is usually about six members, and there are a number of committees, so your volunteers service is needed.
- B. **Spring Approved Resolution Packet** (attachment sent in email)—Please share the packet with your campus. Look for updates to legislation and OER resolutions. Resolution 6.04 to support Berman’s bill on students experiencing homelessness was a concern at some campuses. Some concerns at local campuses have been raised by student senates about not supporting the funding for student housing. Chair also highlighted Resolution 15.01 about CSUs and 15.02 on history requirements.

C. **Closing Comments:**

- Recommendation for next year’s EDAC: Focus on Food Insecurity and Housing Insecurity with a possible student survey that is nuanced enough to get accurate data.
- Thank you for service! We had full committee attendance with the seven meetings held this year—appreciation for your commitment.
- Next year, Henderson will be Part-time Committee Chair—congrats!
- Thank you Donahue for hosting the first meeting and now he is on Exec—congrats!
- Thank you for your service to the ASCCC Equity Diversity & Action Committee!
- Thank you, Chair Henderson, for your leadership!

8. Chair adjourned meeting at 4:19 p.m.



FACULTY DEVELOPMENT COMMITTEE

Monday, April 18, 2019

8:30-10:00 AM

ZOOM Meeting

Meeting Minutes

DRAFT

-
- I. Call to order at 8:33 a.m. and adoption of the agenda by committee with one addition.
 - II. Member Roll Call:

Michele Bean—present	Mayra Cruz—present
Carolyn Holcroft—present	Rebecca Eikey—present
Elizabeth Imhof—present	LaTonya Parker—absent
Manjit(Manny) Kang—present	
 - III. Approval of 3/18 meeting minutes approved by consensus.
 - IV. Review Work Plan and Assignments and Status of Previous Action Items
<https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn>
 - Actions to monitor:
 - EEO training with EDAC; development of modules—both these items will be in development for next year, as Executive Committee has expressed interest in advancing these ideas into action. Cruz to meet with Executive Director to get clarification.
 - Professional development survey: offering for 2019-20.
 - Event evaluations—Cruz has reached out to Executive Director to see if survey went out to Plenary attendees.
 - Womyn’s Leadership
 - Survey submitted to the Executive Committee and April 10th Executive Committee meeting input:
 - ❖ Develop a question logic survey to address women leaders and allies (one survey with 2 directions-woman leader & ally)
 - ❖ Simplify the survey
 - ❖ Reduce the number of questions
 - ❖ Remove binary language
 - ❖ List options on questions as well as the OTHER (open-ended option)
 - ❖ Concern about the committee and staff capacity to analyze the open-ended question
 - ❖ Suggested to keep 3, 5, 7, 10
 - Executive Committee expressed their appreciation for all contributors.

- Looking at trying to submit for May agenda in order to send survey to body, but most likely we won't have data until the fall and may guide activities for possibly fall Plenary. Cruz spoke to Julie Bruno, and they agreed that the new FDC 2019-20 should continue the work.
 - Suggestion by Eikey—create a breakout at Faculty Leadership Institute that may become like a focus group to garner feedback, and to push for a completed survey to give Exec. for approval.
 - Committee reviewed and consented on the revisions for the survey, including using logic questions to avoid binary language and adding professional/formal vs. personal/informal mentors.
 - Survey revision timeline: Committee agreed to submit revised survey for the May Executive agenda with a revised draft to Cruz by May 7. Holcroft, Eikey, Imhof will send to FDC on May 1 for feedback.
 - 2019 Plenary – Session and Womyn's Caucus Formation Update
 - Break-out Session:
 - Regina Stanback-Stroud, Mandy Liang, Christina Espinoza-Pieb, Rochelle Olive, Gayle Pittman shared their stories and then spent time with small group discussing challenges.
 - Room was filled and felt like a warm space, and Cruz received positive feedback from attendees and expressed appreciation and excitement about the opportunity.
 - Caucus:
 - About 20 people attended—mostly Caucasian women; many were interested but were pulled into Resolutions and other events.
 - Discussed possible future events. Bruno is putting together information and ideas gathered at the caucus.
 - Bruno and Cruz are hopeful and will continue to focus on forming diverse membership.
 - Faculty Leadership Institute June 12-15- Womyn's leadership sessions (2-1hr sessions)
 - Brainstorm topics and content (visioning activity, incorporating partners like Umoja, Latina Leadership Network, and other identified)
 - Suggestion by Imhof: How can women leaders on campus be champions for dismantling racism on campus? (a panel to address this question)
 - Suggestion by Eikey: A focus group for the open-ended questions from our survey.
 - Committee consented on creating a panel break-out on Thursday and then the focus group for Friday. Cruz will draft a title and description for each and send in email to FDC for feedback.
 - Send Cruz names of possible names of panelists.
- Hiring Criteria Results
 - Ideas for next steps for next year's committee: Cruz suggested a *Rostrum* article addressing why establishing hiring priorities is important along with findings from the survey and suggestions for colleges to consider.
 - Break-out session: Went well, CCCCO Deputy Counsel Fermin Villegas presented Title V and Ed Code; about 20 people—full room. Participants expressed concern about administration with the power and not shared consultation with faculty on hiring priorities. Eikey suggested a follow-up

break-out at fall Plenary and maybe a handbook/toolkit for resources for faculty, like Canvas shell or webinars. Moving from awareness to action work now. Linking efforts with Umoja and Puente and others as well, along with Vision for Success.

Update on Status of Committee Priorities for 18-19—Cruz updated with suggestions from FDC members.

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

- Completed- Rostrums and criteria for setting hiring priorities survey
 - Status of the 2nd rostrum article submitted ***See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels***
 - Was not included yet in the last *Rostrum*, but Cruz will get feedback from Stankas.

V. Spring Plenary Reflections—very celebratory and keynote speakers were powerful. Deputy Chancellor Daisy Gonzales was wonderful along with President Stankas in addressing diversity and challenges to moving for faculty diversification.

VI. Faculty Diversification Update

- a) BOG Diversity Taskforce Update—Cruz is a member; chaired by Stankas and Gonzales. Meetings will happen between now and September to complete a set of recommendations to give to the BOG. One may be to add a seventh goal to the Vision for Success or integrate into the current six.
- b) 2019-20 Priority Area—Faculty Diversification will be a priority for ASCCC next year.

VII. Committee Renaming:

Discussed the recommendation to explore transitioning the Faculty Development Committee to a Faculty Leadership Committee committed to equity and inclusive excellence or rename the committee to Faculty Development and Leadership Committee (equity-minded leadership). Committee agreed to suggest the renaming to *Faculty Development and Leadership Committee*.

1. Faculty leadership development to be more intentional and deliberate

- i. Approaches to Leadership
- ii. Leadership development opportunities focused on specific populations of faculty: Faculty Senates leadership, Womyn’s leadership, LGBTQIA leadership, Faculty of Color leadership, other
- iii. Campus faculty development programming and curriculum innovation
- iv. Faculty leadership development component across all ASCCC committee
- v. Merge the Professional Development College and Faculty Leadership Institute

VIII. Announcements

- a) Upcoming ASCCC Events—Regionals on Minimum Qualifications; CTE/Non-Credit; Leadership Institute, Guided Pathways webinars. <https://asccc.org/calendar/list/events>
- b) Application for Statewide Service—take a look at different committees and sign-up by June. <http://asccc.org/content/application-statewide-service>

IX. Committee Meeting Calendar: next meeting May 22nd 2:30-4pm

X. Adjournment at 10:00 a.m.

Status of Previous Action Items

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

- Women's leadership survey
- Development of:
 - outcomes for each ASCCC professional development activities
 - an evaluation form for professional development activities
- Survey the field regarding professional development activities 2019

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
- Rostrum Article #1
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
Rostrum article #2
See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels Lead: Cruz with Carolyn Holcroft, Elizabeth Imhof & Michelle Bean
- Hiring Priority Criteria Survey
- CCC/IEPI Building Diversity Summit sessions
- Faculty Diversity Regionals sessions at Bakersfield, Yuba & Norco
- Women's Leadership action plan

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

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Online Education Committee

May 13, 2019

4:00pm to 5:00pm

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/467583522>

SUMMARY

Present: Geoffrey Dyer (Chair), Anna Bruzzese (Second), Julie Oliver, Leticia Hector

- I. Welcome
The committee greeted each other and checked-in about how colleges' spring semesters were wrapping up

- II. Academic Academy, September 12-14, Long Beach
The committee discussed possible content areas and questions around the four breakout topics in the technology and instruction strand of the program outline:
 - a. Technology and Instruction
 - b. Potential Breakouts:
 - i. Universal Design
*What can I do to my course materials to make them accessible?
Faculty might like a template and clear explanation of expectations of how universal design applies to any course. How can universal design benefit all students? How different is UD from CVC-EOI Course design expectations? What resources are available to faculty seeking to implement universal design to their courses (online and CMS component of face-to-face)?*
 - ii. CVC-OEI
Provide a clear definition of CVC-OEI and its current projects. Explore professional development opportunities and relationship to @one. Demystify course review process and local POCR. Provide and highlight streamlined rubric. Explain parameters of new grant, including badging, Course Finder and FinishFaster Online! Highlight benefits to students. Address new DE definitions and how they will display in Course Finder.
 - iii. Online Student Experiences
What have faculty and students found to be positive, helpful, and unhelpful? Address the need for fully online pathways. Facilitate discussion on online counseling, tutoring, and student support services. Address proctoring/identity authentication. Assess holistic online student experience. What are gaps, and what is state of the art?
 - iv. Veterans Services and Accessibility
Address physical and online environments. Veterans' Resource Centers—what do they provide? What specific needs to veterans have? Incorporate aspects of Mental health and wellness. Identify for specific needs of veterans.
 - c. Potential for Collaboration with CVC-OEI

CVC-OEI may collaborate with ASCCC on some of these topics at the Academic Academy

III. Status of Previous Action Items

a. [9.03 S18 Effective Practices in Online Communication Courses](#) and [9.04 S18 Effective Practices in Online Lab Science Courses](#)

- i. [Rostrum Article](#)
- ii. [Plenary Breakout](#)

Breakout facilitated good discussion. Concerns about online labs and the need for online labs were raised by attendees.

b. [9.03 F18: Local Adoption of the CVC-OEI Course Design Rubric](#)

- i. [Plenary Breakout](#)

Breakout was well-attended. Colleges can use rubric even if not in consortium.

IV. Status of [Distance Education Regulatory Changes](#)

a. Published in March

b. Distance Education Guidelines Forthcoming

The DE guidelines, drafted by DEETAC and reviewed by CVC-OEI Advisory Committee, will go to 5C on May 17 and then to Consultation Council. Board of Governors Standing Order 409 requires that they also go to TTAC.

- i. New Definitions: Fully Online, Partially Online, Online with in-person Proctored Assessment. *These were endorsed by resolution at spring plenary.*

V. Reflection on 2018-2019 Work

The committee has been very flexible. Committee used flexible scheduling and those present felt this worked. The committee appreciated the frequency of internal messaging and advance notice with documents. The committee felt that they focused on and achieved an appropriate number of goals.

VI. Announcements

a. [Events](#)



Academic Senate for California Community Colleges

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Relations with Local Senates Committee Meeting

DATE: Wednesday, September 5, 2018

TIME: 1:10pm – 2:00pm

CONFERENCE CALL INFORMATION:

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/7503831898?pwd=M1MyCHVoM2ZnNytPTXo2RlBTb2NLZz09>

Password: RWLS2018

Or iPhone one-tap (US Toll): +16468769923, 7503831898# or +16699006833, 7503831898#

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 750 383 1898

International numbers available: <https://zoom.us/u/bo2PJBhZQ>

Or Skype for Business (Lync):

SIP:7503831898.467230@lync.zoom.us

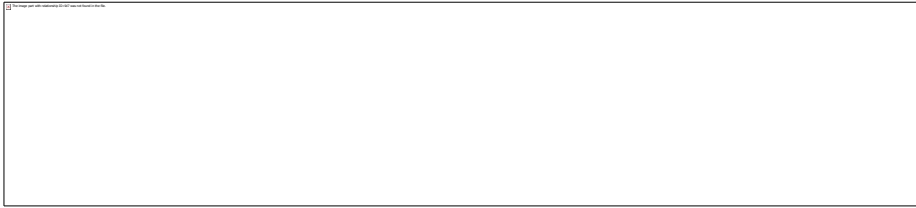
AGENDA

- I. Call to Order and Adoption of the Agenda
- II. Introductions
- III. Note Taker Selection
- IV. Review Last Meeting Minutes April 16, 2018 [Local Senate minutes_4_16_18.docx](#)
- V. Status of Previous Action Items
 - a. Assigned Resolutions
 - i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)
 - ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)
 - iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)
- VI. Committee Priorities for 2018-2019
- VII. Future Meeting Dates
- VIII. Announcements
- IX. Adjournment

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>

Current Members

Member	Term
LaTonya Parker	2018-19
Carrie Roberson	2018-19
Peggy Campo	2018-19
Robert Stewart	2018-19
Miya Perry	2018-19
Gayle Pitman	2018-19



Relations with Local Senates Committee Meeting

DATE: Wednesday, September 5, 2018

TIME: 1:10pm – 2:00pm

CONFERENCE CALL INFORMATION:

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/7503831898?pwd=M1MyCHVoM2ZnNytPTXo2RlBTb2NLZz09>

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+1 669 900 6833 (US Toll)

Meeting ID: 750 383 1898

International numbers available: <https://zoom.us/u/bo2PJBhZQ>

Or Skype for Business (Lync):

SIP:7503831898.467230@lync.zoom.us

MINUTES

- I. Call to Order and Adoption of the Agenda.
The meeting was called to order at 1:08 PM.

- II. Introductions. LaTonya Parker, Carrie Roberson, Gayle Pitman, Robert Stewart, and Miya Parry were in attendance, and introduced themselves.

- III. Note Taker Selection. Gayle volunteered to take notes.

- IV. Review Last Meeting Minutes April 16, 2018 [Local Senate minutes 4 16 18.docx](#)
Committee members were asked to review minutes from this committee, as well as previous meeting minutes, in order to stay abreast of the committee’s activities.

- V. Status of Previous Action Items
 - a. Assigned Resolutions
 - i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)
The committee determined that work on the first “resolved” could begin now, while the second “resolved” would need to wait until data is collected. Committee members will review the KPIs developed by the CCCCO to inform our work. At our next meeting, we will discuss whether there are other data points that need to be considered.

- ii. **Increase Participatory Governance on Colleges' Satellite Campuses**
The committee decided that further information was needed before moving forward. We discussed putting together a short survey of college Academic Senates to determine which colleges have satellite campuses, whether Senate meetings were ever held at satellite campuses, or if satellite campuses were taken into consideration when scheduling Senate meetings or other shared governance activities. A survey can help us understand what colleges are already doing, and what limitations faculty who teach at satellite campuses experience.
- iii. **Faculty Involvement in Responding to Litigation or Student Complaints**
The committee will bring this resolution to the October Executive Committee meeting to get clarification so we can better understand the intent of the resolution. We also discussed whether this resolution falls more appropriately under the Educational Policies Committee's purview. The committee discussed some possible scenarios where overlap might occur between academic and professional matters and litigation/grievance processes. The committee also noted that ACCJC standards may contain language that could help guide our work.

VI. **Committee Priorities for 2018-2019**

The committee identified the following priorities:

- Identify colleges that haven't been visited by ASCCC;
- Submit an article for publication in the *Rostrum*
 - Robert will write an article focused on **Resolution 13.03** (Fall2017) – Faculty Involvement in Financial Recovery Plans.
- Review the **ASCCC Strategic Plan** to ensure that our efforts are in alignment;
- Organize and present a session at ASCCC Fall 2018 Plenary, possibly focused on navigating Plenary, networking and connecting with Senate leaders from other colleges, or addressing/preventing breakdowns in collegial consultation.

VII. **Future Meeting Dates**

Our next meeting will be held on Wednesday, October 17 from 1-2 PM. An in-person meeting is tentatively scheduled on Wednesday, February 13 from 10:30 AM- 3:00 PM. Robert offered to host at Los Angeles Southwest College.

VIII. **Announcements**

There were no announcements.

IX. **Adjournment**

The meeting was adjourned at 1:53 PM.

