

Thursday, August 8 to Saturday, August 10, 2019

[The Mission Inn Hotel & Spa](#)

3649 Mission Inn Avenue, Riverside, CA 92501

Meeting Room: Renaissance Salon

Thursday, August 8, 2019

1:00 p.m. to 5:30 p.m. Orientation

6:30 p.m. – 8:30 p.m. Dinner

[Mezcal Cantina Y Cocina](#)

3737 Main St #100

Riverside, CA 92501

Friday, August 9, 2019

8:00 a.m. to 9:00 a.m. Breakfast, Renaissance Salon

9:00 a.m. to 12:00 p.m. Executive Committee Meeting

12:00 p.m. to 12:30 p.m. Lunch

12:30 p.m. to 5:30 p.m. Executive Committee Meeting

6:30 p.m. to 8:30 p.m. Dinner

[Mario's Place](#)

3646 Mission Inn Avenue,

Riverside, CA, 92501

Saturday, August 10, 2019

8:00 a.m. to 9:00 a.m. Breakfast, Renaissance Salon

9:00 a.m. to 11:00 a.m. Executive Committee Meeting

11:00 a.m. Boxed Lunch

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. Action Tracking, pg. 23**
- H. Dinner Arrangements**
- I. One Minute Check-In**

II. CONSENT CALENDAR

- A. July 9, 2019 Meeting Minutes, Aschenbach, pg. 25**
- B. ESL Recoding Regional Meetings, Aschenbach/May, pg. 31**

III. REPORTS

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

IV. ACTION ITEMS

- A. Legislative and Budget Report – 20 mins., Davison, pg. 33**
The Executive Committee will be updated about the legislative cycle and the budget.
- B. Faculty Diversification – 15 mins., Stankas, pg. 41**
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
 - i. Board of Governors' Diversity Task Force Update – Stankas, pg. 43**
The Executive Committee will be updated on the Board of Governors' Diversity Task Force.
- C. Guided Pathways Implementation – 15 mins., Stankas, pg. 51**
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
- D. Faculty Role in Governance – 15 mins., Stankas, pg. 53**
The Executive Committee will be updated on the Faculty Role in Governance in the system and discuss further direction.
- E. 2019-2020 ASCCC Budget – 15 mins., May/Mica, pg. 55**
The Executive Committee will consider for approval the annual budget for 2019-2020.
- F. Fall 2019 Plenary Session Planning – 15 mins., Stankas/Mica, pg. 59**
The Executive Committee will discuss and consider for approval the theme for the 2019 Fall Plenary Session.
- G. RP Group Liaison – 10 mins., May, pg. 61**
The Executive Committee will discuss and consider for approval a proposal for an RP Group liaison.
- H. Paper – AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty – 15 mins., May, pg. 63**
The Executive Committee will consider for approval the collaborative paper by

the RP Group and the ASCCC titled: AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty.

I. Equity Driven Systems Paper First Read – 30 mins., Roberson/Cruz/Lara, pg. 71

The Executive Committee will review and consider for approval the draft Equity Driven Systems Paper.

J. Strategic Plan – 30 mins., Stankas/Mica, pg. 103

The Executive Committee will review the Strategic Plan adopted in Spring 2018.

V. DISCUSSION

A. Chancellor’s Office Liaison Report – 45 mins., Stankas, pg. 115 (*Date certain: Friday, August 9, 2019.*)

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. 117

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 – 30 mins., Stankas/Davison, pg. 119

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

D. C-ID Update – 15 mins., Mica, pg. 121

The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.

E. OERI Update – 15 mins., Mica/Pilati, pg. 123

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).

F. Meeting Debrief – 15 mins., Stankas, pg. 125

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

A. Standing Committee Minutes

B. Liaison Reports

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Cerro Coso College, Ridgecrest (Friday)/ Hilton Garden Inn Palmdale, Palmdale (Saturday) – September 6-7, 2019
- **Academic Academy** – Long Beach – September 12-14, 2019
- **Executive Committee Meeting** – Riverside – September 27-28, 2019
- **Executive Committee Meeting** – Newport Beach – November 6, 2019
- **Fall Plenary Session** – Newport Beach – November 7-9, 2019

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

Reminders/Due Dates

August 19, 2019

- Agenda items for September 6-7, 2019 meeting
- Reports

September 9, 2019

- Agenda items for September 27-28, 2019 meeting
- Reports

Academic Academy

- 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.**

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

Fall Plenary Session Timeline

- **August 19, 2019:**
 - Draft papers due for first reading at September 6-7, 2019, Executive Committee Meeting.
 - Breakout topics due to John for approval at September 6-7, 2019 Executive Committee meeting.
 - Area Representatives update Area Meetings page (include maps and parking permits if needed).
- **September 9, 2019:**
 - Draft papers due for second reading at September 27-28, 2019 Executive Committee Meeting.
 - Pre-Session resolutions due to Resolutions Chair.

Planning:

- AV and event supply needs to Tonya by **October 1, 2019.**
- Final resolutions due to Krystinne for circulation to Area Meetings **October 2, 2019.**
- Approval of outside presenters due to John and Krystinne **October 4, 2019.**
- Presenters list and breakout session descriptions due to Krystinne by **October 11, 2019.**
- Deadline for Area Meeting resolutions to Resolutions chair:
 - Area A & B **October 11, 2019**
 - Area C & D **October 12, 2019**
 - Final from Chair **October 21, 2019**
- Final Program to Krystinne by **October 15, 2019.**
- Final program to printer **October 22, 2019.**
- Materials posted to ASCCC website **October 24, 2019.**

Rostrum Timeline

To Krystinne	To David	To John	To Katie	To the Field
September 27	October 4	October 14	October 21	November 6
January 6	January 10	January 17	January 24	February 10
March 9	March 16	March 23	March 30	April 15

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	Cerro Coso College	Hilton Garden Inn Palmdale, Palmdale, CA	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	Southern California	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		Kimpton Sawyer Hotel, Sacramento, CA	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.

Academic Senate

2019 - 2020

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
July 9, 2019	June 20, 2019	June 27, 2019
August 8 – 10, 2019	July 22, 2019	July 29, 2019
September 6 – 7, 2019	August 19, 2019	August 26, 2019
September 27 -28, 2019	September 9, 2019	September 16, 2019
November 6, 2019	October 17, 2019	October 24, 2019
December 6 – 7, 2019	November 18, 2019	November 25, 2019
January 10 – 11, 2020	December 12, 2019	December 19, 2019
February 7 – 8, 2020	January 21, 2020	January 27, 2020
March 6 – 7, 2020	February 18, 2020	February 24, 2020
April 15, 2020	March 26, 2020	April 2, 2020
May 8, 2020	April 20, 2020	April 27, 2020
June 5– 7, 2020	May 19, 2020	May 26, 2020

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
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	Henderson	5/8/2019	Cal City Prison Graduation
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
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			

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
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			

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
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
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
Foothill	Executive Committee	3/3/2017	Executive Committee Meeting
	Davison	6/4/2019	Curriculum Committee - CPL
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
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
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			
Antelope Valley	Freitas, Slattery-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
Compton College	May, Roberson	8/25/2017	Guided Pathways
	Eikey, Stanskas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stanskas	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, Stanskas	6/9/2017	
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	Davison	3/10/2017	Curriculum Workshop

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
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
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			
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			

COLLEGE	VISITOR	DATE OF VISIT	REASON
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
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
Moreno Valley	McKay, Stankas	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, Stankas	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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stankas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
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
	Stankas, 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
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
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, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley			

Action Tracking as of 7/9/2019										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Leadership Academy	June	2018	IV. D.	Faculty Leadership Development Committee and ASFCCC	Spring 2019	Assigned	The Committee is to bring recommendation regarding the Leadership Academy.	7.9.19: Reassigned to Faculty Leadership Development Committee and ASFCCC		
Professional Development College	March	2019	IV. Q.	Executive Director		Assigned	To explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.			
Action Tracking Spreadsheet	March	2019	IV. P.	Executive Director		Assigned	Mica to develop an action tracking system for items to be brought to the Executive Committee.			
Faculty Development Committee	April	2019	IV. K	Faculty Development Committee	May 2019	Assigned	The Faculty Development Committee will bring a modified survey to the May Executive Committee Meeting			
Revision of Data 101 Paper	June	2019	IV. H.	Roberson, Davison	November 2019	Assigned	A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.	7.9.19: Can/Should this be delegated?		



EXECUTIVE COMMITTEE MEETING

Tuesday, July 9, 2019

Embassy Suites, Sacramento Riverfront Promenade, Sacramento, CA

I. ORDER OF BUSINESS

A. Roll Call

President Stankas called the meeting to order at 11:35 a.m. and welcomed members and guests.

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

Liaisons: Dan Crump, Liaison, Council of Chief Librarians; and Jennifer Zellet, East Central Chair, California Community Colleges Chief Instructional Officers.