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>

Current Members

Member	Term
<u>LaTonya Parker</u>	<u>2018-19</u>
<u>Carrie Roberson</u>	<u>2018-19</u>
<u>Peggy Campo</u>	<u>2018-19</u>
<u>Robert Stewart</u>	<u>2018-19</u>
<u>Miya Perry</u>	<u>2018-19</u>
<u>Gayle Pitman</u>	<u>2018-19</u>



Academic Senate for California Community Colleges

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Relations with Local Senates Committee Meeting

DATE: Wednesday, October 17, 2018

TIME: 1:10pm – 2:00pm

CONFERENCE CALL INFORMATION:

Join from PC, Mac, Linux, iOS or Android: https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_729371379-3Fpwd-

[3DUeHEcFNhekNtUjF4Q3BCYnBrN3Nudz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=gegev7kKR9bSkH4Lq_nvcu9W9VrWrf-X6dr15vKjUEk&s=o5c6yrPCbL62dUkrQ5XBCWwkvW_DTBDzvDjjvW3zl4g&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_729371379-3Fpwd-3DUeHEcFNhekNtUjF4Q3BCYnBrN3Nudz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=gegev7kKR9bSkH4Lq_nvcu9W9VrWrf-X6dr15vKjUEk&s=o5c6yrPCbL62dUkrQ5XBCWwkvW_DTBDzvDjjvW3zl4g&e=)

Password: RWLS2018

Or iPhone one-tap (US Toll): +16699006833, 729371379# or +16468769923, 729371379#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 729 371 379

International numbers available: https://urldefense.proofpoint.com/v2/url?u=https-3A__zoom.us_u_akeHlzOCT&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=gegev7kKR9bSkH4Lq_nvcu9W9VrWrf-X6dr15vKjUEk&s=AxeqmDNUk6ipA3Cfde67zw27MeRWgZny8xkW9KGoUY0&e=

Or Skype for Business (Lync):

SIP:729371379.242838@lync.zoom.us

AGENDA

I. Call to Order and Adoption of the Agenda

II. Roll Call:

Member	Term
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LaTonya Parker	2018-19
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Carrie Roberson	2018-19
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Peggy Campo	2018-19
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Robert Stewart	2018-19
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Gayle Pitman	2018-19
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III. Note Taker Selection

IV. Action Last Meeting Minutes September 5, 2018 Created by Gayle Pitman

- V. Status of Previous Action Items
 - a. Assigned Resolutions
 - i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)
Friday, October 5, 2018 AB 705 Event was held at Chaffey College for Umoja program learning community faculty and staff
Thursday, October 4, 2018 - 12:00PM AB 705 event was held at Cosumnes River College located at 8401 Center Parkway in Sacramento California, Winn Center: Room: WINN15
Wednesday, September 19, 2018 - 12:00PM AB 705 meeting took place at San Bernardino Valley College, Conference Room B100.
 - ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)
 - iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)
- VI. Committee Priorities for 2018-2019
 - a. ASCCC Strategic Plan <https://www.livebinders.com/play/play?id=1713815#anchor>
 - b. Colleges have not had a visit within the past five years:
 - Area A: Cerro Coso, Feather River, Porterville, Shasta, West Hills Coalinga, West Hills Lemoore, Yuba
 - Area B: Contra Costa
 - Area C: Allan Hancock, Citrus, Cuesta, LA Pierce, **LA Southwest**, West LA
 - Area D: Coastline, Copper Mountain, Golden West, North Orange – Noncredit, Orange Coast, San Diego Miramar, Victor Valley
- VII. Future Meeting Dates:
 - November 14, 2018** 1:10am-2:00pm Zoom Meeting
 - January 16, 2018** 1:10am-2:00pm Zoom Meeting
 - February 13, 2017** 10:30am-3:00pm In-Person Los Angeles Southwest College (Robert Stewart)
 - April 3, 2018** 1:10pm-2:00pm Zoom Meeting
- VIII. Announcements
 - Friday, October 19, 2018** ASCCC El Camino College Co-presentation with Rebecca Eikey will take place as part of ECC PRIDE Session II
 - The ASCCC Fall 2018 Plenary Session will be held at the Irvine Marriott Hotel in Irvine, CA from **November 1-3, 2018**. The 2018 Fall Plenary Session theme is RE:Solutions!!
- IX. Adjournment

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>



Academic Senate for California Community Colleges

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Relations with Local Senates Committee Meeting

DATE: Wednesday, October 17, 2018

TIME: 1:10pm – 2:00pm

CONFERENCE CALL INFORMATION:

Join from PC, Mac, Linux, iOS or Android: https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_729371379-3Fpwd-

[3DUEhEcFNhekNtUjF4Q3BCYnBrN3Nudz09&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=gegev7kKR9bSkH4Lq_nvcu9W9VrWrf-X6dr15vKjUEk&s=o5c6yrPCbL62dUkrQ5XBCWwkvW_DTBDzvDjjvW3zl4g&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_729371379-3Fpwd-3DUEhEcFNhekNtUjF4Q3BCYnBrN3Nudz09&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=gegev7kKR9bSkH4Lq_nvcu9W9VrWrf-X6dr15vKjUEk&s=o5c6yrPCbL62dUkrQ5XBCWwkvW_DTBDzvDjjvW3zl4g&e=)

Password: RWLS2018

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Meeting ID: 729 371 379

International numbers available: https://urldefense.proofpoint.com/v2/url?u=https-3A__zoom.us_u_akeHlZOCT&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=gegev7kKR9bSkH4Lq_nvcu9W9VrWrf-X6dr15vKjUEk&s=AxeqmdNUk6ipA3Cfde67zw27MeRWgZny8xkW9KGoUY0&e=

Or Skype for Business (Lync):

SIP:729371379.242838@lync.zoom.us

Minutes

I. Call to Order and Adoption of the Agenda- 1:11pm

*Motioned Robert Stewart-2nd Gayle Pitman

*APPROVED AGENDA

II. Roll Call:

Member Term

[LaTonya Parker](#) [2018-19](#)

[Carrie Roberson](#) [2018-19](#)

[*Peggy Campo](#) [2018-19 \(absent\)](#)

[Robert Stewart](#) [2018-19](#)

[Gayle Pitman](#) [2018-19](#)

III. Note Taker Selection

*Carrie Roberson

IV. Action Last Meeting Minutes September 5, 2018 Created by Gayle Pitman

*Motedioned by Robert Stewart-2nd Carrie Roberson

*APPROVED MINUTES

*RwLS Committee discussed future meeting dates

*RwLS Committee discussed status/needs for face-to-face meeting (LA Southwest)

V. Status of Previous Action Items

a. Assigned Resolutions

i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)

Friday, October 5, 2018 AB 705 Event was held at Chaffey College for Umoja program learning community faculty and staff

Thursday, October 4, 2018 - 12:00PM AB 705 event was held at Cosumnes River College located at 8401 Center Parkway in Sacramento California, Winn Center: Room: WINN15

Wednesday, September 19, 2018 - 12:00PM AB 705 meeting took place at San Bernardino Valley College, Conference Room B100.

*RwLS Committee discussed what has been done so far in relation to ASCCC and AB705

*E-mail sent to Chair with inquiry from the field, response was sent regarding what has been done so far

*RwLS Committee discussed implementation is required by CCCCCO in Fall 2019, but some colleges doing an early implementation of placement and can start collecting data sooner than others.

*RwLS Committee discussed are there implications already that college's are facing- such as Reading courses that are not mentioned in AB 705, how students can meet reading competency.

ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)

iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)

*Will develop a plan to discuss how to respond to other resolutions are part of next meeting

VI. Committee Priorities for 2018-2019

a. ASCCC Strategic Plan <https://www.livebinders.com/play/play?id=1713815#anchor>

*Robert Stewart will take the lead on Rostrum article for responding to resolution F17 10.03 Financial Recovery Plan (ongoing from last year's committee)

*RwLS Committee discussed Strategic Plan related to committee's responsibilities

-Three specific areas

*ASCCC collaborated on CCCCCO/IEPI by providing EEO trainings (Fresno, Riverside, Irvine, Sacramento)

*RwLS will work with Faculty Development and Equity/Diversity Committee to conduct regional meetings

*RwLS Committee discussed the reality of issues with faculty diversification and issues with representation, hiring procedures, other

-RwLS would like to look at formative or summative assessment with regards to changes at colleges, who attended from colleges (Faculty?, Administrators?), follow up on information to support colleges moving forward.

*RwLS Committee discussed colleges that have not had a visit

-Advocate and consider these colleges in campus visits TBD moving forward

- b. Colleges have not had a visit within the past five years:
 - Area A: Cerro Coso, Feather River, Porterville, Shasta, West Hills Coalinga, West Hills Lemoore, Yuba
 - Area B: Contra Costa
 - Area C: Allan Hancock, Citrus, Cuesta, LA Pierce, **LA Southwest**, West LA
 - Area D: Coastline, Copper Mountain, Golden West, North Orange – Noncredit, Orange Coast, San Diego Miramar, Victor Valley

VII. Future Meeting Dates:

November 14, 2018 1:10am-2:00pm Zoom Meeting

January 16, 2018 1:10am-2:00pm Zoom Meeting

February 13, 2017 10:30am-3:00pm In-Person Los Angeles Southwest College (Robert Stewart)

April 3, 2018 1:10pm-2:00pm Zoom Meeting

VIII. Announcements

Friday, October 19, 2018 ASCCC El Camino College Co-presentation with Rebecca Eikey will take place as part of ECC PRIDE Session II

The ASCCC Fall 2018 Plenary Session will be held at the Irvine Marriott Hotel in Irvine, CA from **November 1-3, 2018**. The 2018 Fall Plenary Session theme is RE: Solutions!!

IX. Adjournment 2:00pm

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee Meeting (Cancelled Quorum Not Met)

DATE: Wednesday, November 14, 2018

TIME: 1:10pm – 2:00pm

CONFERENCE CALL INFORMATION:

Join from PC, Mac, Linux, iOS or Android: https://urldefense.proofpoint.com/v2/url?u=https-3A_ccconfer.zoom.us_j_385439024&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=kRVgFiRRM-cTUO6k0_A2mCdSN9wM2guLQ60aLQ6K9Uk&s=gnJxlqKX6IH-V53j2RAHX7oRaC1jfBVDi-Zs2MqxeU0&e=

Or iPhone one-tap (US Toll): +16699006833,385439024# or +16468769923,385439024#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 385 439 024

International numbers available: https://urldefense.proofpoint.com/v2/url?u=https-3A_zoom.us_u_aeEkHjLzpr&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=kRVgFiRRM-cTUO6k0_A2mCdSN9wM2guLQ60aLQ6K9Uk&s=sjoiLXgMLXo74cn_Ot9053q3YSHr2QPgLskFsprTJM&e=

Or Skype for Business (Lync):

<SIP:385439024@lync.zoom.us>

AGENDA

I. Call to Order and Adoption of the Agenda

Member Term

[LaTonya Parker](#) [2018-19](#)

[Carrie Roberson](#) [2018-19](#)

[Peggy Campo](#) [2018-19](#)

[Robert Stewart](#) [2018-19](#)

[Gayle Pitman](#) [2018-19](#)

II. Note Taker Selection

III. Review Last Meeting Minutes October 17, 2018

IV. Status of Previous Action Items

a. Assigned Resolutions

i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)

ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)

iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)

V. Committee Priorities for 2018-2019

- a. Rostrum Article
- b. 21 Colleges Not Visited Within the Last Five Years

VI. Next Meeting January 16, 2018

VII. Announcements

2019 Spring Plenary Session April 11, 2019 to April 13, 2019 Westin San Francisco Airport
<https://asccc.org/events/2019-04-11-150000-2019-04-13-230000/2019-spring-plenary-session>

VIII. Adjournment

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee Meeting

DATE: Wednesday, February 13, 2019

TIME: 1:10pm – 2:00pm

Location: Los Angeles Southwest College

Conference Call Information:

Join from PC, Mac, Linux, iOS or Android: [https://urldefense.proofpoint.com/v2/url?u=https-](https://urldefense.proofpoint.com/v2/url?u=https-3A_ccconfer.zoom.us_j_734310135-3Fpwd-3DbIpYbTAzMytzaUpXyNvaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=)

[3A_ccconfer.zoom.us_j_734310135-3Fpwd-](https://urldefense.proofpoint.com/v2/url?u=https-3A_ccconfer.zoom.us_j_734310135-3Fpwd-3DbIpYbTAzMytzaUpXyNvaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=)

[3DbIpYbTAzMytzaUpXyNvaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_ccconfer.zoom.us_j_734310135-3Fpwd-3DbIpYbTAzMytzaUpXyNvaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=)

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[3A_zoom.us_u_acqst4P8vu&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=ByJ6EA0QkVof8f1kBT1YenQQqQZ92-NjYbeb7TVgM&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_zoom.us_u_acqst4P8vu&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=ByJ6EA0QkVof8f1kBT1YenQQqQZ92-NjYbeb7TVgM&e=)

Or Skype for Business (Lync):

SIP:734310135.114420@lync.zoom.us

I. Call to Order and Adoption of the Agenda

II. Roll Call:

Member Term

[LaTonya Parker](#) [2018-19](#)

[Carrie Roberson](#) [2018-19](#)

[Peggy Campo](#) [2018-19 \(Excused Absence\)](#)

[Robert Stewart](#) [2018-19](#)

[Gayle Pitman](#) [2018-19](#)

III. Note Taker Selection

IV. Action Last Meeting Minutes October 17, 2018 Created by Carrie Roberson

V. Status of Previous Action Items

a. Assigned Resolutions

- i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)
- ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)
- iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)
- iv. [Fall 52nd Plenary Adopted Resolutions](#)
<https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf>

1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations

Resolved, That the Academic Senate for California Community Colleges, to provide

guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

VI. Committee Priorities for 2018-2019

a. ASCCC Strategic Plan <https://www.livebinders.com/play/play?id=1713815#anchor>

Robert Stewart will take the lead on Rostrum article for responding to resolution F17 10.03 Financial Recovery Plan -- Update Timeline Executive Meeting April 10, 2019 & March 22, 2019 Agenda Item Due

Strategic Plan related to committee's responsibilities

-Specific areas

- Local Senate Visit(S)
 - October 19, 2018 El Camino College Presentation Rebecca Eikey & LaTonya Parker
- ASCCC collaborated on CCCCO/IEPI by providing EEO trainings
 - University of Santa Barbara Panel Discussion on Academic Careers at Community Colleges – LaTonya Parker
 - February 8-9, 2019 Building Diversity Summit
- Collaborate with Faculty Development and Equity/Diversity Committee to conduct regional meetings
 - Faculty Diversification Meetings February 21, 25 & 28, 2019
 - A2Mend/Umoja Community Summits March 5-6, 2019, November 7-8, 2018
- Formative or summative assessment with regards to changes at colleges, who attended from colleges (Faculty?, Administrators?), follow up on information to support colleges moving forward.

b. Discussion: Advocate and Consider college without a visit within the past five years:

Area A: Cerro Coso, Feather River, Porterville, Shasta, West Hills Coalinga, West Hills

Lemoore, Yuba
Area B: Contra Costa
Area C: Allan Hancock, Citrus, Cuesta, LA Pierce, **LA Southwest**, West LA
Area D: Coastline, Copper Mountain, Golden West, North Orange – Noncredit, Orange Coast, San Diego Miramar, Victor Valley

VII. Spring Plenary Planning

VIII. Session April 11, 2019 to April 13, 2019

Westin San Francisco Airport

The Academic Senate for California Community Colleges is thrilled to announce our 50 Year Anniversary Celebration, taking place at the 2019 Spring Plenary Session! The ASCCC 2019 Spring Plenary Session will be held at the Westin San Francisco Airport located at 1 Old Bayshore Hwy,

Program Description and Presenters Due March 4, 2019

Thursday, April 11, 2019 8:30am-9:15am *New Delegate Information Session, Plenary Orientation*

Thursday, April 11, 2019 2:00pm-3:15pm *Promoting Culture Change at the Local Level*

Friday, April 12, 2019 2:15pm -3:30pm *Sharing the Journey: Leadership Development*

Friday, April 12, 2019 3:45pm-5:00pm *50 Ways to Bond with Colleagues*

IX. Future Meeting Dates:

April 3, 2018 1:10pm-2:00pm Zoom Meeting

X. Announcements

Faculty Diversification Meeting - Bakersfield

February 21, 2019

Bakersfield College

2019 Part-Time Faculty Institute

February 21, 2019 to February 23, 2019

Newport Beach Marriott Hotel & Spa

Open Educational Resources (OER) Webinar

February 22, 2019

OER Basics | Open Educational Resources are freely available for everyone. We will discuss the difference between “open and free”, what Creative Commons licensing means, and discuss the benefits of OER for both students and faculty. Register here!

Faculty Diversification Meeting Yuba College

February 25, 2019

Yuba College

Guided Pathways - Webinar

February 27, 2019

Student Support and Staying on the Path – Register Now 2/27/2019 | 12 Noon - 1:00 PM

Many student support strategies have been developed to support students traditionally defined as "basic skills", especially in response to AB 705. But how do you know which supports are effective,..