Invited Guests: Pam Walker, Educational Consultant.

Staff: April Lonerio, Executive Assistant.

B. Approval of the Agenda

Agenda approved as presented by consensus.

C. Public Comment

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

No formal public comment was entered.

D. Executive Committee Norms, pg. 3

Members were reminded of the Executive Committee Norms.

E. Calendar, pg. 5

Members were updated on deadlines.

F. Local Senate Visits, pg. 9

Members updated the Local Senate Visits record.

G. Action Tracking, pg. 21

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

H. One Minute Check-In

Members shared a one minute check-in.

II. CONSENT CALENDAR

A. June 7, 2019 Meeting Minutes, Aschenbach, forthcoming

B. Adoption of 2019-2020 Executive Committee Goals, Stankas, pg. 23

Consent calendar approved as presented by consensus.

III. REPORTS

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

Stankas provided an update on the legislature's revisions to the Student Centered Funding Formula (SCFF), which included the Senate's recommendation to count students once, and to hold the performance based funding at 10% permanently. Stankas participated in a panel presentation at the SCFF Oversight Committee meeting on June 17, 2019. Stankas reported that the Oversight Committee is working to develop an assessment for the supplemental allocation, to define financial need, and address noncredit and service agreements. Stankas noted that California Federation of Teachers (CFT) passed a vote of no confidence in Chancellor Oakley, Faculty Association of California Community Colleges (FACCC) passed a vote of no confidence in the Chancellor's Office, and California Community College Independents (CCCI) passed a vote of no confidence in the California Online Community College and the Student Centered Funding Formula. Stankas detailed the opportunities to partner with other faculty organizations to work in the interest of students. Stankas provided training at the FACCC Board Retreat on June 21, 2019. The Board of Governors will vote on a four-year renewal of Chancellor Oakley's contract at the July 15-16, 2019 Board of Governors meeting. Stankas informed the committee that Michael Heumann will be the lead of the faculty appointed by the Academic Senate to support the California Online Community College in academic and professional matters. Stankas discussed concerns of potential duplication of course offerings and the requirement for the California Online Community College to be accredited. The starting curriculum will be courses in medical coding and cybersecurity. A Collegiality in Action training was conducted for the Chancellor's Office on June 25, 2019 and will be conducted for the Board of Governors on July 16, 2019. Templates and guidance were released July 8, 2019 for the University of California Transfer Pathways (UCTP) Guarantee pilot project in Chemistry and Physics.

Mica reported that the office has moved to One Capitol Mall, Suite 230. Interviews are being conducted to hire a Program Manager and Administrative Assistant to support the work of the C-ID, the Online Educational Resources Initiative (OERI), and Guided Pathways. Mica and Alice Hammar, Director of Finance, met for an audit consultation with PCC Accounting; the annual audit will be conducted September 9-13, 2019. Mica noted that a web-based financial dashboard will soon be made available to the Executive Committee Members to provide more clarity to Academic Senate finances.

B. Foundation President’s Report – 10 mins., Aschenbach

A Foundation President’s Report was not provided as the Foundation did not meet since the last Executive Committee Meeting.

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.

Jennifer Zellet California Community Colleges Chief Instructional Officers (CCCCIO) East Central Chair provided an oral report. The CCCCCIO Executive Board Retreat will be held July 16-17, 2019 in Sacramento to structure their 2019-2020 year.

Dan Crump, Council of Chief Librarians (CCL) Liaison provided an oral report. The CCL Board of Directors will hold their Board Retreat July 29-30, 2019 in Riverside. Crump noted conversations and concerns regarding the use of the Library Services Platform by Calbright College and the California Online Community College District.

IV. ACTION ITEMS

A. Legislative Report – 10 mins., Davison, pg. 25

The Executive Committee received an update on current legislative issues and Governor Newsom’s 2019-2020 Budget. Davison reported that AB 239 (Salas) Community colleges: registered nursing programs and AB 706 (Low) Community colleges: academic employees were presented to the Governor. The committee discussed the changes to AB 302 (Berman) Parking: homeless students; this bill was sent to the Senate Committee on Judiciary. AB 1460 (Weber) California State University: graduation requirement: ethnic studies failed passage from the Senate Education Committee and was granted reconsideration. AB 1512 (Carrillo) Public postsecondary education: community colleges: course credit for passage of International Baccalaureate examination; SB 291 (Leyva) Postsecondary education: California Community College Student Financial Aid Program; AB 1314 (Medina) Student financial aid: Cal Grant Reform Act will continue into the 2019-2020 legislative session. Two hearings for AB 1343 (Eggman) Private postsecondary education: California Private Postsecondary Education Act of 2009 were cancelled at the request of the author. Due to amendments to SB 462 (Stern) Community colleges: Urban and Rural Forest and Woodlands Restoration and Fire Resiliency Workforce Program the Academic Senate removed opposition to the bill. All bills need to be given to Governor Newsom by September 13, 2019 for consideration; Governor Newsom will make a determination by October 13, 2019. Stanskas reported on the passage of the 2019-2020 Governor’s Budget and the development of the Board of Governors 2020-2021 Budget and Legislative Request. Stanskas reported the inclusion of request for funding for full time faculty.

B. Guided Pathways Implementation – 5 mins., Stanskas, pg. 29

The Executive Committee will be updated on the implementation of the CCC

Guided Pathways Award Program during the August Executive Committee Meeting.

C. Faculty Role in Governance – 5 mins., Stankas, pg. 31

The Executive Committee will be updated on the Faculty Role in Governance in the system during the August Executive Committee Meeting.

D. Faculty Diversification – 5 mins., Stankas, pg. 33

The Executive Committee will be updated on Faculty Diversification in the system during the August Executive Committee Meeting.

E. Standing Committee Assignments – 10 mins., Stankas/Mica, pg. 35

The Executive Committee reviewed and made edits to the 2019-2020 tentative standing committee assignments. Members discussed the diversity of the applicant pool and appointments. Members reviewed best practices regarding the notification of appointed and not-appointed committee members. Members suggested the inclusion of a representative from the Association of Community and Continuing Education (ACCE) on the Noncredit Committee. Mica explained the process for appointments of committee members from partner organizations.

MSC (Roberson/Curry) to approve the committee assignments pending local senate review, with consideration of the duplicated member on the Curriculum and CTE Leadership Committees.

V. DISCUSSION

A. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/Davison, pg. 37

The Executive Committee received an update on the recent Online Community College District Board of Trustees Meeting during the President's Report.

B. Meeting Debrief – 15 mins., Stankas, pg. 39

The Executive Committee debriefed the meeting to assess what is working well and where improvements may be implemented.

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

A. Standing Committee Minutes

B. Liaison Reports

- i. California Science Project Report, Eikey, pg. 41
- ii. California Virtual Campus - Online Education Initiative, Dyer, pg. 43
- iii. CCCMyPath Users Group, Dyer, pg. 45

C. Senate and Grant Reports

- i. ASCCC Open Educational Resources Initiative, Dyer, pg. 57

D. Local Senate Visits

VII. ADJOURNMENT

The Executive Committee adjourned at 1:32 p.m.

Orientation continued at 1:45 p.m.

The Executive Committee Orientation adjourned at 5:15 p.m.

Respectfully submitted by:

April Lonerio, Executive Assistant

Cheryl Aschenbach, Secretary

Executive Committee Agenda Item

SUBJECT: ESL Recoding Regional Meetings		Month: August	Year: 2019
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the dates of the ESL Recoding Regional Meetings.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach/Virginia May	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In March 2019, the ASCCC partnered with the RP Group facilitating five AB 705 Data Revision Project Recoding Regional Meetings and a webinar to seek input and feedback to update the CB21 Rubrics for English/reading and mathematics/quantitative reasoning and several new MIS Data elements. Similar work in ESL was to follow over the summer and fall of 2019.

The proposed dates for the ESL Recoding Regional meetings are as follows:

- September 5 – Bay Area
- September 11 – Central Valley
- September 23 – South LA/Orange County

A webinar will be planned to take place most likely on September 25 through the Guided Pathways webinar series.

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



Executive Committee Agenda Item

SUBJECT: Legislative and Budget Report		Month: August	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated about the legislative cycle and the budget.	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 current legislative cycle requires that all bills be sent forward to the governor for action no later than 12 September 2019. The Executive Committee will be updated on bills currently still in process.

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

ASCCC Legislative Report

Executive Committee Meeting 8 August 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

Official ASCCC Position/Resolutions: None

Status: Re-referred to Senate Committee on Appropriations (10 July 2019)

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

Official 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 (S15), and 9.02 (F16) regarding ASCCC support for expanding dual enrollment opportunities for students.

Status: Suspense file as of 24 June 2019

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

Official ASCCC Position/Resolutions: ASCCC wrote a letter of support based on the amended bill:<https://asccc.org/sites/default/files/Support%20AB%20130%20%283%20June%202019%29%20.pdf>

Status: Re-referred to Senate Committee on Appropriations (9 July 2019)

AB 239 (Salas) – Registered Nursing Programs

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

Status: Signed by the governor (12 July 2019)

AB302 (Berman) – Parking – Homeless Students

Significant changes around colleges' liability for issues related to students being injured in or near the parking areas, excepting for gross negligence, deliberate misconduct, or violations of the law.

Official ASCCC Position/Resolutions: The ASCCC took a formal support position on this bill on 6 May 2019 based on resolution 6.04 at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: Re-referred to Senate Committee on Appropriations (11 July 2019)

AB595 (Medina) – Apprentice Programs

Official ASCCC Position/Resolutions: None

Status: Withdrawn from committee (11 June 2019)

AB968 (Garcia) – Naturalist Pathway Program

Official 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 is now a 2 year bill.

AB1460 (Weber) – CSU Graduation Requirement – Ethnic Studies

Official 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 Stanskas and Vice President Davison met with the Assemblymember's office to express these potential concerns.

Status: Re-referred to Senate Committee on Appropriations (10 July 2019)

AB1512 (Carrillo) – IB Examinations

Official ASCCC Position/Resolutions: 5C is looking at changes to title 5 to preemptively look at this issue.

Status: Appears to be a two year bill.

AB1658 (Carrillo) – Teacher Credentialing

Official 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: Referred to Committee on Appropriations suspense file (24 June 2019).

AB1727 (Weber) – Career Development and College Preparation Courses

Official 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: Referred to Committee on Appropriations suspense file (8 July 2019).

AB1729 (Smith) – Attendance at Community College – Dual Enrollment

Official 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: Referred to Committee on Appropriations suspense file (8 July 2019).

Senate Bills

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

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: Status: Referred to Committee on Appropriations suspense file (10 July 2019).

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

Official ASCCC Position/Resolution: The Executive Committee sent a letter to Vice Chancellor Metune in support of the CO's support for expansion of Cal Grant C.

Status: This appears to be a two year bill.

SB158 (Allen) – Academic Achievement

Official ASCCC Position/Resolution: None at this time.

Status: Hearing scheduled for 10 July and canceled at request of the author.

SB291 (Leyva) – CCC Student Financial Aid Program

Official 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: Along with AB1314 (Medina), this is now a two year bill.

SB462 (Stern) – Forestland Restoration Workforce Program

Official ASCCC Position/Resolutions: ASCCC removed its opposition to this bill:

<https://asccc.org/sites/default/files/Removal%20of%20Opposition%20-%20SB%20462%20%28as%20of%20June%202013%202019%29%20.pdf>

Status: Re-referred to Committee on Appropriations (3 July 2019)

SB484 (Portantino) – Community College Transfer Students

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

Status: Re-referred to Committee on Appropriations (24 June 2019)

SB563 (Roth) –College and Career Access Pathways Pilot

Official 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

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

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

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

Status: Hearing canceled at request of author (25 June 2019) – appears to be a two year bill.

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

AB331 (Medina) – Ethnic Studies

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

Status: Re-referred to Committee on Appropriations (3 July 2019)

AB706 (Low) – Academic Employees – Elimination on Time Limits on Transfer of Leave Accrual

Signed by the governor on 12 July 2019.

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

Official 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: Re-referred to Senate Committee on Appropriations (3 July 2019)

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

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

Status: Re-referred to Committee on Appropriations suspense file (1 July 2019)

AB809 (Santiago) – Child Development Programs – Priority Enrollment

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

Official 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

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

Status: Re-referred to Committee on Appropriations suspense file (24 June 2019)

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

Official 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: Hearing canceled at request of author (24 June 2019)

AB1314 (Medina) – Financial Aid

Official ASCCC Position/Resolutions: This bill is being linked with SB291, on which the ASCCC took a support position.

Status: This is now a two year bill.

AB1504 (Medina) – Student Participation Fee

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

Status: Ordered to third hearing (24 June 2019)

SB660 (Pan) – Mental Health Counselors

Official 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: Re-referred to Committee on Appropriations (26 June 2019)

Legend

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: Faculty Diversification		Month: August	Year: 2019
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 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: Board of Governors' Diversity Task Force Update		Month: August	Year: 2019
		Item No: IV. B. i.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will be updated on the Board of Governors' Diversity Task Force.	Urgent: No	
		Time Requested:	
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 Board of Governors' Diversity Task Force.

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

California Community Colleges Chancellor's Office
2020-21 Budget and Legislative Request Form

The Finance and Facilities Planning and Governmental Relations Divisions are seeking input into the development of the 2020-21 California Community Colleges Budget and Legislative Request. To submit a budget or statutory request, please upload this completed form at [Dropbox](#) by June 21, 2019. For consideration, proposals should advance the [Vision for Success](#). The Chancellor will make the final determination regarding items included in the proposed 2020-21 Budget and Legislative Request. While submissions will not receive individual responses from the Chancellor's Office, items selected for potential inclusion will likely require completion of a [Budget Change Proposal](#) and/or submission of additional background information.

Please contact imajid@cccco.edu or hthomson@cccco.edu with any questions or comments

1. Proposal summary and alignment to the Vision for Success:

In November 2018, the Board of Governors (Board) requested that the Chancellor's Office establish a Faculty and Staff Diversity Taskforce (Diversity Taskforce). The creation of the taskforce was sparked by a statewide study that found that in the California Community College system, the demographics of campus faculty and leadership is not representative of the student's they serve. Specifically in 2016-17, while 73% of students were students of color, 72% of Academic Senates Leaders were White, 61% of tenured faculty were White, 60% of non-tenured faculty were White, and 59% of College Senior Leadership were White. Recognizing that California Community College districts have made improvements to implement and submit equal employment opportunity (EEO) reports, the Board requested that the Faculty and Staff Diversity Taskforce present a set of recommendations to integrate faculty and staff diversity as a part of the *Vision for Success* and present a set of statewide recommendations on structural changes, including policies, practices, and tools that the system will need to make to improve system EEO implementation and better support diversity.

Faculty and staff diversity is a driver for educational achievement and social mobility. Faculty and staff diversity is important to ensure students can identify with our faculty/staff and our faculty/staff to connect effectively with students of diverse backgrounds. As a driver, faculty and staff diversity directly supports the *Vision for Success* goals. This proposal requests additional statewide resources that have been identified by the Diversity Taskforce to help colleges and districts implement the recommendations that will be adopted by the Board of Governors at their September or November 2019 meeting.

2. Description of the problem:

The *Vision for Success* commitments represent a set of mindsets. The commitments are an overarching theory of action, they are not specific tactics. In order to improve faculty and staff hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring and retention policies and strategies.

It has been challenging to operate robust EEO programs at the local level. Currently, colleges receive \$50,000 in EEO funds to support EEO efforts and comply with reporting requirements. Outside of this state allocation, HR offices and partnerships between the Chancellor's Office, Academic Senate, League and ACHRO have to be pieced together to provide technical assistance, trainings and tools for the largest system of public higher education in the nation. The California Community College system also hosts an outdated job board (called the CCC Registry) that is in need of improvements to better serve job seekers who are committed to educational excellence as faculty members or administrators in our districts and colleges. Improving this online database of job opportunities will be critical to improving the pre-hiring process. Additionally, we envision a more modern and robust CCC Registry which would evolve beyond its current status as a simple job board to become a streamlined and efficient tool for applying to multiple jobs. This common application would allow for the easy collection and analysis of demographic data, which would support our EEO mission by providing current and readily available data on EEO performance at the college, district, regional, and system-wide level.

3. Background of the problem:

The lack of faculty and staff diversity is not unique to the California Community College system. Our worksite is a microcosm of the rest of society. Significant improvements have been made to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods to certify and receive EEO funds, and in 2016 a best practices handbook was developed. These improvements have been thwarted due to limited resources, not system support. The Diversity Taskforce will present for Board consideration changes that will make system wide investments an urgency.

4. Describe how the proposed solution addresses the problem:

The proposed solution would begin to build the capacity for California's 115 colleges and support at the state Chancellor's Office. To accomplish the statewide recommendations, the Chancellor's Office is requesting state investments in California Community College diversity and EEO efforts as a part of the 2020-21 budget request process. The Diversity Taskforce proposes augmenting existing funding and two new funding gaps that will advance statewide diversity efforts. The investments below total: \$66.4 million.