Faculty Diversification Meeting - Norco

February 28, 2019

Norco College

ASCCC Spring 2019 Area Meetings

March 22, 2019 Area A & B

March 23, 2019 Area C & D

XI. Adjournment 3:00pm

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee Meeting Minutes

DATE: Wednesday, February 13, 2019

TIME: 1:10pm – 2:00pm

Location: Los Angeles Southwest College

Conference Call Information:

Join from PC, Mac, Linux, iOS or Android: [https://urldefense.proofpoint.com/v2/url?u=https-](https://urldefense.proofpoint.com/v2/url?u=https-3A_ccconfer.zoom.us_j_734310135-3Fpwd-3DbIpYbTAzMytzaUpXynVaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=)

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[3DbIpYbTAzMytzaUpXynVaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_ccconfer.zoom.us_j_734310135-3Fpwd-3DbIpYbTAzMytzaUpXynVaclFCLzMrZz09&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=gk4I6DFKGavOF1AojQkZm103XjbMXc97i4pCnutUwH8&e=)

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[3A_zoom.us_u_acqst4P8vu&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=ByJ6EA0QkJvoF8f1kBT1YenQQqQZ92-NjYbeb7TVgM&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_zoom.us_u_acqst4P8vu&d=DwIFAg&c=fLaMFncp1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=x0si4qjvMje7rqLbElaQga2j1v6jO9KmCFHqSDACHj0&s=ByJ6EA0QkJvoF8f1kBT1YenQQqQZ92-NjYbeb7TVgM&e=)

Or Skype for Business (Lync):

SIP:734310135.114420@lync.zoom.us

I. Call to Order and Adoption of the Agenda

II. Roll Call:

Member Term

[LaTonya Parker](#) [2018-19](#)

[Carrie Roberson](#) [2018-19](#)

[Robert Stewart](#) [2018-19](#)

III. Note Taker Selection: Carrie R.

IV. Action Last Meeting Minutes October 17, 2018 Created by Carrie Roberson

Motion: Carrie R. Second: Robert S. –Minutes Approved Unanimously

V. Status of Previous Action Items

a. Assigned Resolutions

i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)-Efforts ongoing-

Committee members discussed How will we gather data? And collaborations with Noncredit Committee Chair Craig and Janet Folk (advice).

- ii. **Increase Participatory Governance on Colleges' Satellite Campuses**-Committee will make wording recommendation revision to the ASCCC Senate Handbook Recommendations:

Title Change: Local **Academic** Senates Handbook

Wording Inclusion for the Local Senates Handbook pg. 65

Title: *Using Technology to Increase Participatory Governance on Offsite Campuses*

Formal local academic senate meetings, trainings, and activities primarily take place on the main campus. To increase stakeholders' involvement in participatory governance senate leaders should consider the following:

- Rotate meetings to include satellite or alternative campuses for your college district.
- Use technology to increase participatory governance.

- iii. **Faculty Involvement in Responding to Litigation or Student Complaints**- RwLS committee member Robert S. will follow with the resolution author for content intent.

- iv. **Fall 52nd Plenary Adopted Resolutions** – <https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf>-RwLS Committee will follow up with reviewing the document and formulating an outline.

1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations

Resolved, That the Academic Senate for California Community Colleges, to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

VI. Committee Priorities for 2018-2019

- a. ASCCC Strategic Plan <https://www.livebinders.com/play/play?id=1713815#anchor>
Robert Stewart will take the lead on Rostrum article for responding to resolution F17 10.03 Financial Recovery Plan -- Update Timeline Executive Meeting April 10, 2019 & March 22, 209 Agenda Item Due. Author Robert informed of the March 4, 2019 Executive Committee deadline. The committee identified February 25th as the internal deadline. Robert plans to complete the article February 28th.
Strategic Plan related to committee's responsibilities
-Specific areas
 - Local Senate Visit(S)

- October 19, 2018 El Camino College Presentation Rebecca Eikey & LaTonya Parker

Committee Chair Announced the following:

- ASCCC collaborated on CCCCO/IEPI by providing EEO trainings
 - February 6th University of Santa Barbara Panel Discussion on Academic Careers at Community Colleges – LaTonya Parker and Craig Rutan
 - February 8-9, 2019 Building Diversity Summit
- Collaborate with Faculty Development and Equity/Diversity Committee to conduct regional meetings
 - Faculty Diversification Meetings February 21, 25 & 28, 2019
 - A2Mend/Umoja Community Summits March 5-6, 2019, November 7-8, 2018

- b. Committee Discussed: Advocate and Consider college without a visit within the past five years: The committee discussed being proactive and reaching out to local senate leaders regarding faculty events or ceremonies and to send representatives. The first college of choice is West Los Angeles. West Los Angeles will host an on campus 50th celebration next week. RLS committee members Robert S. and LaTonya P. will attend. Carrie R. will send email to West LA senate president.

The colleges indicated in bold print have been visit within this academic year.

Area A: Cerro Coso, **Feather River**, Porterville, Shasta, West Hills Coalinga, West Hills Lemoore, **Yuba**

Area B: Contra Costa

Area C: Allan Hancock, **Citrus**, Cuesta, **LA Pierce**, **LA Southwest**, West LA *

Area D: Coastline, Copper Mountain, Golden West, North Orange – Noncredit, **Orange Coast**, **San Diego Miramar**, Victor Valley

VII. Spring Plenary Planning

VIII. Session April 11, 2019 to April 13, 2019

Westin San Francisco Airport

The Academic Senate for California Community Colleges is thrilled to announce our 50 Year Anniversary Celebration, taking place at the 2019 Spring Plenary Session! The ASCCC 2019 Spring Plenary Session will be held at the Westin San Francisco Airport located at 1 Old Bayshore Hwy,

Program Description and Presenters Due March 4, 2019

Thursday, April 11, 2019 8:30am-9:15am *New Delegate Information Session, Plenary Orientation*

LaTonya Parker, ASCCC Chair of Relations with Local Senates

Geoffrey Dyer, ASCCC Chair of Resolutions

Cheryl Aschenbach, ASCCC North Representative

Are you a new senate leader seeking to understand the Academic Senate for California Community Colleges (ASCCC) plenary culture? This session will provide an overview of the aspects of the ASCCC plenary session and processes. This integrated learning session will focus on the resolution process, from where resolutions originate to specific style requirements. Presenters will also discuss the requirements and obligations for delegates, the process by which resolutions are brought forth at plenary sessions, and the voting process used on Saturday.

Thursday, April 11, 2019 2:00pm-3:15pm *Promoting Culture Change at the Local Level*

Promoting Culture Change at the Local Level: Faculty Diversity - Parker/Henderson /Robert Steward

Description: The Academic Senate for California Community Colleges is pleased to empower faculty at the local level with equitable practices to increase the diversity hiring of underrepresented minorities. This session will engage and empower participants with intentional practices on how to achieve workplace diversity through relating job performance to skills and abilities of qualified candidates, and intentional organizational practices. Join us for a session of deliberate dialogue of achieving common ground between faculty and administrators to align goals for diversification practical strategies with practitioners dedicated to address potential institutional barriers to equal employment opportunities.

Friday, April 12, 2019 2:15am -3:30pm *Sharing the Journey: Leadership Development*
Parker/Roberson/Henderson/Robert Steward

Program Description: Are you looking for creative ways to engage faculty voices? Leadership for institutional growth and development can serve as a personal experience to empower faculty for improved student success outcomes. Come join this session to continue a leadership journey to create strong bonds to reach a shared local vision and goals towards access and aspiration completion for students.

Friday, April 12, 2019 3:45pm-5:00pm *50 Ways to Bond with Colleagues*

Description: In light of recent legislature, the Board of Governors Vision for Success, and initiatives brought forward in the California community college system, it is import that faculty leaders understand the impact at the local level, and equip themselves with inclusive practices. This session will provide legal and practical context to help local senate leaders successfully implement Board Policies, Administrative Procedures, laws and regulations that call for effective collegial practices. Join us in dialogue intended to provide shared best practices concerning participatory governance. This interactive session is designed to equip local leaders with various aspects of effective decision making, and creating a platform for crucial dialogue. Workshop participants will engage in practices to become Collegially Bonded!-For this break out session Carrie agreed to follow up with the ASCCC office for name tag banners to support the Collegially Bonded theme recommended by the committee.

For the Spring 2019 Plenary committee member Robert S. Agreed to present in all session with the exception of the New Delegate Information Session, Plenary Orientation. The committee drafted the following breakout descriptions:

IX. Future Meeting Dates:
April 3, 2019 1:10pm-2:00pm Zoom Meeting

X. Committee Chair Announced:

Faculty Diversification Meeting – Bakersfield College
February 21, 2019

Bakersfield College
2019 Part-Time Faculty Institute

February 21, 2019 to February 23, 2019
Newport Beach Marriott Hotel & Spa

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Faculty Diversification Meeting - Norco

February 28, 2019

Norco College

ASCCC Spring 2019 Area Meetings

March 22, 2019 Area A & B

March 23, 2019 Area C & D

Meeting Adjourned at 3:00pm

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee Meeting

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>

DATE: Wednesday, April 3, 2019

TIME: 1:10pm – 2:00pm PM Pacific Time (US and Canada)

Location: ZOOM Meeting

Join from PC, Mac, Linux, iOS or Android: https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_7503831898-3Fpwd-3DZjZ5c3Y3NGoyZWNqQ2JmR1Z2bFptZz09&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=b9KWwgm1qUgsgnrkHE7uQZisYUJz6_KfyJiAruXVxIs&s=GHf8bOk3vkaB789be0C6eiVM2XlwxAdjq1FXV_S5ZE&e=
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+1 646 876 9923 (US Toll)

Meeting ID: 750 383 1898

International numbers available: https://urldefense.proofpoint.com/v2/url?u=https-3A__zoom.us_u_abJ1QmFl4k&d=DwIFAg&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBol&m=b9KWwgm1qUgsgnrkHE7uQZisYUJz6_KfyJiAruXVxIs&s=qfnZx0YR5mUNiPMrdWsVMEuJlMBea5I2SXjwqr1Kfoc&e=

Or Skype for Business (Lync):

SIP:7503831898.736433@lync.zoom.us

I. Call to Order and Adoption of the Agenda

II. Roll Call:

Member	Term
LaTonya Parker	2018-19
Carrie Roberson	2018-19
Peggy Campo	2018-19
Robert Stewart, Jr	2018-19
Gayle Pitman	2018-19

III. Note Taker – Gayle P.

IV. Action Last Meeting Minutes - February 13, 2019

V. Status of Previous Action Items

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<https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf>

1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations

https://asccc.org/sites/default/files/publications/Tenure_0.pdf

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Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

Resources since Last Paper (List not comprehensive):

Academic Freedom, Privacy, Copyright and Fair Use in a Technological World
Fall 1999 Topic: Distance Learning Committee: Educational Policies
Committee

<https://www.asccc.org/papers/academic-freedom-privacy-copyright-and-fair-use-technological-world>

Academic Freedom: New Recommendations Fall 2010

Resolution Number: 13.03

<https://asccc.org/resolutions/academic-freedom-new-recommendations>

Public Awareness Campaign in Support of Academic Freedom and Collegial Peer Review Fall 2007, Resolution Number: 13.05

<https://asccc.org/resolutions/public-awareness-campaign-support-academic-freedom-and-collegial-peer-review>

Academic Freedom "Free Exchange on Campus"

Spring 2007, Resolution Number: 13.05

<https://asccc.org/resolutions/academic-freedom-free-exchange-campus>

Academic Freedom and Lecture Recordings

Spring 2006, Resolution Number: 13.02

<https://asccc.org/resolutions/academic-freedom-and-lecture-recordings>

Academic Freedom and the 60% Law

Spring 2006, Resolution Number: 19.03
<https://asccc.org/resolutions/academic-freedom-and-60-law>

Local Policies on Academic Freedom
Spring 2005 Resolution Number: 19.01
<https://asccc.org/resolutions/local-policies-academic-freedom>

Preserving Academic Freedom in the Implementation of +/- Grading
Fall 1999 Resolution Number: 14.02
<https://asccc.org/resolutions/preserving-academic-freedom-implementation-grading>

Textbook Issues: Economic Pressures and Academic Values
Spring 2005 (List Local Senate Recommendations)
<https://asccc.org/papers/textbook-issues-economic-p pressures-and-academic-values>

American Association of University Professors (AAUP)
<https://www.aaup.org/our-programs/academic-freedom/resources-academic-freedom>

- v. A. Spring 2020 Academic Freedom and Tenure: A Faculty Perspective Draft Outline

Adopted spring 1998 Table of Contents

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Academic Freedom and Tenure.....
Academic Freedom on Campus.....
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Conclusions.....
Annotated Bibliography.....
Appendices.....

VI. Committee Priorities for 2018-2019

- a. ASCCC Strategic Plan <https://www.livebinders.com/play/play?id=1713815#anchor>
Robert Stewart author, Rostrum article submitted to the ASCCC office

A1. RwLS Recommendations Draft:

- Local Senate Handbook Name Change: Local Academic Senate Handbook
- Review and revise the Local Senate Handbook
- RwLS Website Calendar of Availability (Posted at the Beginning of Each Academic Year)
- ASCCC Video of Resolution Process
- Ongoing Proactive Efforts of Reaching Out to Colleges Not Visited Within the Past Five Years (Will Require an Updated List Each Academic Year)
- RwLS Committee Member Badge(s)
- 114 Colleges Senate Website Posted Under RwLS (ASCCC Website Currently Post College Directory)
- Map of 114 Colleges by Region Posted on RwLS Website
- Collaborate with ASCCC Noncredit Committee for AB 705 Data
- Collaborate with ASCCC Faculty Development Committee for Field Survey for ASCCC Meetings and Events Calendar Creation

- b. Discussion: Colleges without a visit within the past five years:

Area A:	
Cerro Coso	https://www.cerrocoso.edu/contact/faculty-leadership-and-department-chairs
Porterville	https://committees.kccd.edu/committee/academic-senate
Shasta	http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx
West Hills Coalinga	https://www.westhillscollge.com/coalinga/about/governance-planning/
West Hills Lemoore	https://www.westhillscollge.com/lemoore/about/academic-senate/

Area B:	
Contra Costa	https://www.contracosta.edu/faculty-resources/academic-senate/

Area C:	
Allan Hancock	https://www.hancockcollege.edu/academic_senate/index.php
Cuesta	https://www.cuesta.edu/about/depts/academicssenate/index.html
Los Angeles Pierce	http://pshare.piercecollege.edu/committees/senate/_layouts/15/start.aspx#/default.aspx

Area D:	
Coastline	http://www.coastline.edu/about/governance/academic-senate
Copper Mountain	https://www.cmccd.edu/faculty-and-staff/academic-senate/
Golden West	http://www.goldenwestcollege.edu/senate/
North Orange Continuing Education (Noncredit)	https://noce.edu/about/academic-senate

VII. Spring Plenary Planning**Session April 11, 2019 to April 13, 2019**

Westin San Francisco Airport

The Academic Senate for California Community Colleges is thrilled to announce our **50 Years Anniversary Celebration**, taking place at the 2019 Spring Plenary Session! The ASCCC 2019 Spring Plenary Session will be held at the Westin San Francisco Airport located at 1 Old Bayshore Hwy,

8:30 a.m. to 9:15 a.m. New Delegate Information Session, Plenary Orientation

LaTonya Parker, ASCCC Chair of Relations with Local Senates

Geoffrey Dyer, ASCCC Chair of Resolutions

Cheryl Aschenbach, ASCCC North Representative

Are you a new senate leader seeking to understand the Academic Senate for California Community Colleges (ASCCC) plenary culture? This session will provide an overview of the aspects of the ASCCC plenary session and processes. This integrated learning session will focus on the resolution process, from where resolutions originate to specific style requirements. Presenters will also discuss the requirements and obligations for delegates, the process by which resolutions are brought forth at plenary sessions, and the voting process used on Saturday.

Thursday, April 11, 2019 2:00pm-3:15pm Promoting Culture Change at the Local Level

Promoting Culture Change at the Local Level: Faculty Diversity - Parker/Henderson /Robert Stewart, Jr.

Description: The Academic Senate for California Community Colleges is pleased to empower faculty at the local level with equitable practices to increase the diversity hiring of underrepresented minorities. This session will engage and empower participants with intentional practices on how to achieve workplace diversity through relating job performance to skills and abilities of qualified candidates, and intentional organizational practices. Join us for a session of deliberate dialogue of achieving common ground between faculty and administrators to align goals for diversification practical strategies with practitioners dedicated to address potential institutional barriers to equal employment opportunities.

Friday, April 12, 2019 2:15am -3:30pm Sharing the Journey: Leadership Development-

Parker/Roberson/Henderson/Robert Stewart, Jr.

Program Description: Are you looking for creative ways to engage faculty voices? Leadership for institutional growth and development can serve as a personal experience to empower faculty for improved student success outcomes. Come join this session to continue a leadership journey to create strong bonds to reach a shared local vision and goals towards access and aspiration completion for students.

Friday, April 12, 2019 3:45pm-5:00pm How to Bond with Colleagues? - Parker/Eikey/

Robert Stewart, Jr.

Description: In light of recent legislature, the Board of Governors Vision for Success, and initiatives brought forward in the California community college system, it is import that faculty leaders understand the impact at the local level, and equip themselves with inclusive

practices. This session will provide legal and practical context to help local senate leaders successfully implement Board Policies, Administrative Procedures, laws and regulations that call for effective collegial practices. Join us in dialogue intended to provide shared best practices concerning participatory governance. This interactive session is designed to equip local leaders with various aspects of effective decision making, and creating a platform for crucial dialogue. Workshop participants will engage in practices to become Collegially Bonded!