- \$10 million ongoing to expand district EEO implementation and professional development to improve recruitment and retention. This is an augmentation to the existing EEO fund allocation.
- \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversity worksites in the public and private sector.
- \$1 million one-time to modernize the CCC Registry and add system-wide online trainings such as cultural competency and unconscious bias training.
- \$40 million ongoing for full-time faculty hiring.
- \$407,699 ongoing general fund to provide additional support for Chancellor's Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations. (1 Vice Chancellor-Exempt position, 1 Specialist, 1 Staff Services Analyst)

5. Analyze all feasible alternatives:

The only alternative to a budget investment is continuing to use existing limited resources to piece together trainings and tools with external stakeholders and focusing on compliance to submit a state report. Without resources, our colleges and districts will only be able to report how they have attempted to comply and make improvements without resources. This approach is unsustainable, and greatly impacts the system's ability to enact and advance the large-scale reforms required by the *Vision for Success*.

6. Strongest arguments in support of proposed solution:

California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Maintaining a richly diverse workforce is not only required by law, but these policies provide our students with the educational benefits of a diverse workforce. The investments requested represent the best thinking across system-wide stakeholders who are experts in our system’s policies and practices, and have engaged in a taskforce convening over a period of 6 months.

7. Fiscal analysis and justification:

This proposal calls for \$50.4 million in ongoing funding and \$16 million in one-time funding. These structural investments are only one part of the institutional changes needed to provide colleges and districts resources, support and guidance. While the proposal can be phased-in over 1-2 years, the need for ongoing funding will be critical to these efforts. The largest investment is needed to diversify the faculty in our system through full-time positions. A strong partnership with the Academic Senate for California Community Colleges will need to be ongoing and address major hiring processes such as equivalency and hiring committee trainings. This request includes \$40 million ongoing for full-time faculty positions because without connecting future hiring to statewide diversity efforts, the system will continue to play catch up to fill limited vacancies with diverse candidates.

8. Describe previous state or federal legislation, policy or fiscal efforts, or hearings on the subject:

EEO statutes are codified in California Education Code sections 87100-87108, and implementing regulations are found at title 5, California Code of Regulations sections 53000- 53034. The State legislature has been interested in this topic across segments over the last decade, and a proposed Assembly hearing is planned for Fall 2019.

9. Additional Information:

This proposal will require statewide system support as significant Proposition 98 dollars will be needed to prioritize increasing faculty and staff diversity in our system. Additionally, the issue of part-time faculty and staff was not addressed in this proposal.

The taskforce is Co-chaired by the Chancellor’s Office and the Academic Senate for California Community Colleges and includes presidents/CEO’s, faculty, HR managers, trustees, researchers, students and Chancellor’s Office staff. The taskforce met between April and September 2019 and will present to the Board a systemic plan to improve faculty and staff diversity at the September and November 2019 Board meetings.

Taskforce Roster:

- ASCCC President John Stankas (Co-Chair)
- ASCCC Appointee Mayra Cruz from DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College

- Marisa Perez, Trustee Cerritos CCD
- Loren Steck, Trustee Monterey Peninsula CCD
- ACHRO, Irma Ramos, North Orange CCD
- ACHRO Greg Smith, Shasta College
- Board of Governors Member, Hildy Aguinaldo
- Board of Governors Student Member, Alexis Zaragoza
- Daisy Gonzales, CCCCCO (Co-Chair)
- Fermin Villegas, CCCCCO
- Ebony Lopez, CCCCCO
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Devon Graves, Foundation for California Community Colleges Success Center

10. Contact Information:

Proposal Primary Contact: Daisy Gonzales
 Division/Organization/College: CCCCCO
 Email Address: dgonzales@cccco.edu
 Phone Number: *Click or tap here to enter text.*

11. Approval for Submission:

To be considered for inclusion in the 2020-21 Budget and Legislative Request the proposal must be approved by one of the following, as appropriate: Chancellor’s Office Division Executive Vice Chancellor, Vice Chancellor or Chief Counsel, Consultation Council representative, or district/college Chief Executive Officer or General Counsel.

Approved By: Daisy Gonzales

Title: Deputy Chancellor

Email this completed form to Imran Majid and Hilary Thomson by June 28, 2019.

Please contact or imajid@cccco.edu or hthomson@cccco.edu with any questions or comments.

California Community Colleges Diversity, Equity, and Inclusion Statement

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally honor and respect one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that systemic forms of institutional discrimination exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and positive environment where individual and group differences are welcomed and valued as essential in our educational community.

The California Community Colleges system serves diverse students, employees, and communities. The success of all groups is an essential responsibility for each college. The System values a robust culture that supports an engaged citizenry and thriving workforce, committed to advancing the goals of diversity, equity, inclusion, and social justice. The System pursues these goals through the mission of providing teaching, learning, public service, and higher education for all. A system that embraces diversity means that we honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. The inclusion of individual employee world-views shaped by each employee's experience also ensures the governance of the college will serve the communities they represent and the interests of the state of California. This requires the combination of policies, procedures, and individual behaviors that support the full participation of all members of the community college community.

Valuing individuals and groups from all backgrounds, demographics, and experiences, cultivates and maintains a climate where equity and mutual respect are both intrinsic and explicit. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, color, national origin or ancestry, citizenship, immigration status, sex (including pregnancy, childbirth, breastfeeding and related medical conditions), gender (including gender identity and gender expression), sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion (including religious dress and grooming practices), creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We understand the concept of inclusion and diversity is ever evolving thus we create space that allows our understanding to grow through the periodic review of this statement. In service of these goals, the California Community College system is committed to fostering an employment environment that offers equal employment opportunity for all persons and an educational environment that ensures the equal educational opportunity of all students.



Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation		Month: August	Year: 2019
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: No	
		Time Requested: 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: Faculty Role in Governance		Month: August	Year: 2019
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Role of Faculty in Governance in the system and discuss further 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 the Role of Faculty in Governance in the system and discuss further direction.

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

Executive Committee Agenda Item

SUBJECT: 2019-2020 ASCCC Budget		Month: August	2019
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the annual budget for 2019-2020.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its meeting on May 10, 2019 the Executive Committee approved the tentative 2019-2020 ASCCC budget. The Budget and Finance Committee approved the attached proposed budget which builds on the approved tentative budget from May. The basic principles reflected during every budget cycle are to protect reassigned time for faculty and protect ASCCC operations. The following points are important to note:

Revenue:

- Funding available to the ASCCC via grants increased to roughly \$5.6 million dollars, up \$1.6 million from last year. This is due to overlapping grants from Guided Pathways and OERI from 18-19, as well as additional funding from other grants supporting the work of C-ID.
- Membership dues have leveled from last year's 15% increase. This year's increase was 3.5% to colleges.
- Total anticipated revenue for the Senate is \$7,044,500.

Expenses:

- Program expenses have increased slightly from last year, up by \$300,000. Important to note is the \$895K allocation in OERI for Outside Services to pay for the RFP proposal.
- Grant expenses have increased from last year most of which are under Guided Pathways, OERI, and C-ID
- The Senate website has budgeted a total of \$100K to updating and migration of the website, and meeting accessibility standards.
- Total anticipated expenses for the Senate is \$6,496,800.

The Executive Committee will consider for approval the final proposed 2019-2020 ASCCC annual budget as recommended by the Budget Committee, and grant the Budget Committee authority to revise it as anticipated revenue increases are realized.

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

Academic Senate for CA Community Colleges
 Statement of Activities - Budget Forecast
 As of July 1, 2019