- VIII. Spring 2019 53rd ASCCC Plenary [Resolution Packet](#)
- IX. Executive Committee Elections—Intent to seek office form at ASCCC website Spring Plenary page under Resources tab <https://www.asccc.org/events/2019-04-11-150000-2019-04-13-230000/2019-spring-plenary-session>

X. Future Meeting Dates: TBD

XI. Announcements

Upcoming Events:

a. ASCCC [Events](#)

- i. [Executive Committee Meeting](#), April 10, 2019
- ii. [2019 Spring Plenary](#), April 11-13, 2019
- iii. [Career and Noncredit Institute](#), April 25-27, 2019
- iv. [2019 Faculty Leadership Institute](#) June 13-15, 2019
- v. [2019 Curriculum Institute](#) , July 10-13, 2019
- vi. [Academic Academy](#), September 13-14, 2019 Southern, CA

b. [ACCJC Accreditation Conference](#) —in partnership with ASCCC, April 30-May2, 2019

Past Events:



- i. **West Los Angeles College Visit for Their 50 Years Event –**
February 20, 2019
- ii. **Faculty Diversification Meeting – Bakersfield** February 21, 2019 Chair Attended
- iii. **Faculty Diversification Meeting Yuba College** February 25, 2019 Chair and Co-Chair Attended Yuba College
- iv. **Faculty Diversification Meeting - Norco** February 28, 2019 Chair Attended Norco College
- v. **ASCCC Spring 2019 Area Meetings** March 23, 2019 Area D Chair Attended

C. [Los Angeles Mission College Requesting a Visit](#) —Robert's Rules Presentation Proposed Dates May 1 or May 2, 2019.

XII. Adjournment 2:00pm



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee Meeting

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>

DATE: Wednesday, May 1, 2019

TIME: 1:10pm – 2:00pm PM Pacific Time (US and Canada)

Location: ZOOM Meeting

Topic: Relations with Local Senates Mtg. LaTonya Parker

Time: May 1, 2019 2:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: https://urldefense.proofpoint.com/v2/url?u=https-3A__ceconfer.zoom.us_j_7503831898-3Fpwd-3DZjZ5c3Y3NGoyZWNqQ2JmR1Z2bFptZz09&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=PSUP8MvFsiIiGioFRgq_sPTYFiqns6Jo9_8feItcMc&e=

Password: RwLS2019

Or iPhone one-tap (US Toll): +16699006833,7503831898# or +16468769923,7503831898#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 750 383 1898

International numbers available: https://urldefense.proofpoint.com/v2/url?u=https-3A__zoom.us_u_abJlQmFl4k&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=egB9VvBEqQWwjForRgdWXbYLGRRT3HfbNlltQ_71aU&e=

Or Skype for Business (Lync):

SIP:7503831898.736433@lync.zoom.us

I. Call to Order and Adoption of the Agenda

II. Roll Call:

Member	Term
LaTonya Parker	2018-19
Carrie Roberson	2018-19
Peggy Campo	2018-19
Robert Stewart, Jr	2018-19
Gayle Pitman	2018-19

III. Note Taker – Gayle P.

IV. Action Last Meeting Minutes - February 13, 2019

V. Status of Previous Action Items

a. Assigned Resolutions

- i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)
- ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)
- iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)
- iv. [Fall 52nd Plenary Adopted Resolutions](#)

<https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf>

1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations

https://asccc.org/sites/default/files/publications/Tenure_0.pdf

Resolved, That the Academic Senate for California Community Colleges, to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

Resources since Last Paper (List not comprehensive):

Academic Freedom, Privacy, Copyright and Fair Use in a Technological World
Fall 1999 Topic: Distance Learning Committee: Educational Policies
Committee

<https://www.asccc.org/papers/academic-freedom-privacy-copyright-and-fair-use-technological-world>

Academic Freedom: New Recommendations Fall 2010

Resolution Number: 13.03

<https://asccc.org/resolutions/academic-freedom-new-recommendations>

Public Awareness Campaign in Support of Academic Freedom and Collegial Peer Review Fall 2007, Resolution Number: 13.05

<https://asccc.org/resolutions/public-awareness-campaign-support-academic-freedom-and-collegial-peer-review>

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Shasta	http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx
West Hills Coalinga	https://www.westhillscollge.com/coalinga/about/governance-planning/
West Hills Lemoore	https://www.westhillscollge.com/lemoore/about/academic-senate/

Area B:	
Contra Costa	https://www.contracosta.edu/faculty-resources/academic-senate/

Area C:	
Allan Hancock	https://www.hancockcollege.edu/academic_senate/index.php
Cuesta	https://www.cuesta.edu/about/depts/academicSenate/index.html
Los Angeles Pierce	http://pshare.piercecollege.edu/committees/senate/_layouts/15/start.aspx#/default.aspx

Area D:	
Coastline	http://www.coastline.edu/about/governance/academic-senate
Copper Mountain	https://www.cmccd.edu/faculty-and-staff/academic-senate/
Golden West	http://www.goldenwestcollege.edu/senate/

North Orange Continuing Education (Noncredit)	https://noce.edu/about/academic-senate
Victor Valley	http://www.vvc.edu/offices/faculty-services/faculty-senate/

VII. Spring Plenary Plan Included
Session April 11, 2019 to April 13, 2019

Westin San Francisco Airport

The Academic Senate for California Community Colleges held our **50 Years Anniversary Celebration**, which took place at the 2019 Spring Plenary Session! The ASCCC 2019 Spring Plenary Session was held at the Westin San Francisco Airport located at 1 Old Bayshore Hwy,

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Geoffrey Dyer, ASCCC Chair of Resolutions

Cheryl Aschenbach, ASCCC North Representative

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Program Description: Are you looking for creative ways to engage faculty voices?

Leadership for institutional growth and development can serve as a personal experience to empower faculty for improved student success outcomes. Come join this session to continue a leadership journey to create strong bonds to reach a shared local vision and goals towards access and aspiration completion for students.

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VIII. Spring 2019 53rdASCCC Plenary [Resolution Packet](#)**ASCCC Plenary Resolution PDF Packet Adopted is attached**

IX. Future Meeting Dates: TBD

X. Announcements

Upcoming Events:a. [ASCCC Events](#)

- i. [ASCCC Executive Committee Meeting](#) May 10, 2019
- ii. [2019 Faculty Leadership Institute](#) June 13-15, 2019
- iii. [2019 Curriculum Institute](#), July 10-13, 2019
- iv. [Academic Academy](#), September 13-14, 2019 Southern, CA
- v. Additional Calendar Events at <https://asccc.org/calendar/list/events>
- vi. Application for Statewide Service found at <http://asccc.org/content/application-statewide-service>

b. [ACCJC Accreditation Conference](#) —in partnership with ASCCC, April 30-May2, 2019**Past Events:**

- i. **West Los Angeles College Visit for Their 50 Years Event –**
February 20, 2019
- ii. **Faculty Diversification Meeting – Bakersfield** February 21, 2019 Chair Attended
- iii. **Faculty Diversification Meeting Yuba College** February 25, 2019 Chair and Co-Chair Attended Yuba College
- iv. **Faculty Diversification Meeting - Norco** February 28, 2019 Chair Attended Norco College
- v. **ASCCC Spring 2019 Area Meetings** March 23, 2019 Area D Chair Attended
- vi. Executive Committee Meeting, April 10, 2019
- vii. 2019 Spring Plenary, April 11-13, 2019
- viii. Career and Noncredit Institute, April 25-27, 2019
- ix. Faculty Association for California Community Colleges Counselor's Conference,

April 26, 2019

C. [Los Angeles Mission College Requested a Visit](#) –Robert’s Rules Presentation Proposed Dates May 1 or May 2, 2019. Chair spoke with the local senate President and their legal counsel assisted with the presented information.

XI. Spring 2019 Plenary Election Results

John Stankas, President

Dolores Davison, Vice President

Cheryl Aschenbach, Secretary

Ginni May, Treasurer

Geoffrey Taft, Area A Representative

Mayra Cruz, Area B Representative

Michelle Bean, Area C Representative

LaTonya Parker, Area D Representative

Stephanie Curry, North Representative

Carrie Roberson, North Representative

Anna Bruzzese, South Representative

Sam Foster, South Representative

Nathaniel Donahue, At Large Representative

Silvester Henderson, At Large Representative

XII. Adjournment



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee Meeting Minutes

Relations with Local Senates Committee Website Link: <https://www.asccc.org/directory/relations-local-senates-committee>

DATE: Wednesday, May 1, 2019

TIME: 1:10pm – 2:00pm PM Pacific Time (US and Canada)

Location: ZOOM Meeting

Topic: Relations with Local Senates Mtg. LaTonya Parker

Time: May 1, 2019 2:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_7503831898-3Fpwd-3DZjZ5c3Y3NGoyZWNqQ2JmR1Z2bFptZz09&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=PSUP8MvFsiIiGioFRgq_sPTYFiqns6Jo9_8feItcMc&e=

[3A__cccconfer.zoom.us_j_7503831898-3Fpwd-3DZjZ5c3Y3NGoyZWNqQ2JmR1Z2bFptZz09&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=PSUP8MvFsiIiGioFRgq_sPTYFiqns6Jo9_8feItcMc&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A__cccconfer.zoom.us_j_7503831898-3Fpwd-3DZjZ5c3Y3NGoyZWNqQ2JmR1Z2bFptZz09&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=PSUP8MvFsiIiGioFRgq_sPTYFiqns6Jo9_8feItcMc&e=)

Password: RwLS2019

Or iPhone one-tap (US Toll): +16699006833,7503831898# or +16468769923,7503831898#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 750 383 1898

International numbers available: https://urldefense.proofpoint.com/v2/url?u=https-3A__zoom.us_u_abJlQmFl4k&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=egB9VvBEqQWwjForRgdWXbYLGRrjT3HfbNlltQ_71aU&e=

[3A__zoom.us_u_abJlQmFl4k&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=egB9VvBEqQWwjForRgdWXbYLGRrjT3HfbNlltQ_71aU&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A__zoom.us_u_abJlQmFl4k&d=DwIFAg&c=fLaMFnpeliXN3uKNdmpXowaaxaKkXnJ5KtwGqmlStPc&r=6mvKbSihg7iDLNBDNgePHtKPGZik6GZluX58IC4IBoI&m=GPnX9LK0q3eJ9SmJZGKh0zCnjvnPseXgAc8f69k2mIs&s=egB9VvBEqQWwjForRgdWXbYLGRrjT3HfbNlltQ_71aU&e=)

Or Skype for Business (Lync):

SIP:7503831898.736433@lync.zoom.us

I. Call to Order and Adoption of the Agenda at 1:13pm

II. Roll Call:

Member	Term
LaTonya Parker	2018-19
Carrie Roberson	2018-19
Robert Stewart, Jr	2018-19
Gayle Pitman	2018-19

III. Note Taker – LaTonya

IV. Action Last Meeting Minutes - February 13, 2019 Motion Gayle, Second Carrie - Approved Unanimously

V. Status of Previous Action Items

a. Assigned Resolutions

- i. [Using Data to Assess the Impact of AB 705 \(Irwin, 2017\)](#)
- ii. [Increase Participatory Governance on Colleges' Satellite Campuses](#)
- iii. [Faculty Involvement in Responding to Litigation or Student Complaints](#)
- iv. [Fall 52nd Plenary Adopted Resolutions](#)
<https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf>

1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations

https://asccc.org/sites/default/files/publications/Tenure_0.pdf

Resolved, That the Academic Senate for California Community Colleges, to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

Resources since Last Paper (List not comprehensive):

Academic Freedom, Privacy, Copyright and Fair Use in a Technological World
Fall 1999 Topic: Distance Learning Committee: Educational Policies
Committee

<https://www.asccc.org/papers/academic-freedom-privacy-copyright-and-fair-use-technological-world>

Academic Freedom: New Recommendations Fall 2010

Resolution Number: 13.03

<https://asccc.org/resolutions/academic-freedom-new-recommendations>

Public Awareness Campaign in Support of Academic Freedom and Collegial
Peer Review Fall 2007, Resolution Number: 13.05

<https://asccc.org/resolutions/public-awareness-campaign-support-academic-freedom-and-collegial-peer-review>

Academic Freedom "Free Exchange on Campus"

Spring 2007, Resolution Number: 13.05

<https://asccc.org/resolutions/academic-freedom-free-exchange-campus>

Academic Freedom and Lecture Recordings

Spring 2006, Resolution Number: 13.02

<https://asccc.org/resolutions/academic-freedom-and-lecture-recordings>
Academic Freedom and the 60% Law
Spring 2006, Resolution Number: 19.03
<https://asccc.org/resolutions/academic-freedom-and-60-law>

Local Policies on Academic Freedom
Spring 2005 Resolution Number: 19.01
<https://asccc.org/resolutions/local-policies-academic-freedom>

Preserving Academic Freedom in the Implementation of +/- Grading
Fall 1999 Resolution Number: 14.02
<https://asccc.org/resolutions/preserving-academic-freedom-implementation-grading>

Textbook Issues: Economic Pressures and Academic Values
Spring 2005 (List Local Senate Recommendations)
<https://asccc.org/papers/textbook-issues-economic-p pressures-and-academic-values>

American Association of University Professors (AAUP)
<https://www.aaup.org/our-programs/academic-freedom/resources-academic-freedom>

- v. A. Spring 2020 Academic Freedom and Tenure: A Faculty Perspective Draft
Outline Action Item: *Motion Carrie, Second Gayle – Approved Unanimous*

Adopted spring 1998 Table of Contents

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Academic Freedom in the Age of Equity.....

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VI. Committee Priorities for 2018-2019

- a. ASCCC Strategic Plan <https://www.livebinders.com/play/play?id=1713815#anchor>
 Robert Stewart author, Rostrum article submitted to the ASCCC office and posted
<https://asccc.org/content/faculty-involvement-financial-recovery-plans>

A1. RwLS Recommendations Draft:

- Local Senate Handbook Name Change: Local Academic Senate Handbook
- Review and revise the Local Senate Handbook
- RwLS Website Calendar of Availability (Posted at the Beginning of Each Academic Year)
- ASCCC Video of Resolution Process
- Ongoing Proactive Efforts of Reaching Out to Colleges Not Visited Within the Past Five Years (Will Require an Updated List Each Academic Year)
- RwLS Committee Member Badge(s)
- 114 Colleges Senate Website Posted Under RwLS (ASCCC Website Currently Post College Directory)
- Map of 114 Colleges by Region Posted on RwLS Website
- Collaborate with ASCCC Noncredit Committee for AB 705 Data
- Collaborate with ASCCC Faculty Development Committee for Field Survey for ASCCC Meetings and Events Calendar Creation

- b. Discussion: Colleges without a visit within the past five years:

Area A:	
Cerro Coso	https://www.cerrocoso.edu/contact/faculty-leadership-and-department-chairs
Porterville	https://committees.kccd.edu/committee/academic-senate
Shasta	http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx
West Hills Coalinga	https://www.westhillscollge.com/coalinga/about/governance-planning/
West Hills Lemoore	https://www.westhillscollge.com/lemoore/about/academic-senate/

Area B:	
Contra Costa	https://www.contracosta.edu/faculty-resources/academic-senate/

Area C:	
Allan Hancock	https://www.hancockcollege.edu/academic_senate/index.php
Cuesta	https://www.cuesta.edu/about/depts/academicssenate/index.html
Los Angeles Pierce	http://pshare.piercecollege.edu/committees/senate/_layouts/15/start.aspx#/default.aspx

Area D:	
Coastline	http://www.coastline.edu/about/governance/academic-senate
Copper Mountain	https://www.cmccd.edu/faculty-and-staff/academic-senate/
Golden West	http://www.goldenwestcollege.edu/senate/
North Orange Continuing Education (Noncredit)	https://noce.edu/about/academic-senate
Victor Valley	http://www.vvc.edu/offices/faculty-services/faculty-senate/

VII. Spring Plenary Plan Included

Session April 11, 2019 to April 13, 2019

Westin San Francisco Airport

The Academic Senate for California Community Colleges held our **50 Years Anniversary Celebration**, which took place at the 2019 Spring Plenary Session! The ASCCC 2019 Spring Plenary Session was held at the Westin San Francisco Airport located at 1 Old Bayshore Hwy,

8:30 a.m. to 9:15 a.m. New Delegate Information Session, Plenary Orientation

LaTonya Parker, ASCCC Chair of Relations with Local Senates

Geoffrey Dyer, ASCCC Chair of Resolutions

Cheryl Aschenbach, ASCCC North Representative

Are you a new senate leader seeking to understand the Academic Senate for California Community Colleges (ASCCC) plenary culture? This session will provide an overview of the aspects of the ASCCC plenary session and processes. This integrated learning session will focus on the resolution process, from where resolutions originate to specific style requirements. Presenters will also discuss the requirements and obligations for delegates, the process by which resolutions are brought forth at plenary sessions, and the voting process used on Saturday.

Thursday, April 11, 2019 2:00pm-3:15pm Promoting Culture Change at the Local Level

Promoting Culture Change at the Local Level: Faculty Diversity - Parker/Henderson /Robert Stewart, Jr.

Description: The Academic Senate for California Community Colleges is pleased to empower faculty at the local level with equitable practices to increase the diversity hiring of underrepresented minorities. This session will engage and empower participants with intentional practices on how to achieve workplace diversity through relating job performance to skills and abilities of qualified candidates, and intentional organizational practices. Join us for a session of deliberate dialogue of achieving common ground between faculty and administrators to align goals for diversification practical strategies with practitioners dedicated to address potential institutional barriers to equal employment opportunities.

Friday, April 12, 2019 2:15am -3:30pm Sharing the Journey: Leadership Development-

Parker/Roberson/Henderson/Robert Stewart, Jr.

Program Description: Are you looking for creative ways to engage faculty voices?

Leadership for institutional growth and development can serve as a personal experience to

empower faculty for improved student success outcomes. Come join this session to continue a leadership journey to create strong bonds to reach a shared local vision and goals towards access and aspiration completion for students.

Friday, April 12, 2019 3:45pm-5:00pm How to Bond with Colleagues? - Parker/Eikey/Robert Stewart, Jr.

Description: In light of recent legislature, the Board of Governors Vision for Success, and initiatives brought forward in the California community college system, it is important that faculty leaders understand the impact at the local level, and equip themselves with inclusive practices. This session will provide legal and practical context to help local senate leaders successfully implement Board Policies, Administrative Procedures, laws and regulations that call for effective collegial practices. Join us in dialogue intended to provide shared best practices concerning participatory governance. This interactive session is designed to equip local leaders with various aspects of effective decision making, and creating a platform for crucial dialogue. Workshop participants will engage in practices to become Collegially Bonded!

- VIII. Spring 2019 53rd
 ASCCC Plenary [Resolution Packet](#)
ASCCC Plenary Resolution PDF Packet Adopted is attached

IX. Future Meeting Dates: TBD

X. Announcements
Upcoming Events:

- a. ASCCC [Events](#)
- i. [ASCCC Executive Committee Meeting](#) May 10, 2019
 - ii. [2019 Faculty Leadership Institute](#) June 13-15, 2019
 - iii. [2019 Curriculum Institute](#), July 10-13, 2019
 - iv. [Academic Academy](#), September 13-14, 2019 Southern, CA
 - v. Additional Calendar Events at <https://asccc.org/calendar/list/events>
 - vi. Application for Statewide Service found at <http://asccc.org/content/application-statewide-service>
- b. [ACCJC Accreditation Conference](#) —in partnership with ASCCC, April 30-May2, 2019

Past Events:



- i. **West Los Angeles College Visit for Their 50 Years Event –**
 February 20, 2019
- ii. **Faculty Diversification Meeting – Bakersfield** February 21, 2019 Chair Attended
- iii. **Faculty Diversification Meeting Yuba College** February 25, 2019 Chair and Co-Chair Attended Yuba College

- iv. **Faculty Diversification Meeting - Norco** February 28, 2019 Chair Attended Norco College
- v. **ASCCC Spring 2019 Area Meetings** March 23, 2019 Area D Chair Attended
- vi. Executive Committee Meeting, April 10, 2019
- vii. 2019 Spring Plenary, April 11-13, 2019
- viii. Career and Noncredit Institute, April 25-27, 2019
- ix. Faculty Association for California Community Colleges Counselor's Conference, April 26, 2019

C. [Los Angeles Mission College Requested a Visit](#) –Robert's Rules Presentation Proposed Dates May 1 or May 2, 2019. Chair spoke with the local senate President and their legal counsel assisted with the presented information.

XI. Spring 2019 Plenary Election Results

John Stankas, President
Dolores Davison, Vice President
Cheryl Aschenbach, Secretary
Ginni May, Treasurer
Geoffrey Taft, Area A Representative
Mayra Cruz, Area B Representative
Michelle Bean, Area C Representative
LaTonya Parker, Area D Representative
Stephanie Curry, North Representative
Carrie Roberson, North Representative
Anna Bruzzese, South Representative
Sam Foster, South Representative
Nathaniel Donahue, At Large Representative
Silvester Henderson, At Large Representative

XII. Adjournment



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Transfer, Articulation, Student Services Committee

Friday, May 17, 2019

9:15 a.m.—10:15 a.m.

Zoom Meeting

MEETING SUMMARY

The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position statements and policy recommendations to the Academic Senate Executive Committee.

I. Members Roll Call (bolded denote meeting attendance)

Art Guaracha— Graciela Saez-Kleriga— **Karen Chow**— **LaTonya Parker**— **Lynn Fowler**— **Tanya McGinnis**— Teresa Aldredge— **Michelle Bean**

II. Call to Order at 9:22 a.m.

- Moment of silence to honor colleague, Graciela Saez-Kleriga.
- Chair asked for ideas for “Where As” points for a recommended resolution to honor Graciela. Will bring up in August Executive meeting.

III. Minutes Volunteer

- Art Guaracha taking notes.

IV. Shout Outs and Affirmations

1. Thank you all for being such a stellar committee!
2. Thank you, Art, for starting the Google doc, and appreciation to all who added points and comments.
3. Congratulations to everyone for a wonderfully productive semester—wishing you all well as we head into the end of the semester, attend commencements, and make summer plans.

V. Outlining Paper: Effective Transfer Practices paper (Resolution 4.01 Spring 2018)

1. Historical resources available at <https://asccc.org/papers/toward-increased-student-successtransfer-institutional-commitment>
 - a. Google Doc with ideas attached or found at:
<https://docs.google.com/document/d/1uXyPIW4QkOV4u6d9YNJzRadsHnaMWs0ByMMYroyTZs/edit>
 - b. Contributions from all members; the committee helped create the outline for this paper.
 - c. Review of Google document and finalizing edits:
 - i. Committee members addressed the Google doc comments that were previously submitted by committee members. Feedback was provided with additional comments and the draft document was finalized for submission.

VI. Completed Tasks:

- Collaborated with RP Group on the Survey for Guided Pathways and Counseling Services
- Updated TASSC Goals/Activities Priorities List
- Completed Online Tutoring paper
- Completed Library Faculty paper

Michelle will submit the *EOY Report* form on accomplishments of TASSC of the past year, which include the bullet points listed above.

The document was reviewed, and committee members provided feedback on EOY Report content. Topics of conversation also focused on considering 2-year terms for committee members.

VII. Announcements

Check for upcoming events at <https://asccc.org/calendar/list/events>

- Guided Pathways webinars in May
- Leadership Institute (June 13-15)
- Curriculum Institute (July 10-13)
- Academic Academy (September 13-14)
- Application for Statewide Service found at <http://asccc.org/content/application-statewideservice>
- Additional *Rostrum*: Curriculum-centered articles due May 24
- Plenary Final Adopted Resolutions:
<https://asccc.org/sites/default/files/S19%20Adopted%20Resolutions.pdf>

Recommendation made to reapply for future service.

Overview of events to attend for professional development.

Review of CA Bills and the recent decisions.

VIII. Closing Comments

- Well wishes to everyone
- Recommend Zoom for future meetings
- Hopeful for a special remembrance for Graciela in upcoming ASCCC communication

IX. Adjournment:

- Meeting adjourned at 10:21 a.m.

TASSC 2018-19 Completed Tasks:

- Outlined ideas for Effective Transfer Practices paper
- Collaborated with RP Group on the Survey for Guided Pathways and Counseling Services
- Updated TASSC Goals/Activities Priorities List
- Completed Online Tutoring paper
- Completed Library Faculty paper

**Effective Transfer Practices in the Community Colleges
Proposed Outline for Paper**

Introduction

How to Use This Paper

Justification for the Paper

 Title 5

 New Legislation

 Guided Pathways

The Value and Benefits of Transferring from a Community College

The Community College Role in Student Persistence, Completion, and Transfer

 Students

 Student Support Services

 Instruction

Strengthening the Transfer Paths

 Effective Practices and Counseling Models

 Developing Clear Goals and Learning Outcomes

 Transfer Center

 Transfer Center Director and Personnel

 Counseling Faculty Role in the Transfer Center

 Online Education Planning, Platforms, and Software

 Associate Degrees for Transfer

 Transfer Partnerships

 Four Year Colleges (UC, CSU, Private, HBCU)

Articulation

 The Role of the Articulation Officer

 Transfer Preparation and the Role of Discipline Faculty (Ensuring Course Equivalency)

 C-ID Course Numbering System

 External Exams (Advanced Placement, IB, CLEP, Credit for Prior Learning)

 Transfer Preparation and ASSIST

Challenges

Conclusion

Recommendations for Practice

References

 Title 5 section 51027 "Transfer Centers: Minimum Program Standards" -

[https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

 CCCCO Transfer Center Annual Reports

Appendices

TASSC 2018-19 NOTES: These are draft ideas to start the paper process. Please use discretion to add and change as relevant and apropos to current regulations and practices.



**Academic Affairs Division
California Community Colleges Curriculum Committee (5C)**

March 14, 2019

10 AM – 3 PM

Chancellor's Office: Foundation Room 6A&B

Meeting notes

5C Members Present:

Raul Arambula-CCCCO | Cheryl Aschenbach-ASCCC | **Mayra Cruz-ASCCC** | **Carol Farrar-CCCCIO** (via ConferZoom) | **Kim Harrell-CCCAOE** | **Silvester Henderson-ASCCC** | **Jennifer Johnson-ASCCC** | **Kevin Lovelace- CCCCCO** (via ConferZoom) | **Ginni May-ASCCC** | **Alice Perez-CCCCO** | **Marilyn Perry-CCCCO** | **Carrie Roberson-ASCCC** | **Erik Shearer-CCCCIO** (via ConferZoom) | **Jan Young- ACCE**

5C Members Absent: Helen “Virginia” Guleff-CCCCIO | **Leandra Martin-CCCCIO** | **Melinda Tran-ASCCC** | **Cheri Fortin-ASCCC**

Guests Present: Chantee Guiney - CCCCCO, Marc LeForestier – CCCCCO, Jodie Lewis, Rachel Staam - COCI/CCC Tech Center (via ConferZoom)

1. Welcome and Introductions
2. Announcements and Information none
3. Agenda approved
4. Minutes: approved
5. Constituent Group Reports – ASCCC, CCCCCIO, ACCE, CCCAOE
CCCCIO: no report
CCCAOE: Kim emailed a written report
ACCE:

- Reminder: In partnership with ASCCC, the Career and Noncredit Education Institute will be held in San Diego April 25-27.
- ACCE has co-sponsored AB1727 (Weber). Ginni May has a friendly recommendation to clarify language. Details to be discussed later in the meeting.

ASCCC:

- Equity and diversity/faculty development regionals held in February were very successful. Silvester and Mayra led the effort. A faculty diversity task force has been formed and will convene soon. The goal will be to create a long-term plan for faculty diversification.
- AB 705 Data Revision Project Recoding regional meetings are underway. Janet Fulks and Kathy Booth are co-leads with Ginni May. Michelle Bean is also contributing to these regional meetings. Thanks to Cheryl Aschenbach for stepping in at the most recent meeting. There are many questions regarding WHEN the field will be notified specifically IR, IT, and CIOs. Alice will follow up with Todd regarding this level of notification once MIS revisions have been verified.
- ASCCC plenary will celebrate the 50-year anniversary of the Academic Senate.

- Reminder: The April meeting is moved to Wednesday 4/24 in San Diego where at least three 5C members will be attending the ASCCC Career and Noncredit Education Institute. The meeting will be at the same hotel where the institute will be held.

6. Update on Action Items from prior 5C meetings:

- Collaborative Programs – 5C Co-chairs to share with Raul to determine appropriate vetting and next steps This group has completed their work. The most recent edited draft has track changes and was sent to this group from Melinda. The document will ultimately provide the guidelines for development of collaborative programs (Cyber Security is an example of a collaborative program). The 5C Co-chairs will work with Raul and/or Alice to arrive at a final document to send out to the field for vetting. A suggestion was made to include rationale/background information at the beginning of the document.
- PCAH 7th Edition Workgroup – Not a workgroup of 5C: ASCCC, CIO, CCCCCO to appoint members. This workgroup membership will include members from constituent groups including 5C. Virginia and Ginni, will work on identifying faculty (ASCCC appointees) and CIO members while Dean Raul Arambula will work with his colleagues to identify CCCCCO representatives. The team should begin meeting no later than May. The group will be charged with developing the new PCAH including a technical guide. The timeline is ambitious requiring a lot of work this summer.
 - March: The initial work would start after BOG meeting on 3/18 when it is anticipated the Title 5 regulations specific to AB 705 will be approved. At this time updating of 7th edition could begin with the understanding that final recommendation cannot be made until after July.
 - April: consultation council review of CPL and Non-credit title 5 drafts→
 - May: first read of CPL and non-credit drafts at BOG meeting → immediately begin crafting language for PCAH 7th edition anticipating approval of the changes
 - July: 2nd BOG reading in July: chaptered →possible highlights/ preview of 7th edition at Curriculum Institute
 - September: PCAH 7th edition to BOG.
- Catalog Rights – 5C Co-chairs to ask Raul and Marc to prioritize The workgroup will begin preparing a guidance memo which will be sent out with the legal memo regarding online catalogs and parameters to meet the needs of special populations. Title 5 may need to be aligned with Ed Code, this will be reviewed. Clarification is necessary specifically regarding the Veteran requirement for a password protected PDF or a print version - the group will need to verify this requirement. The group will consult with Marc LeForestier for a legal opinion.

7. Title 5 Regulations for Noncredit course and program approval: Second readings

The most recent changes to the drafts are noted in bold. Each section was reviewed/discussed.

Recommendations were made on the documents. Revised documents will be emailed to committee.

55150, discussion ensued. If these Title 5 changes are approved, the auto approval form will be required upon submission of non-credit courses. The form provides additional information regarding labor market data. Recommendation: send the form forward with the anticipated Title 5 changes. 5C recommends by unanimous agreement that this document move forward to the CIOs. And it be agendaized for the ASCCC exec meeting in April.

Legal recommended edits which were accepted. Next step: this document will go to consultation council which will allow any of the recommendations to be vetted in varied venues.

- Marc LeForestier will email edits to (a)(d) and (n) based on the discussion. Consensus agreement with the discussed edits. Next steps: Draft language to CIO→ submit to ASCCC EXEC.
- b(4): Highlighted Ed. code reference will be provided by Marc
- Marc mentioned that Ed code allows districts to provide one or the other. Form of labor market information. Suggest to amend Title 5 to make it more explicit. This can be accomplished by compiling a list of technical fixes to submit at the end of the year.

55151, discussion ensued with recommended clarification language. No recommendations from legal 55154, no changes were made. Chaptering language will be standardized throughout all documents after input from legal representative. No recommendations from legal

55155, (c) small change to language No recommendations from legal

58160 –Discussion of the process of curriculum approval. Local approval with CCCCCO ‘chaptering’ meaning they are recording the approval. No other changes. New language: “Chaptered in the Chancellor’s office curriculum inventory system.” No additional recommendations from legal

8. Title 5 Regulations for Credit by Exam: Section 55050 - Second reading

Supporting document: Credit for prior learning. Consensus approval of the document.

Alice made one recommendation for changing letter (k) and thanked 5C for the work on the language.

Additional suggestion was made to (e) to provided clarification regarding faculty discretion to offer Credit by Examination, version 3 was shared with 5C.

Suggestions was made to include a memo of explanation/rationale from the Vice Chancellor to accompany the notification of the sunshine of regulations.

9. AB 705 Data Revision Project – Information, possible Action

Brief overview of the project:

- 3 regionals have occurred with additional upcoming regionals. March 27th webinar and curriculum institute will also present this information
- 4 MIS data fields added
 - CB 21- updated with additional levels to include credit and non-credit
 - CB 25- English and math/QR GE and local competency requirements
 - CB 26- transfer type
 - CB 27- support course or not support course (binary option). Local colleges need to start collecting the data now.

Because of planning needs, the field is requesting guidelines and a plan soon because of possible require changes to current course coding. Curriculum chairs will need to plan and develop processes to get this done. Collaboration with researchers and faculty will be necessary.

10. Noncredit and internships, mirroring noncredit courses -Tabled

11. Definition of sequence in degrees and certificates – Ed Code §84760.5, Title 5 §55000(m)

Since Weber is addressing CDCP, 5C suggests changing the word ‘sequence’ to ‘sequence or grouping of courses’. Chantee stated CDCP certificate with at least 2 courses even if not sequenced would be permissible. Refer to the non-credit ‘draft’ sign off form.

Motion was made to add “sequential or non-sequential courses” or similar wording in place of the highlighted wording in the regulation below. M/S: Jan Young/Kim Harrell. All in favor. none opposed. Motion passed. The suggested change will be presented to John Stankas and ASCCC for further action.

SECTION 1.

Section 84760.5 of the Education Code is amended to read:

84760.5.