As of Date: 7/15/2019

	Senate Year To Date 7/1/2019 Budget FYE 2020	d10 LACCD Year To Date 7/1/2019 Budget FYE 2020	d11 Guided Pathway - IEPI Year To Date 7/1/2019 Budget FYE 2020	d18 Career and Noncredit CCCC Year To Date 7/1/2019 Budget FYE 2020	d1AS Foundation Year To Date 7/1/2019 Budget FYE 2020	d2 C-ID Year To Date 7/1/2019 Budget FYE 2020	d5 OER Year To Date 7/1/2019 Budget FYE 2020	d7 IEPI Grant Year To Date 7/1/2019 Budget FYE 2020	All Departments Year To Date 7/1/2019 Budget FYE 2020
Income Statement									
Revenue									
Membership Dues	440,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	440,000.00
Program Fees	885,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	885,000.00
Total Program Fees	1,325,000.00								1,325,000.00
Grant Revenue									
State Grants									
Total State Grants	1,000,000.00	0.00	1,350,000.00	160,000.00	0.00	855,000.00	1,940,000.00	0.00	5,305,000.00
Total District Grants	0.00	250,000.00	0.00	0.00	0.00	0.00	0.00	132,000.00	382,000.00
Total Grant Revenue	1,000,000.00	250,000.00	1,350,000.00	160,000.00	0.00	855,000.00	1,940,000.00	132,000.00	5,687,000.00
Total Other Income	32,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	32,500.00
Total Revenue	2,357,500.00	250,000.00	1,350,000.00	160,000.00	0.00	855,000.00	1,940,000.00	132,000.00	7,044,500.00
Expenses									
Executive									
Executive Reassign Time									
Total Executive Reassign Time	290,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	290,000.00
Total Executive Activities	230,000.00	30,000.00	55,000.00	0.00	0.00	0.00	0.00	40,000.00	355,000.00
Total Executive	520,000.00	30,000.00	55,000.00	0.00	0.00	0.00	0.00	40,000.00	645,000.00
Liaison									
Total Chancellor's Office	68,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	73,500.00
Total Groups	10,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,500.00
Professional Development (Conferences)	30,000.00	0.00	10,000.00	0.00	0.00	0.00	0.00	0.00	40,000.00
Total Liaison	109,000.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	124,000.00
Grant Expenses									
Total Travel	0.00	17,500.00	60,000.00	0.00	0.00	0.00	0.00	0.00	77,500.00
Total Initiatives Reassign Time	0.00	0.00	126,000.00	0.00	0.00	125,000.00	85,000.00	0.00	336,000.00
Total Grant Meetings	0.00	0.00	476,000.00	0.00	0.00	304,000.00	350,000.00	0.00	1,130,000.00
Total Stipends	30,000.00	0.00	228,000.00	0.00	0.00	169,000.00	265,000.00	0.00	692,000.00
Total Grant Expenses	30,000.00	17,500.00	890,000.00	0.00	0.00	598,000.00	700,000.00	0.00	2,235,500.00
Programs									
Total Plenary Session	198,750.00	0.00	66,250.00	0.00	0.00	0.00	0.00	0.00	265,000.00
Total Institutes	245,000.00	160,000.00	75,000.00	120,000.00	0.00	0.00	0.00	0.00	600,000.00
Total Publications, Marketing, Technology	128,000.00	0.00	10,000.00	0.00	0.00	40,000.00	895,000.00	0.00	1,073,000.00
Total Programs	571,750.00	160,000.00	151,250.00	120,000.00	0.00	40,000.00	895,000.00	0.00	1,938,000.00
Total Salaries and Benefits	385,500.00	42,500.00	200,000.00	40,000.00	0.00	217,000.00	326,800.00	0.00	1,211,800.00
Nonpersonnel									
Equipment and Furniture									
Furnishings	5,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00
Equipment Lease / Rental	14,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14,000.00
Equipment Purchase	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,000.00
Total Equipment and Furniture	22,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,000.00

Office										
Insurance	10,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Phones - Office	3,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,500.00
Internet	4,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,000.00
Postage / Shipping	1,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,000.00
Subscriptions	5,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00
Rent / Lease	90,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	90,000.00
Supplies	19,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19,000.00
Copying/Publishing OSP allowance	20,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00
Remote Office Space	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IT/Software	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00
Parking-Office	20,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00
Total Office	187,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	187,500.00
Professional Services	65,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	65,000.00
Business Expenses										
Consulting Expense - Transition	54,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	54,000.00
Business Expense	21,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,000.00
Total Business Expenses	75,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	75,000.00
Total Nonpersonnel	349,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	349,500.00
Total Expenses	1,965,750.00	250,000.00	1,350,000.00	160,000.00	0.00	855,000.00	1,921,800.00	40,000.00	6,542,550.00	
Total Income Statement	391,750.00	0.00	0.00	0.00	0.00	0.00	18,200.00	92,000.00	501,950.00	
Net Assets - Ending	391,750.00	0.00	0.00	0.00	0.00	0.00	18,200.00	92,000.00	501,950.00	



Executive Committee Agenda Item

SUBJECT: Fall 2019 Plenary Session Planning		Month: August	2019
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the theme for the 2019 Fall Plenary Session.	Urgent: Yes	Time Requested: 15 mins.
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2019 Fall Plenary Session is just a few months away – November 7-9, 2019 in Newport Beach, California. The Executive Committee will begin its planning process for developing the Session program. Members will consider for approval a theme, as well as discuss ideas for keynote speakers, breakouts, and timeline.

Fall Session Timeline:

August 19th Executive Committee deadline:

1. Draft papers due for first reading at September 6-7, 2019, Executive Committee Meeting.
2. Breakout topics due to John for approval at September 6-7, 2019 Executive Committee meeting.
3. Area Representatives update Area Meetings page (include maps and parking permits if needed).

September 9th Executive Committee deadline:

1. Draft papers due for second reading at September 27-28, 2019 Executive Committee Meeting.
2. Pre-Session resolutions due to Resolutions Chair.

Planning:

1. AV and event supply needs to Tonya by October 1, 2019.
2. Final resolutions due to Krystinne for circulation to Area Meetings October 2, 2019.
3. Approval of outside presenters due to John and Krystinne October 4, 2019.
4. Presenters list and breakout session descriptions due to Krystinne by October 11, 2019.
5. Deadline for Area Meeting resolutions to Resolutions chair:

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

- a. Area A & B October 11, 2019
 - b. Area C & D October 12, 2019
 - c. Final from Chair October 21, 2019
6. Final Program to Krystinne by October 15, 2019.
7. Final program to printer October 22, 2019.
8. Materials posted to ASCCC website October 24, 2019.

Executive Committee Agenda Item

SUBJECT: RP Group Liaison		Month: August	Year: 2019
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval a proposal for an RP Group liaison.	Urgent: No	
		Time Requested: 10 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 ASCCC Executive Committee has numerous liaisons from partner organizations such as, but not limited to the Council of Chief Librarians, the Faculty Association for California Community Colleges, the California Community Colleges Chief Instructional Officers, and the Student Senate for California Community Colleges.

The Research and Planning (RP) Group describes themselves on their website (<https://rpgroup.org>): *We are a non-profit, non-partisan team made up of a dedicated Board of Directors and staff, working together with a shared and resolute goal: to increase the success of California Community Colleges and beyond. Through collaboration and commitment to authenticity and quality, our work is focused on promoting inspired futures for California Community College students in important areas such as equity, success, completion, and employment.*

The ASCCC and the RP Group are forming a partnership to assist faculty and institutional researchers to work together in evaluating AB 705 and Guided Pathways implementation. The RP Group has invited the ASCCC to provide a liaison to attend their board meetings and serve as a contact person.

The ASCCC Executive Committee will discuss and consider adding a role of a liaison from the RP Group.

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

Executive Committee Agenda Item

SUBJECT: Paper – AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty		Month: August	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the collaborative paper by the RP Group and the ASCCC titled: AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty.	Urgent: No	
		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:

In March 2019, the ASCCC and the RP Group partnered in providing 5 regional recoding meetings, and a webinar for vetting and feedback from faculty and institutional researchers on updating CB21 rubrics and creating new MIS data elements for evaluation of AB 705 and Student Centered Funding Formula implementation.

The proposed document draft provides ideas for collaboration between faculty and institutional research, planning and effectiveness (IRPE) professionals in the California Community Colleges to examine local impacts of AB 705. The ideas from this document were generated and collated from those regional workshops and events hosted by the Academic Senate for California Community Colleges for faculty and related stakeholders in spring 2019 as well as workshops and events hosted by the RP Group. The document begins by sharing opportunities for collaboration identified by faculty and IRPE professionals, followed by commonly-used definitions and terms. The document concludes with a list of considerations for both faculty and IRPE professionals as they work together in the context of AB 705 evaluation.

Should the Executive Committee approve this document, both the ASCCC and the RP Group logos will be included and the document will be disseminated to faculty and institutional researchers throughout the California Community College System.

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

AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty

This document provides ideas for collaboration between faculty and institutional research, planning and effectiveness (IRPE) professionals in the California Community Colleges to examine local impacts of AB 705. The ideas from this document were generated and collated from regional workshops and events hosted by the Academic Senate for California Community Colleges for faculty and related stakeholders in spring 2019 as well as workshops and events hosted by the RP Group. The document begins by sharing opportunities for collaboration identified by faculty and IRPE professionals, followed by commonly-used definitions and terms. The document concludes with a list of considerations for both faculty and IRPE professionals as they work together in the context of AB 705 evaluation.