- (a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a **sequence of courses** leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

12. PCAH 7th Edition Workgroup – Discussion, from workgroup see action item above

13. Prerequisite language on Course Outline of Record

AB705 is not legislation to remove prerequisite language from the COR. Get the word out!

AB705 is about placement not prerequisites. Prerequisite language should NOT be eliminated.

The prerequisite should be listed as ‘by equivalent or by assessment using the college multiple measures placement practices. There will be an opportunity to provide clarification at CIAC, regional meetings, as well as the curriculum institute. If the issue continue, the Vice Chancellor will be willing to address this in a Memo.

14. Update on COCI

Rachel shared that COCI required upgrades to address the modifications with the previous release. The change to create four options for Certificate of Achievement was discussed. 5C is requesting only two options with the new unit thresholds. There isn’t a legal reason for four designations. If the change to return to two options moves forward, the tech team would crosswalk the changes and make the changes, not putting the burden on colleges.

15. Distance Education Guidelines and the Course Outline of Record
Tabled. Awaiting draft revision of the 2008 guidelines from DEETAC.

16. Future Meetings

April 2019*(Wednesday) San Diego	4/24
May 2019	5/17
June 2019	6/11

Future Agenda Items:

1. Clinical Hours (AB 2134)
2. Alleviating substandard grade with another course
3. Career Development included with Community Services Courses re: comingling of community education courses with credit courses.
4. Title 5 Regulations around disaster management from an instructional point of view
5. Navigating with CSU on ADTs – report from CCCCCO
6. Non- credit work-based learning: Chantee has a meeting scheduled to discuss this item

5C Webpage:

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



**Academic Affairs Division
California Community Colleges Curriculum Committee (5C)**

April 24, 2019

10 AM – 3 PM

DoubleTree by Hilton San Diego – Mission Valley
7450 Hazard Center Drive, San Diego, CA, 92108

NOTES

5C Members:

Members Present: Cheryl Aschenbach-ASCCC, Mayra Cruz-ASCCC, Cheri Fortin-ASCCC, Helen “Virginia” Guleff-CCCCIO, Jennifer Johnson-ASCCC, Ginni May-ASCCC, Marilyn Perry-CCCCO, Jan Young-ACCE

Via phone: Raul Arambula-CCCCO, David Garcia CCCCCO, Kim Harrell-CCCAOE, Carrie Roberson-ASCCC, Kevin Lovelace CCCCCO, Njeri Griffin CCCCCO,

Guest: Rachael Staam - COCI/CCC Tech Center

Not present: Carol Farrar-CCCCIO, Silvester Henderson-ASCCC, Leandra Martin-CCCCIO, Alice Perez-CCCCO, Erik Shearer-CCCCIO, Melinda Tran-ASCCC

1. Welcome and Introductions – Meeting called to order at 10:10
2. Announcements and Information
3. Approval of Agenda - Addition to the agenda:
Recent Memos from Chancellor’s office AA19-18 and AA19-22
M/S Cheri Fortin/Mayra Cruz to approve agenda with addition.
4. Approval of Minutes – Approved as submitted.
5. Constituent Group Reports – ASCCC, CCCCCIO, ACCE, CCCAOE

CCCAOE - written report
CCCCIO - no report

ACCE - Jan Young reported the Weber Bill (AB1727) is now in fiscal committee. The ASCCC proposed language to clarify ‘sequence of courses’ was included in the current bill.

ASCCC - Ginni May provided a verbal report.

- Spring plenary (April 11-13): Almost all resolutions were approved. ASCCC elections were conducted -the new exec. team starts June 1. The 50th anniversary celebration was featured during plenary. CSU, UC, BOG, FACC, CCCCCIO, and RP partners also joined the plenary sessions.

Sincere THANKS to the Academic Senate Staff for the planning and execution of the event. Their hard work is greatly appreciated.

- Upcoming events:

>Career and Noncredit Institute April 25-27

>Accreditation Institute in partnership with ACCJC (Burlingame) May 1-3

>Leadership Institute (Sacramento) June 13-15

>Curriculum Institute (Burlingame) July 10-13

6. Update on Action Items from prior 5C meetings:

- a. Collaborative Programs – The workgroup is preparing a document for vetting with system partners. The group also needs to get the document to faculty before the end of the academic year for vetting.
- b. PCAH 7th Edition Workgroup – Ginni May (co-chair), Donna Necke, Cheryl Aschenbach (CTE), Melinda Tran (Articulation Officer) Darlene Diaz (Curriculum Chair), Eric Wada (Curriculum Chair) Amanda Paskey (C-ID), Helen “Virginia” Guleff (Co-chair)(CCCCIO), Raul Arambula (CCCCO), plus two additional CIOs and two curriculum specialists. Workgroup will begin ASAP.

Timeline:

Complete 7th edition draft by end of July →to consultation council in August→ to 5C for initial review in August→to BOG in Sept. (doesn't require 2 reads by BOG). The PCAH will be written with the assumption that the pending Title 5 changes will be approved. If they are not, the group will revert back to the old language.

A subsequent work group will work on the Technical manual starting in August. Possible members: Cheryl Aschenbach will co-lead with the incoming 5C faculty chair and the CCCCCIO 5C co-chair. Eric Shearer and Marie Boyd should be included.

- c. Catalog Rights – Fully online catalog is permissible. The workgroup was unable to identify any legal requirement for a password protected catalog for Veterans. One more attempt will be made to verify the requirement. If unable to verify, the need for password protection can be determined at the local level. Virginia will create a doodle poll for the workgroup to discuss and finalize the recommendations.
- d. Forwarded Title 5 Regulations drafts:
 - Noncredit Curriculum Approval processes: This is on the May 10 ASCCC exec. agenda. 1st read at May BOG with 2nd read at July meeting.
 - Credit for Prior Learning -This is on the May 10 ASCCC exec. agenda. 1st read at May BOG with 2nd read at July meeting.

7. Curriculum Streamlining –

September Certification Memo and auto-approval of local programs - On May 10 ASCCC executive committee meeting agenda. The issue: The COCI ability for auto approval of local programs is not available. Colleges submit a local program and CCCCCO reviewer will manually auto approve. COCI plans to fix this in the fall release.

8. C-ID Aligned CTE Program Streamlining Curriculum Approval

Model curriculum workgroup (MCW) desires increased CTE participation in C-ID. This committee is considering the ability to streamline CTE programs if they align with C-ID model curriculum. This change would unlikely require any changes to Title 5. The approval will be part of the audit process (in development) for all other auto approved programs. MCW is requesting this option to be included in the August certification form.

Roll call vote of membership regarding support of CTE auto approval if a CTE program aligns with C-ID: no opposition.

To move this forward, 5C requests written document from MCW for May 17 meeting.

In addition, the streamlining workgroup needs to establish the audit process for streamlining before June with sharing of the process at July institute followed by implementation in August.

9. ESL Certificates of Achievement – Title 5 §55070

Most of the ESL certs are in compliance which existed before auto approval.

Title 5 currently states a cert cannot consist entirely of Basic Skills and/or

ESL. 5C requests that the Chancellor's office identify the colleges in which this situation exists and notify them of the issue, including the Title 5 requirements. **Ginni will contact TESOL for additional discussion.**

10. MIS Data

- a. Certificate of Achievement options in COCI/MIS
Recap: COCI and MIS requirements do not match. Ginni May is working with MIS to clean up the MIS coding. The ASCCC has proposed a work group to review the coding in all systems and to clean up the elements so they accurately reflect the work. The SCFFF pulls data from MIS.
- b. AB 705 Data Revision Project – Update, possible Action
CB 21 -rubric approved at plenary
CB 25 (local competency requirements) - rubric has been revised.
CB 26 (transfer type) – on hold to allow for vetting amongst Articulation officers
CB 27- (support course designation)-will now be called CB 26
Next step: all stakeholders to convene to discuss all comments.
- c. Other Areas

11. March 18 Memo ES 19-08 COCI Update

This memo (RFP to replace COCI) went out to field without 5C or the 5C chairs review. CCCCCO is developing a team to review the RFP stakeholder process. We cannot forget the WHY behind the creation of COCI. The long-term goal is to have a system compatible with local authority that can provide a control number quickly. Whatever system is chosen, it needs to interact with **any** and **all** college systems. 5C needs to have a unified message as questions arise. **Ginni will follow up with Alice.**

12. Noncredit and internships, mirroring noncredit courses, comingling of community services and noncredit courses, comingling of CDCP and credit

- Still awaiting response from Legal. **Ginni and Virginia will send a written request to Alice and Mark for this issue to be a priority and to provide a legal response.**
- 5C is requesting clarification on mirrored courses. The how of scheduling and faculty payment for mirrored courses is a local decision. Definitions and clarification should be in the 7th edition of the PCAH
- Internships cannot be offered because of accounting mechanisms which is creating an equity issue for noncredit students. Discussion ensued. Decision: develop a work group to explore/develop a proposal for noncredit internships, identifying challenges and solutions. Cheryl (lead), Jan (ACE), Kim, and Mayra will represent 5C, CIWEA (Brooke).

- For consistency, co- mingling and mirrored terms should be clarified.

13. Update on COCI

The 3.1 release is planned for mid-May: Spring Feature upgrade.

Ease of use new features added:

- Date of proposal/last entered status can be seen by all users
- Export to excel option for courses and programs. Additional fields are added beyond what is available in the public reports. Next update will include courses associated in programs
- Added a C-ID integration link. User can add a link on the COR(in course detail section) works similar to the process to add courses to a program.
- Creating a working copy which can be saved. No one else can see a working copy. To locate it, you must return through edit mode and is only visible by college and those with specific admin role. When finished, select finalize changes. An overlay will display the changes made. Working copy will merge with official version, then submit changes and working copy will go away.

Rachel will present a summary of all changes/updates at the May 17 meeting.

14. Distance Education Guidelines and the Course Outline of Record

DEETAC has been working on updating the 2008 DE guidelines. Three proposed definitions for online education were taken to plenary. 1) fully online: **no** aspect can be required F2F. 2) Hybrid: partially online- any percent online with regular class hours replaced with online. 3) Online with in person proctoring: fully online with in person proctored exam. There are restrictions for specifying a date a location.

The intent is to clarify the definitions from a student experience perspective. However, in several venues, concerns regarding definition #3 were raised. All comments/feedback will be provided to DEETAC for consideration. We should have a draft document for our May meeting.

15. Credit for Prior Learning recommendations from CPL Workgroup

Recommendations will be provided at the May meeting.

16. Additions to the agenda: Recent Memos from Chancellor's office sent to the field.

AA19-18 :

Discussion will be delayed until Alice will be available for discussion.

Discussion considerations: interpretation of high employment potential

AA19-22:

This memo was signed off by the advisory committee and the 19 colleges

providing programs to incarcerated persons. However, 5C was not included in the vetting process. Course/Program offering are matters of curriculum therefore 5C should be included BEFORE information is sent to the field. In addition, 5C is requesting the language from CDCR (California Department of Corrections and Rehabilitation) regarding what can be offered in the prison setting.

17. Future Meetings

May 2019	5/17
June 2019	6/11

Future Agenda Items:

1. Clinical Hours (AB 2134) *leave as an item to be addressed by initiator. If not updated, it will be removed.*
2. Alleviating substandard grade with another course *leave as an item to be addressed by initiator. If not updated, it will be removed.*
3. Career Development included with Community Services Courses *remove*
4. Title 5 Regulations around disaster management from an instructional point of view a *Virginia will research Title 5 and bring forth any items that would be appropriate for 5C (i.e. new coursework to address community needs after a disaster such as construction etc. Other concerns may include completion of course hours via other modalities)*
5. Navigating with CSU on ADTs – report from CCCCO(*tabled*)

Information/Planning for next year

The Academic Senate appointment to 5C is for one year. Interested members need to re-apply. Meeting adjourned at 2:10 pm

Respectfully submitted,
Jennifer Johnson

5C Webpage:

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

Workgroups

Noncredit	Cheryl, Jan, Leandra, Chantee
Update: Agenda Item	

Catalog rights	Ginni, Virginia , Raul, Melinda, Marilyn + a CSSO (?)
Update: Virginia will convene this group to begin preparing a guidance memo to come out with the legal memo regarding online catalogs and parameters to meet the needs of special populations.	
COCI	Ginni, Virginia, Raul, David , Chantee, Marilyn
Update: Agenda Item	
Streamlining Certification Review Board	Virginia, Ginni, Erik, Raul , Kim, Mayra, Marilyn
Update:	
Title 5 Regulations	Virginia, Ginni , Raul, Chantee, Erik, Cheryl, Marilyn, Jan, Kevin, Melinda
Update: No new regulations under consideration at this time	



California
Community
Colleges

CVC-Online
Education Initiative

California Virtual Campus - Online Education Initiative Advisory Committee Meeting
California Community Colleges Chancellor's Office, Sacramento
March 15, 2018 at 10am to 3pm

ATTENDEES

Kate Jordahl, Cheryl Aschenbach, Heather Johnson, James Temple, Corey Marvin, Jodie Steeley, Jory Hadsell, Justin Schultz, Andrea Hanstein, Jay Field, Lisa Beach, Julie Clark, Rhonda Mohr, Geoffrey Dyer, Vivian Varela, Julie Oliver, Thomas Greene, Erin Larson, Juan Camacho, Bonnie Peters, Joanna Miller, and Michael Quiaoit.

APPROVAL OF AGENDA & MINUTES

Action: A motion was made to approve October, December, and February meeting minutes, there were no objections and the motion passed unopposed.

CHANCELLOR'S OFFICE UPDATES

Michael Quiaoit, Dean of Educational Services and Support and Chancellor's Office program sponsor, reported that Heather Hiles has been hired for the online college. The CCCCO is working to improve transparency, there has also been a reorganization of Academic Affairs and Student Services into Educational Services and Support to eliminate redundancy. The question of Zero Textbook Cost violation issues has been referred to the legal department with an interpretation anticipated by fall. The Student Equity Achievement Program continues to make progress toward closing achievement gaps. Research is being compiled for the equity plan due on June 30th, an online version should be available toward the end of March. Financial aid reform studies recently found that close to 50% of students had experienced some level of homelessness and around 40% experienced food insecurity. The legislative push for financial aid reform is to cover the cost of attendance for community college students to enable them to take more units as there is more success when attending on a full-time basis.

CHARTER

The charter was last reviewed in October 2018 which was the last meeting with enough voting members for a quorum. Since that time, the only change made was to replace OEI with CVC-OEI. Following group discussion, there were changes in membership composition, quorum guidelines, and it was decided that elections will now take place at the final in-person meeting of the year. Discussions around the 2019-20 charter will occur at the May in-person meeting.

Action: Lisa Beach made a motion to approve the 2018-19 Advisory Committee Charter, Geoffrey Dyer seconded, and the motion passed without opposition.

DISTANCE EDUCATION & EDUCATIONAL TECHNOLOGY ADVISORY COUNCIL

Jodie Steeley advised that DEETAC guidelines have not been updated since 2008. Some prescriptive Title 5 updates have been made, including Section 55204 Instructor Contact, Section 55206, Separate Course Approval, and Section 55208 Faculty Selection and Workload. After much discussion, DEETAC is recommending three distinct definitions for distance education courses: fully online,

partially online, and online with proctored assessment. There was extensive committee discussion on the section recommendations and definitions. Jodie posted the draft recommended guidelines to Basecamp and encouraged additional feedback prior to the April consultation.

CONSTITUENT REPORTS

CEO Representative Tom Greene reported that CEOs met for a symposium, Jory Hadsell also attended and gave a short presentation on the work being done with grants and cross-enrollment.

Student Senate appointee Heather Johnson shared information about current work in the Student Senate and an update on the upcoming April General Assembly.

DE Coordinator representative Lisa Beach reported that CCCDECO is hosting its annual retreat on the Monday of the Online Teaching Conference. Streamlined processes now include an online payment option. Several speakers have been scheduled and due to the number of attendees, they are working to obtain a larger meeting space.

CCCCIO Representative Corey Marvin reported that CIOs next meet in April and offered to take back information to share out.

ASCCC appointee Cheryl Aschenbach reported that ASCCC is hosting workshops and webinars focused on better support for online students. There is a collaboration with Guided Pathways to support campus conversation around planning for deployment. Faculty diversity workshops have been held in several rural areas to build awareness. There have been faculty equivalency and competency conversations with the Foundation and CCCCO to lay the groundwork for campus implementation. ASCCC recently participated in an Advocacy Day and is working with the State to determine if one-time funds can be shifted to CVC-OEI for compliance support and training, specifically to smaller colleges.

ASCCC appointees also advised that in mid-April, the ASCCC will release findings of a faculty survey focused on effective practices in online communication and lab science courses. The results of those 395 responses will also be shared at Plenary.

Joanna Miller and Kate Jordahl briefly reported on the March 8th Consortium meeting. Breakout discussions were conducted on innovations and presenters from Cabrillo and College of Canyons shared local experiences.

MANAGEMENT TEAM UPDATES

Jory Hadsell gave an update on Course Finder and advised that more than 7,000 online sections are available with summer listings expected soon. There are also 71 ADTs with fully online pathways offered. For automated cross enrollment, colleges will implement in phases, beginning with a phase one read-only API integration that uploads live course schedule data into Finish Faster Online. The second phase includes deeper integration for cross-enrollment automation with the entire implementation estimated to take three to four weeks from the test phase to production. Procedures for technical integration within a multi-college district are still being determined. Proof of Concept (POC) colleges are now in the User Acceptance Test (UAT) phase. Foothill and De Anza Colleges are close to moving cross-enrollment into production, Los Rios campus will be next and Cabrillo will follow. An estimated 18 colleges are expected to be integrated for cross-enrollment by August. A debrief will take place with the seven POC colleges and the Chancellor's Office to review and improve the implementation process.

Andrea Hanstein shared that Finish Faster Online has had more than 23,000 online classes appear in the course finder since its inception and 1,972 students have submitted completed applications. The most requested courses are oral communication which fulfills the CSU Oral Communications requirements followed closely by math. Statistics show that schools with more applications tend to have an automated URL with continual updates rather than static CSV course update files. CVC-OEI will again partner with Cal State Online on a summer Finish Faster Online project featuring all 114 CCC campuses. The two systems will jointly market, including tabling at the CSU campuses prior to the academic year-end, co-branded materials are in development now. Rebranding efforts for CVC-OEI and @ONE are also underway with official kick-off scheduled for the Online Teaching Conference.

Justin Schultz gave an update on the Improving Online CTE Pathways Grants. The overarching goal of the grants is to develop online courses leading to industry-valued certificates or programs and to enable student pathways at existing community colleges. The deadline to submit Letters of Intent was March 15 and final proposals are due by May 1. Webinars and virtual office hours have been conducted and additional information is available on the grant website, including a full timeline of dates and deadlines. At the time of this meeting, 76 grant applications had already been received.

Kate shared progress on the promotion of online ADTs and certificates. There are now more than 70 online ADTs available on the CVC-OEI website. The Academic Affairs team has begun work on highlighting fully online certificates for Consortium colleges. Collaboration with Notre Dame Administration of Justice program recently started, they offer a fully online BA program and are interested in using Finish Faster.

ADJOURN

2019 future meeting dates:

Friday, May 17, 2019, 10 am-3:30 pm Sacramento

Friday, June 7, 2019, 10 am-11:30 am Virtual-as needed



CVC-OEI Advisory Committee: May 2019 Key Messages

Chancellor's Office Update

- Financial aid reform, which allows CCC students to receive aid for expenses other than tuition, is making its way through the legislature.
- The online college has its board meeting on Monday, May 20, and will vote on its official name. CEO Heather Hiles is executing staff positions in anticipation of two programs (cybersecurity and medical coding) launching in October.

Co-Chair Election

- Geoffrey Dyer was elected the 2019-2021 co-chair of the Advisory Committee.

2019-20 Charter Revisions

- The committee approved its charter, including moving the RP Group, financial aid, and admissions representatives (one each) to ex-officio. Quorum was determined to be 50% of active members and virtual attendance will be allowed in extenuating circumstances. Next year, the committee will meet twice in-person and twice online.

Common Course Management System (CCMS) Committee

- The committee updated its membership to include 10 faculty, 10 classified, and 10 DECO representatives. Moving forward, the group will have two co-chairs, one of whom will be a faculty member, and 10 DECO reps instead of 2. It also created a [CCC Canvas Home Base](#) work group that will discuss upgrades to that portal, and a LTI work group that will discuss internal college processes for reviewing and vetting new Canvas tools.

Automated Cross Enrollment (ExCEL)

- Colleges will implement ExCEL in phases, beginning with a read-only API integration that uploads live course schedule data to Finish Faster Online. The second phase is deeper integration for cross-enrollment automation. Ten colleges will implement phase one this summer, and from that group, five will move forward with phase two.

Distance Education Definitions

- DEETAC is recommending three distinct definitions for distance education courses: fully online, partially online/hybrid, and online with in-person assessment/activities at a flexible time and place.

Finish Faster Online: Summer 2019

- Since May 2018, 3,929 completed applications have been submitted to CCCs. April 2019 was the highest month to date with 606 applications. The highest demand for courses continues to be oral communications, lab sciences, math, and composition. Spanish is also seeing an uptick.
- The CVC-OEI will again partner with Cal State Online on a summer Finish Faster Online project, featuring all 114 CCCs. Discussion is taking place to continue featuring all 114 colleges beyond summer.

OTC Sessions: Online Science, Math, Public Speaking

- CVC-OEI is coordinating three faculty panels at OTC that will focus on online course development and delivery in math, science labs, and oral communications. The sessions will be recorded for those who cannot attend and online 'communities of practice' created for further discussion.

Improving Online CTE Pathways Grants

- Completed applications will undergo two rounds of reviews; the first review consists of 25 reviewers from different constituent groups, while the second round will involve the CCCC grant monitors and CVC-OEI leadership.

Online Certificates of Achievement

- The CVC online certificates webpage is live and includes certificates that are transcriptable and have been filed with the CCCC. Colleges are encouraged to submit any certificates that offer a fully online path to completion.

Local Peer Online Course Review (POCR)

- When faculty are ready to submit their courses to the Course Design Academy, they must do so through their Campus POCR lead and complete a Course Design Academy preparation form. The Campus POCR lead serves as the point of contact between the college and CVC-OEI professional development.
- Consortium colleges can now apply to become a Certified POCR Campus which allows colleges to submit locally reviewed and aligned courses to the CVC-OEI for a quick check by a lead reviewer before being certified.

Program Quality Rubric

- CVC-OEI team focusing on five strategic themes: access, quality, completion, equity, leadership.



- As part of quality, the CVC-OEI is working on a process to develop a quality rubric which will help colleges run and manage a successful distance education program.




Accessibility Standard Working Group

Telecommunications and Technology advisory Committee Update

Laurie Vasquez

TTAC /ASWG member

May 9, 2019



"Ensuring educational accessibility is foundational to achieving the Vision for Success goal of creating an equitable system of higher education, and is a critical piece of student success and degree completion.

Research shows that utilizing universal design principles, which is fundamental to ensuring accessibility, improves student centered pedagogical practice and student outcomes.

In support of the Vision, I am fully committed to extending the benefits of universal access throughout the system..."

Chancellor Eloy Ortiz Oakley

June, 2018



April 2016, - Priority 5: TTAC Retreat

- Define accessibility standards and implement technology standards to ensure access.
- Accessibility: CCCCO should create and convene a system-wide working group focused on producing an easy-to-understand guide to accessibility standards, vetting and recommending technology tools, and creating training materials.



Why This is Important

- ▶ Meets State and Federal requirements
- ▶ Creates clear processes towards student success
- ▶ Supports colleges by clearly communicating requirements
- ▶ Complex standards are turned into actionable steps
- ▶ Equal opportunity/moral issue

Supports Access, Equity and Inclusion




Short-Term Success Metric

- Define accessibility operational standards in plain English
- Identify best practices for meeting requirements, including:
 - Suggest Board policy and administrative procedures
 - Produce purchasing guidelines
- Communicate to faculty and other staff these standards and their responsibilities
- Indicate how to make fixes and create resources to leverage and meet compliance standards



Long Term Success Metric

- Create clearinghouse of third party products that meet standards
- Goal of 100% compliance in system
- Next Steps:
 - Form system-wide working group convened by CCCCO to include:
 - CCCCO accessibility experts
 - DSPS campus reps
 - High Tech Center



Shared Infrastructure Grant Timeline

(Intent to award June 2018)

Language from the previous HTCTU grant

- ▶ Accessibility evaluation, monitoring, and recommendations
- ▶ System wide technology training for faculty and staff at no cost or minimal charge
- ▶ Maintain memberships in organizations that pertain to our primary mission
- ▶ Attend conferences that pertain to our primary mission.
- ▶ Engage in research and evaluation of new and emerging technologies, including assistive and instructional technologies, alternate media technologies, and web accessibility technologies.

Butte Technology Center > CCC Accessibility Center

California Community Colleges Accessibility Center

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CCC Accessibility Standard

The California Community Colleges has adopted an accessibility standard that reinforces the requirement that colleges within the system create, purchase, and utilize IT products and instructional materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973.



Key Project Milestones

- May, 2017: Formation of Accessibility Standard WG
- Aug, 2017: First draft of Accessibility Standard to CO
- Dec, 2017: **State Auditor report released**
- May, 2018: Adoption of [Accessibility Standard](#) (TTAC)
- June, 2018: [Letter from Chancellor Oakley to CEO-all list](#)

Key Project Milestones

- Nov. 2018: **Chancellor's Office Comprehensive Planning Efforts**
 - Ensure college/district planning efforts incorporate overarching standards/values connected back to the Vision for Success/Commitments which support accessibility (one of a handful of drivers).
- 2019: CCLC adopts board policy and administrative procedure
 - **BP/AP 3725 Information and Communications Technology Accessibility & Acceptable Use**
 - Published Section 508 Guidance to colleges: self audit, [maturity model benchmarking](#), and recommended action steps
 - [Published faculty and purchaser FAQs](#)
- 2019: Workshop - Summer Online Teaching Conference
- 2019: Workshop - Fall CAPED conference



On the Horizon

- Development of accessibility training modules, possibly within Vision for Success Resource Center
- Drafting of FAQs for Human Resource, I.T, and others
- Development of local in-person training



Memo from Daniel Kaufman to TTAC

General Process

- ▶ There are three key players involved in creating content for the Vision Resource Center:
 - ▶ 1) The subject matter experts (SME), such as the ASWG, creates content,
 - ▶ 2) The instructional design team develops the end product, and
 - ▶ 3) The content manager serves as the point person between the other two groups and ensures the product is delivered through the VRC.



What feedback or action does ASWG need from TTAC

- ▶ How do we operationalize this work
- ▶ How do we execute this framework

Follow-Up: Executive Vice-Chancellor Marty Alvarado for Educational Services

- What does she need to be aware of
- Vision Resource Center is still in the first phase of development on the tech platform which is a scaffolded approach
 - Fully committed at system office
 - Equity issue has high priority
 - Committed to ensure training on Vision For Success Website for system engagement
- Need an integrative approach which is part of the student centered design message
- Foundation will be following up with ASWG for a meeting
- Funding has been identified to support this first build out of the online modules
- Final scope of work for the build out is still pending and will be negotiated with reps from this group
- Confirmation of full funding cannot be confirmed until we know the final scope and thus the final funding amount needed

We are focused on solutions, not barriers, to supporting students



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**C-ID Advisory Committee Minutes Draft
September 20, 2018
Holiday Inn - Balboa/Calaveras Room
300 J Street
Sacramento, CA 95814
11:00 am – 4:00 pm**

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Cheryl Aschenbach, ASCCC North Representative, ASCCC
Rebecca Eikey, ASCCC Area C Representative, ASCCC
Roger Gerard, Culinary Arts Faculty, Shasta College
Jim LoCascio, Mechanical Engineering, Cal Poly San Luis Obispo
Krystinne Mica, Chief Operating Officer, ASCCC
Amanda Paskey, C-ID Advisory Chair, Cosumnes River College
Michelle Pilati, C-ID Special Projects Director, ASCCC
Carolyn Reisner, CIAC Representative, Folsom Lake College
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor
John Tarjan, Business Faculty, CSU Bakersfield

Via Telephone:

Dominic Calabrese, C-ID Process and Review Director, ASCCC
Nancy Purcille, Transfer Articulation Coordinator, University of California Office of the President

Staff:

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

I. Introductions and Announcements

Chair Paskey welcomed committee members and made introductions.

II. Approval of the Agenda

By consensus, the agenda was approved as presented.

ACTION:

Motion to accept the agenda (LoCascio, MSC)

III. Approval of May 22, 2018 Meeting Minutes

Motion to approve May 22, 2018 minutes. (LoCascio, MSC)

IV. Math 110 – CSU Memo Clarification

On July 31, 2018 the CSU Chancellor’s Office released a memo detailing meetings held for CSU faculty to discuss the removal of intermediate algebra as a prerequisite on C-ID Math 110. This item is being brought before the committee for clarification regarding language on the document. It was stated that the consensus of faculty present at the meetings was that removal of intermediate algebra would not cause students to be unprepared for upper division course work in the affected disciplines. However, faculty agreed that the topic should be discussed further during the 5-year review of the TMC and descriptors for business administration and psychology.

V. Textbook Document Updates

Paskey discussed revisions to the attached documents. The documents were updated to encourage the use of Open Educational Resources (OER) as suggested textbook materials whenever appropriate and available. In addition, minor revisions were made to update and add clarity to the documents.

ACTION:

Motion to accept the documents with proposed revisions. (Abma, MSC)

VI. Guarantees for AS - BS Model Curricula

C-ID is working with four disciplines (Respiratory Care, Dental Hygiene, Automotive Technology, and Biomanufacturing) to draft descriptors and Model Curricula (MC) to align with baccalaureate programs offered at CCCs. This item is being brought before the committee for suggestions to offer guarantees of admission for students completing a degree aligned to an MC in the disciplines. The group discussed that the pilot programs are relatively new and recommended that this topic is revisited once the programs are more established and data on student matriculation is available.

VII. Future Direction of Intersegmental Model Curriculum (ISMC)

This item is being brought before the committee to discuss whether C-ID should continue to use resources for the development of ISMC. C-ID receives requests from faculty to create additional ISMCs in disciplines that do not meet the requirements for Transfer Model Curriculum (TMC) development. Faculty in the disciplines believe that an ISMC offering students a clear pathway will increase the number of students that enroll and transfer to a CSU. The group discussed logistical difficulty C-ID is experiencing with the appointment of faculty to participate, and that including additional disciplines at this time is an obstacle that

will require additional resources to develop and maintain. It was stated that a discussion occurred during a recent CSU Academic Preparation and Education Programs (APEP) meeting in relation to expanding the CSU requirement of tenured faculty to potentially allow lecturers and retired faculty to participate in C-ID.

A. Religious Studies

Paskey informed the group of a recent request by faculty to develop C-ID descriptors and ISMC for the discipline of religious studies, and humanities. The group discussed the benefits associated with developing an ISMC in certain disciplines, and a suggestion was made to develop guidelines for discipline selection.

ACTION:

- Simpson-Alisca will follow up with ASCSU for an update on recent discussions regarding requirements for CSU faculty participation.
- A summary of the committee's discussion will be provided to the Intersegmental Curriculum Workgroup (ICW) with a suggestion that a formal process is developed in relation to the development of ISMC going forward.

VIII. CSU Reviewers and Review Process

There are several disciplines that C-ID does not have an adequate number of CSU faculty appointed as Course Outline of Record Evaluators (COREs) to complete the review process for course submissions. The group discussed the urgent need to appoint additional CSU faculty, as well as challenges associated with faculty appointments. The group suggested various strategies to increase CSU faculty participation, including providing additional assistance for the CSU C-ID Liaison to recruit and appoint faculty. Tarjan stated that this topic was discussed during a recent CSU Academic Preparation and Education Programs (APEP) committee meeting, and that he would bring the discussion before the Academic Senate of the California State University (ASCSU) during an upcoming Interim Committee meeting scheduled for October 12, 2018. A request was made that an update regarding the discussion or decisions is provided to C-ID following the meeting.

ACTION:

- Tarjan will bring this item before the ASCSU for discussion during the October 12, 2018 meeting, and provide an update regarding the discussion to the C-ID office the week of October 15, 2018.
- An update will be provided to the Intersegmental Curriculum Workgroup (ICW) during the meeting scheduled for November 13, 2018.

IX. 5-Year Descriptor Review Cycle

The current C-ID Descriptor Review Document indicates the 5-year review of C-ID descriptors will be initiated every fourth year subsequent to the first review. This is problematic for certain disciplines in which there is insufficient

representation of faculty on the FDRG (3 CCC and 3 CSU) to complete the review as scheduled. The revisions to the C-ID Descriptor Review Document propose that the 5-year review is initiated every fourth year subsequent to the completion of the previous review.

ACTION:

Motion to approve proposed revisions to the C-ID Descriptor Review Document (Reisner, MSC)

X. Mid-cycle Revisions: Next Steps & Timelines

A. Business Administration

Tarjan explained to the group that CSU Business Administration faculty expressed a need for revisions to the Business Administration TMC. The group discussed how changes may affect student catalog rights, and agreed to put the topic of catalog rights on the next meeting agenda. Rother informed the group that the Business Administration FDRG will meet on October 12, 2018 to discuss the TMC. It was stated that the FDRG needs the appointment of an additional CSU faculty member to move any proposed changes forward.

B. Elementary Teacher Education

Simpson-Alisca explained to the group concerns that some Business Administration faculty expressed regarding the Business Administration TMC. Simpson-Alisca continued that changes were made by the California Commission on Teacher Credential (CTC) to the Elementary Teacher Education Multiple Subject program standards and a workgroup of faculty members were brought together to discuss those changes. The workgroup also met to review the courses in the Elementary Teacher Education TMC that no longer align with the new CTC standards. Committee members discussed that the some of the changes needed to align with the CTC standards apply to disciplines other than Elementary Teacher Education, and the FDRG for each of the disciplines will need to be convened to discuss the proposed changes.