Opportunities for Collaboration

- Include both faculty and IRPE staff in departmental and college-wide AB 705 implementation and evaluation structures
- Collaboratively review the role of [MIS codes](#) in collecting data and review the re-coding developed to track AB 705 changes
 - Jointly identify all English, reading, mathematics, quantitative reasoning, and other appropriately-related discipline courses that satisfy transfer, graduation, and/or local degree requirements and ensure they are correctly [coded](#) and reported to the state Chancellor's Office
 - Jointly identify coding for [support versus target courses](#) in order to determine efficacy of support formats for specific groups and in order to validate whether support courses should be required, optional, embedded or some other modification

- Faculty invite IRPE colleagues to attend department/division/discipline meetings so they can better understand curricular changes and help to fully evaluate outcomes and comparison coursework
- Jointly develop a research plan and agenda in collaboration with your AB 705 workgroup/steering committee and/or with faculty from each department/discipline
 - Title 5 requires statistical validation for any required prerequisites or co-requisites. A research plan to evaluate programmatic and placement changes in response to AB 705 should be in place prior to implementation, or as early as possible. Practitioners should be nimble and responsive to the outcomes, adjusting their newly-implemented plans as needed to optimize success for all students.
 - IRPE practitioners should be open to faculty's ideas for data collection and show faculty the data currently available to be included in an analysis, and help them consider the implications of data that are not available.
 - Faculty and IRPE practitioners should consider the idea of an extensive research plan that can be accomplished over the long-term, including both short- (e.g., course success, throughput rates, next course success, enrollment trends, financial aid, academic standing) and long-term outcomes (e.g., degree, transfer and employment).
 - Both quantitative (e.g., success rates) and qualitative (e.g., student and faculty experiences) data should be used to understand the impact of changes that have taken place.
 - IRPE professionals and faculty should collaboratively agree upon a comprehensive research agenda with defined cohorts prior to the analysis to help reduce bias or the perception of bias.
- Faculty and IRPE practitioners should work together to develop surveys and/or focus groups to gather feedback from students and faculty including: reasons for drops or withdraws, perceived appropriate placement, level of support provided, type of support provided, etc. When deciding about the use of surveys and/or focus groups, consider the following:
 - Faculty may choose to be surveyed on their perceptions around student ability, supports, additional needs such as professional development, etc.
 - Part-time faculty may have a different set of needs, concerns, or feedback than full-time faculty
 - Focus groups may be a good way to take a deeper dive into those areas where a survey may not provide that opportunity
 - Include a variety of disciplines in order to understand the scope across the institution
- Invite IRPE practitioners to present regular updates at AB 705 meetings and/or department/division meetings

- IRPE professionals can share early drafts of findings and reports with faculty leaders to gather feedback and make applicable adjustments.

Common Definitions and Terms for Outcomes Monitoring

- Course success = A, B, C, P grades
- Course success rate = successful grades / enrollment
- Course withdrawal rate = students with W grade / enrollment
- Drop rate = students who dropped with no grade / total enrollment including drops
- Throughput rate = Number of students who start at a particular level and successfully complete the degree- or transfer-level course appropriate to their educational goal or program of study in two semesters or three quarters (math and English)
- Volume of successful completions = Total number of students who successfully complete the degree- or transfer-level course appropriate to their educational goal or program of study compared to the total number of students who successfully completed the course prior to the change
- Degree- or transfer-level course enrollment rate = Percent of students who enroll in basic skills courses in a particular term or year / percent of students who enroll in the degree- or transfer-level course
- Volume of enrollments in degree or transfer level course = Total number of students who enroll in the degree- or transfer-level course compared to the total number of students who enrolled in the degree- or transfer-level course prior to the change

Data Considerations

Potential Comparison Groups

- Fall 2019 compared to fall 2018, or 2017-18 academic year compared to 2018-19
- Throughput rates for all first-time students who completed the degree- or transfer-level course within one academic year compared to first-time students who completed the course (or a higher level course) in the fall by starting level (e.g. fall 2017 cohort tracked for one year compared to the fall 2019 cohort tracked for one term)
 - Be sure to include throughput rates based on where the student started in the sequence: number of students who started one level below (CB 21 = A), two levels below (CB 21 = B), three levels below (CB 21 = C)

- Disaggregate outcomes by special population groups to determine disproportionate impacts (e.g., DSPS students compared to non-DSPS students in the same course in the same term)
- Success of students in the degree or transfer course by high school GPA band ([default placement rules](#)) compared to success rates of students in the same GPA band in the corequisite course

Student Variables

Need to disaggregate outcomes by different student groups to determine disproportionate impacts

- Ethnicity
- Gender
- Part-time / full-time
- DSPS, EOPS, CalWorks, Veterans, Foster Youth status
- Course attempts (i.e., first time enrolled in the course, repeating the course the first time, second time, etc.)
- Simultaneous enrollment in regards to rigor and units of other classes
- Enrolled or placed into ESL course prior to enrollment
- By high school GPA band
- By high school attended
- High school courses taken and grades earned
- How long to enrollment in English or math (i.e., did they enroll in math or English in their first term enrolled, second term, etc.)
- Low-income or first-generation status
- PELL or Promise Grant status
- STEM or non-STEM major
- Any other disproportionately-impacted groups as identified in the local equity plan
- Success after first or second repeat – are there differences between completion after the first and second attempt in basic skills courses historically vs. direct placement into degree or transfer level
 - Differences in completion if repeat is with support, without, or one-level below, etc.

Course Characteristics

- Modality (face-to-face, hybrid, online)
- Time of day and/or day of the week
- Embedded supports such as tutors or counselors
- Course units (particularly with high-unit co-requisite course)
- Term (fall, winter, spring, summer)
- Term length (number of weeks)
- Corequisite recommended vs. required
- Stretch or late start course
- Departmental standards or common final vs. each instructor sets own standards and exams
- Type of corequisite course (i.e., lecture vs. lab, taught by the target course instructor or another instructor, contextualized or embedded across disciplines, cohort, integrated)
- Students self-select or recommended into corequisite courses
- Early alert systems

Instructor Effects

Ensure faculty anonymity in the results by aggregating terms until 10 or more sections are available for analysis

- Success rates by section
- Distribution of letter grades by section
- Equity gaps by section
- Type of innovation or strategies used in the classroom (i.e., flipped class, just-in-time remediation, lab or lecture, etc.)
- Student success in next course in the sequence or other General Education (GE) courses

Long-term Outcomes

Compare a cohort of students prior to AB 705 implementation to a cohort post-implementation on the following outcomes:

- Success in next course in the sequence (i.e., Precalculus 1 to Precalculus 2 or Calculus, ENGL1A to ENGL 1B or 2)

- Complete a degree or certificate
- Transfer to a four-year institution
- Did not pass after multiple attempts
- Completion of degree- or transfer-level English AND math within first year of enrollment
- Loss of financial aid eligibility or placed on academic probation
- Enrollment in and completion of other GE courses and timing of enrollment (e.g. were students able to take other GE courses in their first year at a higher rate than in the past)
- Impacts of additional corequisite units (i.e., heavier unit loads)

DRAFT



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems Paper First Read		Month: August	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the draft Equity Driven Systems Paper.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Mayra Cruz/Luke Lara	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 review the draft of the Equity Driven Systems: Student Equity and Achievement in the California Community Colleges Paper.

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

UPDATE: 7/26/19

EQUITY DRIVEN SYSTEMS:

Student Equity and Achievement in the California Community Colleges

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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Executive Summary/Abstract

One Student's Story...

Claudia worked in a community college Financial Aid office and was a Puente Program student in 2010. Puente, “bridge” to higher education, is an award winning program that helped Claudia reach her dream of college success and completion. The program integrates accelerated English instruction with intensive counseling and individual mentoring that offers students new perspectives on career and education pathways. The program also contextualizes the student experience by incorporating culturally relevant approaches and significance in the Latinx culture and Latinx community that mirrors her(his) story and experience.

Students sometimes feel they take courses just to complete them as a way to achieve their goal, but in Puente and other learning communities so much more is gained than students could ever anticipate. They gain *familia* (peer academic and emotional support), connection of culturally relevant curriculum & student-centered pedagogy for completion of their transferable English courses, and *life skills* that serve them outside the classroom to counter barriers, obstacles, and setbacks that help them remain focused when life impacts their learning, but not deterring their dreams.

Claudia began her educational endeavor with a Life Skills for Higher Education course, completing the required classes and left Puente with motivation and confidence. She struggled in school not only academically but also with her family. She held two jobs while she attended community college due to her family's financial instability and then later took a full time job working at the college in Financial Aid. While working full-time she continued her schooling and then transferred to a California State University (CSU) with a Sociology major. Upon receiving her BA she enrolled in a Masters degree program while still working full-time and contributing to her family's financial situation.

Today, she is now responsible for the scholarship program on campus and intends to make a difference in the Latinx community. The 18 year old girl in the 2010 Puente class who had no direction was inspired by how dedicated the Puente team was to make a difference with our *gente* (people). In spring of 2019, Claudia graduated with her Masters of Arts degree in Counseling from her local CSU. She served as the Dream Scholarship contact and has worked to assist many undocumented and first generation students these past years in her role. Claudia is a story of inspiration and tenacity. Si Se Puede! Yes We Can!

INTRODUCTION

Historical background on Student Equity Legislation

It is within a historical legislative and funding context that we currently understand student equity within the California Community Colleges. Student equity is embedded in the mission of the community colleges and enshrined in legislation through the Master Plan for Higher Education in California in 1960, which designated the community colleges to be open access institutions. We are obligated to be open to all and serve all our students well. The Academic Senate for California Community Colleges (ASCCC) has a rich, well-documented history of supporting and promoting student and institutional equity and has taken a leadership role in pursuing adoption of equity regulations and urging their implementation. Long before the creation of the [Board of Governors *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*](#) faculty demonstrated commitment to achieving student and institutional equity by engaging their local academic senates in college-wide collaboration for student success.

In 1988, Academic Senates were empowered through the signatory legislation of the Community College Reform Act (AB1725, Vasconcellos). This legislation strengthened local senates' purview on eleven items codified in the California Code of Regulations, Title 5 section 53200 as follows: 1) curriculum, including establishing prerequisites and placing courses within disciplines; 2) degree and certificate requirements; 3) grading policies; 4) educational program development; 5) standards or policies regarding student preparation and success; 6) district and college governance structures, as related to faculty roles; 7) faculty roles and involvement in accreditation processes, including self-study and annual reports; 8) policies for faculty professional development activities; 9) processes for program review; 10) processes for institutional planning and budget development; and, 11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. This along with other legislation, has allowed faculty, Academic Senates, and the ASCCC to shape reform policy for student equity and success.

The California Legislature in 1991 charged all levels of public education, including California community colleges, to provide educational equity “[n]ot only through a diverse and representative student body and faculty but also through educational environments in which each person . . . has a reasonable chance to fully develop his or her potential” (Education Code §66010.2[c]). Section 66010.2[c] outlines three fundamental ideas about higher education in California. First, the student body is expected to be diverse and representative of the community. Second, the faculty body is expected to be diverse and representative of the community. Third, the educational environment (e.g., system-including policies, institutional agents, and tangible and intangible qualities) must be able to support the development of each person fully. Additionally, institutions of higher education in California have a responsibility to create and sustain environments free of discrimination (§66030.2[b]) to allow all students to experience successful outcomes and equal educational opportunities. It is no wonder that the ASCCC has taken the issue of equity seriously. For example, a keyword search on the ASCCC website using the terms “equity”, “diversity,” and “success” results in over 140 resolutions since the early 1990’s.

Furthermore, the ASCCC has written five papers on equity since 1991.

In 1992, the Board of Governors adopted the Student Equity Policy. Subsequently, in 1993, the BOG codified in Title 5, section 54220 the requirement for governing boards of each community college district to maintain a student equity plan, which outlined and detailed implementation activities to address student outcome disparities among various student populations and goal areas. It was not until 2014 that the California legislature appropriated funds to support equity planning.

Rapid legislative changes continue to reshape the landscape of California's community colleges. The following are significant California legislation affecting community colleges and student equity:

- In 2002, the California Community Colleges Chancellor's Office (CCCCO) Task Force on Equity and Diversity was created to consider two important issues: student equity and diversity in faculty hiring. This resulted in a Board of Governors Equity and Diversity Task Force Report adopted in 2002 that reaffirmed the system's commitment to equity and the link between student equity and a diverse workforce (i.e., faculty) in the community colleges.
- Legislation AB 2682 (Block, 2010) indicated, "The Board of Governors of the California Community Colleges shall establish a pilot project that seeks to create a centrally delivered system of student assessment to be used as one of multiple measures, consistent with existing regulations, for the purposes of community college placement and advisement." This action laid the foundation for legislation AB 705 of 2017, which authorized the Board of Governors to codify new regulations around student assessment.
- The Student Success Act of 2012 (SB 1456, Lowenthal) reaffirmed the state's commitment to student equity with goals to restructure student support services, reiterated the need to provide a common assessment test and required colleges to use the assessment to continue receiving their Student Success and Support Program (SSSP) funding, improve services to historically underrepresented groups^[1], and improve transparency and accuracy of success data throughout the system.^[2]
- In 2014, SB 860 (Education Omnibus Trailer Bill, 2014) provided substantial funding for student equity, added a focus on foster youth, veterans, and low-income students, and instituted specific planning criteria for colleges.^[3]
- AB 705 (Irwin, 2017) fundamentally changed the placement of students into courses in mathematics, English, and English as a Second Language (ESL). This legislation reflects the growing body of evidence that historical placement practices were unreliable and inherently biased against underrepresented students. Additionally, colleges are required to "maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe" and within a three-year timeframe for students enrolled in credit ESL.^[4] AB 705 revised the paradigm of assessment from one where the student must prove mastery to one where students are placed based on their potential to succeed.

The year 2017 proved to be momentous in California Community College reform. Twenty California Community Colleges were selected to participate in the California Guided Pathways Project which provided intensive and intentional planning and training program. Recognizing the impact a guided pathways framework could benefit all students in our system, the legislature allocated a one-time investment of \$150 million in the Guided Pathways Award Program over a five year period. The goal of the award was to encourage colleges to “rethink and redesign programs and services into cohesive, campus-wide strategies to achieve the outcomes expected by the state, our system, and our students.” These funds are intended to complement and augment existing financial support to align various statewide initiatives such as the Student Success and Support Programs (SSSP), Student Equity Planning, the Basic Skills Initiative, and the Strong Workforce Program.

The Board of Governor’s *Vision for Success* provided direction to the California Community College system with ambitious goals to achieve within the next ten years. The expectations of the goals are as follows:

- Increase, by at least 20 percent, the number of California community college students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase, by 35 percent, the number of California community college students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California community college students earning associate’s degrees.
- Increase the percent of existing Career and Technical Education (CTE) students who report being employed in their field of study.
- Reduce equity gaps, across all of the above measures, through faster improvements among traditionally underrepresented student groups.
- Reduce regional achievement gaps, across all of the above measures, through faster improvements among colleges located in regions with the lowest educational attainment of adults.

The legislature determined that the local Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI), and Student Equity Plan overlap in scope, data, and goals. The Board of Governors changed the reporting requirements for these three separate programs by combining them into one single program known as the Student Equity and Achievement (SEA) Program which mandates the following:

- A. Implementing activities and practices pursuant to the California Community Colleges Guided Pathways Award Program;
- B. Ensuring students complete their educational goals and a defined course of study;
- C. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.^[6]

In order for colleges to receive SEA program funding, colleges are required to maintain a Student Equity and Achievement plan, provide student matriculation services to assist students in making informed educational plans, implement AB 705, provide an educational plan for each student, and report expenditures annually ([Appendix](#)).

Although the BOG has made student equity planning a *minimum* standard for receipt of state funding since 1996, until the passage of the Student Success Act of 2012, student equity was not tied to any categorical program and did not receive formal funding through the legislative budget process. The 2014-15 budget contained \$70 million of funding to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. In 2015-16, Student Equity received \$140 million in funding to be allocated to colleges. Program funding stabilized in 2016-17 with the budget allocation remaining at \$140 million. The 2017-18 State Budget allocated \$140 million to community college districts to implement the Student Equity Plan (SEP).

The funding for the three programs: BSI, SEP, and SSSP are through the apportionment process and are not grants. The report for all three programs has been integrated into a single report to minimize work for the colleges and to recognize the natural integration of the programs at the campus level. The Chancellor's Office encourages colleges to leverage all funds to meet the needs of their campus student population.

To support the integrated program model, the Chancellor's Office developed a [BSI/SEP/SSSP Integrated Planning webpage](#).

Going beyond the Student Equity and Achievement Program Plan

The California Community College system is committed to open access to higher education for all students regardless of ethnicity, gender, sexuality, age, disability, residency status, religious affiliations, or economic circumstances.

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the unique personal experiences and backgrounds, values and perspectives of a diverse group of individuals. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. It is also understood that the California Community College system is diverse in terms of the size, location, and student population of its colleges and districts.

The Academic Senate for California Community Colleges (ASCCC) is committed to creating equity-driven systems designed to improve student learning outcomes and transform institutions. The ASCCC is deliberative in addressing the development and adoption of an equity-minded framework as an aspiration in the continuous redesign of our system and colleges.

To that end, the ASCCC embraces meeting students needs through individualized instruction in a welcoming environment that is supported by culturally responsive practices. The process of

embracing the student experience requires adhering to legislation, deliberate coordination and collaboration from all entities of the college, monitoring college process and student progress, as well as an equity mindset is crucial.

DEFINING EQUITY, EQUITY MINDED, AND EQUITY DRIVEN SYSTEMS

In 2010, the ASCCC adopted a paper titled Student Equity: From Dialog and Access to Action. This paper aptly defined the difference between equality and equity and clearly framed the notion of equity through analysis of data. This paper will elaborate on defining equity, developing equity mindedness and what it means to be an equity driven system.

Equity: Justice according to natural law or right or as freedom from bias or favoritism.