XI. Integration of AICCU in C-ID Process

Simpson-Alisca asked the group if representatives from the private college sector were invited to the C-ID Advisory Committee. It was stated that a representative for the Association of Independent Colleges and Universities (AICCU) is always invited to C-ID Advisory Committee meetings.

XII. CCC/CSU ADT Pathways Report

Simpson-Alisca informed the committee that the CSU Chancellor's Office (CSUCO) made an Associate Degree for Transfer (ADT) pathway report to update the ADT degree search tool, and will load it into their student information system and CSU Cal State Apply website. Furthermore, the [A Degree with a Guarantee](#) website is being updated and the California Community College Chancellor's Office (CCCCO) will be taking over responsibility of creating the ADT Pathways Report for the website.

XIII. General Updates

A. C-ID Workplan

Paskey explained to the group that this workplan was being brought before the committee to inform the members of what the C-ID team has accomplished. Mica added that this workplan also provides details on the use of the C-ID budget. The group discussed workplan items involving C-ID and general education, the UC Transfer Pathways project (UCTP), enrollment, and awarding college credit for prior military experience. It was clarified that the workplan expresses some topics that require further exploration and discussion.

B. C-ID Technology

Rother informed the group that C-ID is working with the California Community College Technology Center to address website bugs and to reach parity of features and functions between the 1.0 website system and the new 2.0 system.

C. 5-Year Review

Paskey informed the group of C-ID disciplines undergoing the C-ID 5-Year Review. Disciplines beginning the 5-Year Review in fall 2018 are Communications Studies, Psychology, Economics, Nutrition/Dietetics, Film, Television, and Electronic Media, and Accounting. Disciplines undergoing their 5-Year Review from the fall 2015, 2016, and 2017 review cycles are: Chemistry, Biology, Agriculture Plant Science, Agriculture Business, Agriculture Animal Science, Journalism, Geography, Anthropology, Math, Theater, Political Science, Kinesiology, and History.

D. Physics 5-Year Review Complete

Paskey informed the group that there were no changes made to the Physics TMC, and minor revisions to the Physics 200S and Physics 215 descriptors as well as added the option for an open source textbook to the Physics 100S, 105, 110, 200S, 205, 210, and 215 descriptors. Calabrese, having acted as the Physics FDRG lead during part of the 5-Year Review process, informed the group that the FDRG would eventually like to add a differential equations course if the 60 unit maximum changes in the future.

E. Geography 5-Year Review Complete

Paskey introduced the Geography 5-Year Review to the group and explained that the FDRG made a minor revision to the Geography TMC. The FDRG is including an option within the core for C-ID GEOG 120 or GEOG 125 (previously in List A). The rationale for the revision is that smaller colleges are unable to offer a GEOG 120 course, and therefore unable to create an ADT.

F. Hospitality Management Descriptor Revisions

Gerard explained that the Hospitality Management FDRG agreed to proposed changes to the Hospitality Management 110, 120, and 150 descriptors and

that these changes will be sent out for statewide vetting by C-ID. The FDRG considers the changes to be non-substantive and would not warrant re-submission of course outlines to C-ID.

G. UC Transfer Pathways

Rother informed the committee that the UC Transfer Pathway pilot, intended to provide guarantees of admission to the UC segment in the disciplines of chemistry and physics, is temporarily on hold, while details surrounding GPA requirements are discussed between the two segments.

H. C-ID Course Reviews

This topic was addressed during discussion of agenda item VIII.

XIV. Future Agenda Items

- Catalog rights
- Articulation changes due to 5-Year Reviews

XV. Adjournment



**Model Curriculum Workgroup (MCW) Minutes Draft
March 20, 2019
10:00 am – 2:00 pm
669-900-6833 | 646-876-9923
Meeting ID: 242 900 192**

In Attendance:

Cheryl Aschenbach, MCW Chair, ASCCC North Representative, ASCCC
Njeri Griffin, C-ID Grant Monitor, CCCCCO
Krystinne Mica, Executive Director, ASCCC
Michelle Pilati, C-ID Special Projects Director, ASCCC

Via Conference/Online Meeting Room:

Dianna Chiabotti, Dean, Career Education and Workforce Development, CCCAOE
Andrew Maz, Music Faculty, Cerritos College
Amanda Paskey, C-ID Curriculum Director, ASCCC
Carrie Roberson, ASCCC North Representative, ASCCC

Staff:

Miguel Rother, Director, ASCCC
Megan Trader, Programs Coordinator, ASCCC

I. Introductions and Announcements

Chair Aschenbach welcomed committee members and introductions were made.

II. Approval of the Agenda

A correction was made to the date for the previous meeting minutes.

MSC to approve the agenda with corrections.

III. Approval of February 20, 2019 Meeting Minutes

MSC to approve the minutes as presented.

IV. Events

a. Career & Non-Credit Institute

The group discussed the upcoming ASCCC Career & Non-Credit Institute event and strategies to engage CTE Liaisons. It was stated that there is currently a 2.5-hour orientation planned for the upcoming Career & Non-

Credit Institute. After which, a webinar will be scheduled and recorded for orientation of new liaisons going forward.

- b. **Curriculum Institute** – Njeri, Michelle, Cheryl, Dianna, Miguel, and Krystinne will be attending Curriculum Institute.

V. **CTE Liaison Orientation**

The group discussed arrangements for the upcoming CTE Liaison Orientation at the ASCCC Career & Non-Credit Institute. The ASCCC recently sent out initial email invitation for CTE Liaisons to attend the upcoming Career & Non-Credit Institute pre-session, and so far there are 6 tickets used. The pre-session will include a 2.5-hour discussion and Q&A regarding the CTE liaison role, including basic expectations such as communication with CTE programs on campus. In addition, a 1-hour webinar will be scheduled after the event that will be recorded for future CTE Liaison orientation, and a packet of information and resources will be put together for liaisons.

The group discussed topics that the orientation should cover including:

- Expectations of CTE Liaisons such as promotion of Discipline Input Group (DIG) meetings, feedback for DIGs, and acting as a point of contact for CTE faculty on their campus.
- Why the CTE Liaison position exists, recognition of the importance of such a position, and empowerment to work and engage colleagues locally.
- Local information they should know and be informed of such as who their Articulation Officer (AO) and Curriculum Chair is, when their local senate meets and who the Senate President is.
- CTE disciplines that they should be aware of.

Chair Aschenbach will draft a message to Senate Presidents requesting confirmation that CTE Liaison contact information is current in the ASCCC directory, and that CTE Liaisons are encouraged to register for the Career and Non-Credit institute.

VI. **Verification, Identification, Policy Commitments & MC Document Review**

The group discussed the draft being developed as an internal document to provide guidance to colleges regarding the local implementation of MC. Suggestions included posting completed templates on the C-ID website, creating a fast track approval process for certificates and degrees aligned to the MC, and self-certification or automated verification. The group would like to finalize the document prior to inviting Alice Perez, Vice Chancellor CCCCCO, to the May meeting for discussion.

MSC the committee will work on the document prior to the next meeting.

VII. Real Estate

The group discussed the vetting results for MC and descriptors in the discipline of real estate. C-ID sent the MCs for statewide vetting twice, however the FDRG does not feel confident that there is enough feedback to finalize. Options to move forward discussed were:

- Holding development until there is additional interest from the field.
- Finalizing the MC and descriptors with a summary document outlining the exact process and work completed.
- Waiting until MCW has more CTE framework in place, and then discussing with colleges and CTE Liaisons the benefits that MC in the discipline will bring.
- Sending a C-ID/MCW representative to the Spring 2019 CCC Real Estate Education Center (CCCREEC) Conference being held on April 26, 2019 in Lafayette California. Copies of the descriptors could be presented to faculty for input at the event.
- Having a discussion regarding moving forward with the FDRG lead, Rick Boone, at the upcoming ASCCC Spring Plenary.

Rother/Mica will discuss with Lead Boone at Plenary, and the group will consider sending a representative to CCCREEC event in Lafayette based on the discussion.

VIII. DIG Meeting

Miguel informed the group that the Discipline Input Group will be held at the Westin San Francisco Airport Hotel on May 10, 2019. The disciplines that will be convening were chosen to maximize faculty attendance based on previous DIG meeting attendance being higher at Northern California meetings.

IX. CTE FDRG Guidelines

This agenda item is being brought before the group for discussion regarding the structure and composition of CTE Faculty Discipline Review Groups (FDRGs). CTE FDRGs are structured to include equal representation of faculty from Northern and Southern California, and required to include no less than five CCC discipline faculty members. This can be problematic for disciplines in which there are fewer programs and faculty available to participate in C-ID. The group discussed creating internal policy and guidelines for the formation of FDRGs based on the number of programs, program size, and number of faculty throughout the state.

The group discussed how the CTE descriptor and MC review process should be conducted in the absence of active CTE FDRG members. Once MC and descriptors are finalized many CTE FDRG members are not as active in C-ID, and since CTE disciplines are impacted by changes in industry and credentialing bodies, C-ID is reliant on the discipline expertise of FDRG members regarding changes in the field.

This topic will be placed on the next meeting agenda for discussion and creation of policy or guidelines.

X. CTE Liaison Communications Plan

The group discussed establishing a guide to be used for future communications to CTE Liaisons as MCW membership changes each academic year. A suggestion was made to send monthly newsletters to the CTE Liaison listserv.

This item will be placed on the May 15, 2019 agenda for further discussion.

XI. Creating a CTE FAQ Website

Miguel informed the group that he is gathering a list of frequently asked questions regarding CTE and C-ID to put on the C-ID website. This item is being brought before the group prior to the upcoming ASCCC events so that members can help in the development of the list of FAQs. C-ID staff will begin to include information for CTE Liaisons in upcoming C-ID newsletters.

XII. REGIONAL MC

The topic of creating or hosting model curricula that is regionally developed will be placed on the agenda for discussion at the next MCW meeting. Things to consider prior to the meeting are:

- What would it look like to have regional MC?
- Historical narrative.
- What to consider vs. not consider.

XIII. Water & Welding

Miguel explained that he has attempted to contact the FDRG members for water and wastewater technology to discuss whether the group will finalize draft descriptors. However, quite some time has passed since the FDRG was formed and he is experiencing difficulty reaching all of the members.

XIV. Adjournment

**Respectfully submitted by
Megan Trader
Programs Coordinator**



Executive Committee Agenda Item

SUBJECT: California City Correctional Facility Graduation		Month: June	Year: 2019
		Item No: VI. D. i.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the 2019 California City Correctional Facility Graduation.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Equity Diversity & Action Committee will share the program from the California City Correctional Facility Graduation held May 8, 2019.

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



3rd
Annual Commencement

WEDNESDAY, MAY 8, 2019

11:00 A.M.-1:00 P.M.

CALIFORNIA CITY CORRECTIONAL FACILITY

22844 VIRGINIA BOULEVARD

CALIFORNIA CITY, CALIFORNIA

Order of Ceremony

WELCOME

PROCESSIONAL

"Pomp and Circumstance" –*Sir Edward Elgar*
Members of the California City House Band

INTRODUCTION OF PLATFORM PARTY, FACULTY AND GUESTS

Ms. Lisa Stephens

KCCD CHANCELLOR WELCOME

Mr. Thomas Burke

INTRODUCTION OF PRESIDENT BOARD

Ms. Lisa Stephens

PRESIDENT'S ADDRESS

Ms. Jill Board

INTERLUDE SONG

Members of the California City House Band

INTRODUCTION OF STUDENT SPEAKER

Mr. Jarrod Bowen

STUDENT ADDRESS

Mr. Michael Thornton

INTRODUCTION OF CDCR GUEST SPEAKERS

Ms. Lisa Stephens

CDCR GUEST SPEAKER

Associate Warden White, Business Services

CDCR GUEST SPEAKER

Dr. Lincoln Johnson, Principal

INTERLUDE SONG

Members of the California City House Band
and

Ms. Tiffany Argumedo

INTRODUCTION OF STUDENT SPEAKER

Mr. Peter Fulks

STUDENT ADDRESS

Mr. Adrian Douglass

PRESENTATION OF HONORS GRADUATES

Dr. Corey Marvin

PRESENTATION OF STUDENTS FOR DEGREES AND CERTIFICATES

Dr. Corey Marvin

CONFERRING OF DEGREES

Ms. Jill Board

PRESENTATION OF DIPLOMAS

Ms. Jill Board

Dr. Corey Marvin

Ms. Heather Ostash

CELEBRATION OF DEGREES

Ms. Jill Board

Associate Degree Recipients

Dominic Andreas*
 Andrew Ariaga*
 Brian Ballard*
 Jamarea Campbell*
 Adrian Douglass*+
 Adam Gordon
 Lorenzo Gunn*

David Hill*+
 Carroll Jackson*
 Jerry Jaramillo*
 Ashish Lal*
 Johnny Lavender*
 Paul Luera
 Warren Meyer*

Long Nguyen*
 Omar Omar
 Jamarius Porche*
 Andrew Reenan
 Michael Thornton*+
 Jeremy Tiongson*+
 Adam Ullah*+

**Phi Theta Kappa Members*

+*Honors Graduates*

Phi Theta Kappa Members

Modesto Alcala
 Joseph Ayala
 Donta Ballard
 William Banks
 Theodis Barley
 Gregory Bonner
 Eric Bounvongxay
 Sterling Brown
 Angel Camacho
 William Castro
 Ruben Chacon
 Andrew Chavez
 Raheem Coleman
 Richard Collins
 Mark Cook
 David Cooper
 Raymundo Corona
 Zachary Crawford
 Jose Delgado, Jr.
 Denny Fields
 Zachariah Frazier
 Art Garcia

Roderick Glover
 Curtis Golden
 Adam Gordon
 Alontae Green
 David Gresham
 Michael Gresham
 Patrick Griffin
 Richard Guevara
 Devon Guidry
 Mark Hannah
 Lee Hazelwood
 Victor Hernandez
 Richard Holguin
 Steven Honma
 Cordell Jennings
 Delonte Johnson
 Robert Johnston
 Joshua Judson
 Sokhean Keo
 Raji Kitchen
 Michael Kruger
 Jason Lattier

Julio Lopez
 Matthew Lopez
 Frank Lugo
 Christopher Maletta
 Donnell Marin
 Kenneth Massey
 Ricardo Medina
 Julian Melendez
 Steven Miner
 Justus Morris
 Jason Myszkowski
 James Newsome
 Dung Nguyen
 John Nunez
 Christopher Pace
 Daniel Perkins
 Coties Perry
 Antonio Powell
 Marland Purvis
 Telesforo Quintanilla
 Alexander Rabanes
 Charles Rector

Demond Richardson
 Jeffrey Risch
 Frank Rivera
 William Rodriquez
 Freddy Sagastume
 Tariq Samat
 Alexander Sanchez
 Robert Serrano
 Sean Sullivan
 Marcus Summerlin
 Don Thompson
 Timothy Thornburg
 Mychael Tillman
 Thue Vang
 Angel Valenciana
 Ramon Velasquez
 Juan Ward
 Kyle Washington
 Joshua Wilson
 Dustin Wingard
 Aurjion Zamani

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Commencement Traditions

THE ACADEMIC REGALIA

The history of academic dress emanates from the medieval European universities of the fourteenth century. European universities continue to follow varied patterns in cut and color of gown and type of headdress. United States universities have standardized the academic dress so that its features are common and uniform throughout the country.

THE GOWN

The gown is ordinarily black for academic degrees, but certain universities have authorized the use of colored gowns. The color of the gowns for the associate degrees has generally not been standardized. For other degrees the pattern varies with the degree held: pointed sleeves for the bachelor's degree; long, closed sleeves, lunate at the bottom, with slits at the elbow for the master's degree; round and full sleeves for the doctor's degree. The bachelor's and master's gowns have no trimmings. The doctor's gown is faced down the front with the black velvet or velvet the color of the subject in which the degree was granted. Three bars of the same material also appear on the sleeves.

THE CAP

The cap is usually a mortarboard the same color as the gown. The bachelor's and master's tassel is black; the doctor's tassel is gold. Cerro Coso honor graduate tassels are gold. Many colleges and universities have adopted tassel colors to represent the school in which the degree is granted.

THE HOOD

The size of the hood varies with the degree held, the bachelor's hood being the smallest and the doctor's hood the largest. The doctor's hood is also distinguished by panels lacking on other hoods. The velvet trim of the hood is of the color pertaining to the subject of the degree as outlined below:

Art and Letters *White*

Business Administration *Peacock Blue*

Education *Light Blue*

Engineering *Orange*

Fine Arts *Brown*

Humane Letters *Crimson*

Law *Purple*

Library Science *Lemon Yellow*

Medicine *Green*

Music *Pink*

Philosophy *Dark Blue*

Science *Golden Yellow*

Social Work *Citron*

Theology *Scarlet*

Veterinary Medicine *Gray*