The PolicyLink research and action institute defined equity as the “just and fair inclusion into a society in which all can participate, prosper, and reach their full potential.” This definition is in alignment with the theoretical mission of California’s community colleges, yet the reality is that not all student populations experience equitable opportunity and outcomes. The California Code of Regulations, Title 5, §54220, mandates that in order to promote student success for all students, each college district will create an equity plan: a plan that identifies “where significant underrepresentation is found to exist” (§54220.a[2]) and implements activities designed to improve student success for student populations experiencing inequitable outcomes. We use the term “disproportionate impact” when referring to these outcome gaps.

Equity Minded: Examining the institutional structures (e.g., mission, strategic plans, policies, procedures, and cultural practices) that contribute to inequitable outcomes, through an intentional process, including rigorous data analysis.

Equity minded refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. In order to understand and become Equity-minded, it warrants that all 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.

Equity Driven Systems: refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.

An equity driven system is defined by examining the campus culture and structures (e.g., mission, strategic plans, policies, procedures, and cultural practices) that contribute to inequitable outcomes, through an intentional process, including rigorous data analysis. Estela Bensimon (2012) shared that, “Inequity in educational outcomes is characterized as an indeterminate situation produced by a failure of practice” (p. 30). This requires practitioners to “view disparities in student outcomes as an indeterminate situation triggered by an institutional malfunction...[reframing] problems so that they, not the students, are the target of change” (p.

31). As practitioners, we are the agents of the institution, thus part of the system. As academic senates, we are legally charged with providing advice and judgment to administrators and boards of trustees about how to improve service to students and to become drivers of equity-minded processes and cultures. The work of equity is everyone's responsibility, yet if the structure of the institution is not addressed, change cannot be sustained. Student outcomes in an equity driven system are the responsibility of the institution and its agents.

Equity is a commitment to a philosophy and approach at a college that prioritizes the student experience from beginning to completion. Therefore, it is very important that all constituent groups, including faculty, students, administrators, and classified professionals effectively participate in developing the local plan and processes for implementation. In addition, it is critical that all members of the college community accept responsibility for a student's educational experience and for the increase of equitable outcomes and closing of student opportunity gaps.

Community college educators are committed to understanding that equity in educational outcomes is achieved through culturally responsive practices. These practices aim to support the achievement of all students, considers the strengths students bring to the college and the classroom, and require the implementation of effective teaching and learning culturally supported classroom.

THEORY OF ACTION

Theory of Action (ToA): A powerful tool to surface assumptions and support critical thinking and reflection while also strengthening planning processes and sharpening strategies.

The development of a Theory of Action is critical to the advancement of equity. A theory of action articulates the levers in our colleges and districts that need pulling now to reach the institutional vision. In addition, by focusing on outcomes that are intended to be tracked and documented, it provides a framework for ongoing monitoring and evaluation.

Equity minded community colleges who engage in the development of a local theory of action are guided by programs that incorporate courageous conversations about needs, institutional impact, and the way systems interact. At the heart of fostering equity is the development of a local theory of action which may include:

- Clear analysis of disaggregated local achievement data
- The impact a diverse faculty and staff has on student achievement
- An analysis of the institutional barriers students face before access to curricular offerings is available and
- An analysis of the institutional and systemic barriers students face while accessing curricular offerings

The result of intentional transformation should be institutional strategies and programs that meet student's individual needs and address the various abilities, languages, ethnicities, religions, and gender identifications that are the fabric of the college's community. Any strategy needs to

result from the effective participation of all members of the college and the commitment of the administration and local board of trustees to enact efforts. Strategies may involve partnerships or collaborations with high impact programs and community organizations; programs that empower students to be engaged; and ensure that the students are authentically cared for.

Applying a Theory of Action

During the next phase of the college's equity work, each college has the opportunity to make time to create a theory of action. A theory of action is a dynamic, living set of ideas that guide implementation and provide a framework. It includes,

1. Formulating of a long term vision for institutional and student equity
2. Defining and developing outcome pathways and identifying building blocks for change
3. Surfacing and testing assumptions
4. Discussing context and external factors
5. Aligning strategies and activities
6. Testing the logic model and making revisions
7. Using the framework, monitoring and evaluating the work (cycle of continuous improvement)

A theory of action is a living set of ideas, therefore, local colleges can anticipate progress or changes in relation to the local college and district culture, data, and the evaluation of the student experience. ([Appendix](#))

ASCCC COMMITMENT TO EQUITY AND DIVERSITY

ASCCC Mission

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

ASCCC Inclusivity Statement

The Academic Senate for California Community Colleges respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. In particular, the ASCCC acknowledges the need to reflect our student populations as momentum and action toward student equity has become a crux for the success of our colleges as a whole. The ASCCC demonstrates ongoing efforts for faculty inclusion [Academic Senate for California Community College Inclusivity Statement](#) and is committed to student equity for our system, society, and beyond.

ASCCC Strategic and Implementation Plan

The [ASCCC Strategic Plan](#) reflects goals and objectives, which evolve overtime, that reflect the importance of equity and diversity for our system, and ultimately our students. Strategic planning is a critical component for success and provides clear direction and action for the ASCCC. The ASCCC regularly reviews it's goals and strategically implements the objectives through deliberate strategies and leadership activities directed by the [ASCCC Implementation Plan](#). The goals and objectives of the organization intentionally focus on asserting the faculty voice and leadership in local, state, and national policy conversations, engaging and empowering diverse groups of faculty at all levels of state and local leadership, leading faculty professional development, enhancing engagement, communication, and partnerships with local senates and system partners, and other constituent groups, and securing the resources to sustain and support the mission and the work of the ASCCC.

ASCCC Equity & Diversity Committee

The Academic Senate for California Community Colleges Equity and Diversity Action Committee (EDAC) introduces and responds to resolutions that deal with the realities of equity and diversity in hiring, equal opportunity, and cultural diversity. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. This committee advises the ASCCC Executive Committee on guidelines, laws, and regulations relating to equal opportunity and cultural diversity as well as promotes the integration of equity and diversity in appropriate ASCCC efforts.

Defining Diversity

Diversity in the context of higher education is to be understood as encompassing racial and ethnic diversity, as well as differences in gender, sexual orientation, academic preparation, socioeconomic circumstances, age, religion, and abilities.

According to Education Code §87360(a) “districts are required to develop hiring criteria that include “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” Education Code section 87100(a)(3) provides: “a workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”

ASCCC encourages faculty leaders to adopt a local “conscious practices” statement on diversity. An example from Queensborough Community College is provided:

- (1) Understanding and appreciating interdependence of humanity, cultures, and the natural environment
- (2) practicing mutual respect for qualities and experiences that are different from our own
- (3) understanding that diversity includes not only ways of being and also ways of knowing
- (4) recognizing that personal, cultural and institutional discrimination creates and sustains privileges for some while creating disadvantages for others

(5) building alliances across differences so that we can work together to eradicate all forms of discrimination.

(Note: Add the VFS Diversity Taskforce definition once ready)

CALLS TO ACTION ON EQUITY AND DIVERSITY

Previous ASCCC SE Papers (1993/2002/2010)

The ASCCC authored several papers and resolutions around student equity. This section will highlight the most notable papers and resolutions that have guided the ASCCC. The ASCCC initially committed to supporting local academic senates through a 1993 paper titled, *Student Equity: Guidelines for Developing a Plan*. In this paper, ASCCC urges colleges to adopt two or three equity goals and to “evaluate all aspects of the institution from the classroom to the boardroom” (p. 3). The authors commendably anticipated and addressed concerns and myths about increasing student success and academic standards, since the Student Equity Policy had just been adopted by the BOG. This paper also affirmed the role of community colleges in improving the student success of historically underrepresented groups in the state of California. While this paper introduced a mechanism to address creating a student equity plan with a systems approach, there were no additional funds from the State Legislature to support such a plan.

Ten years after the adoption of the Student Equity Policy, and in tandem with the Chancellor’s Office Task Force on Equity and Diversity, the ASCCC provided updated guidelines for developing a student equity plan in the 2002 paper titled, *Student Equity: Guidelines for Developing a Plan*. This paper provided more ideas and recommendations for colleges to adopt and implement to effectively improve student equity and expanded upon the original success components, including support for faculty, academic mentoring, distance education, technology, learning communities, classroom assessment techniques, learning styles, supporting limited english proficiency, and matriculation.

Nearly twenty years after the adoption of the Student Equity Policy, the ASCCC issued another paper in 2010 titled, *Student Equity: From Dialog and Access to Action*. This third update to the original paper from 1993 was written in response to two ASCCC resolutions, Resolutions 3.01 F05 and 3.02 S07, which requested Senate support for local colleges in addressing program-level student equity data in relation to the equity planning and accreditation. The paper acknowledged that “Colleges continue to discuss student equity, and dialog is part of the process of achieving equity, but more needs to be done. With mandates and accountability measures, discussions about student equity must turn to action” (p. 1). This paper’s recommendations are still highly relevant.

In fall 2017, the ASCCC adopted Resolution 3.03 FA17 *Revise the 2002 Paper Student Equity: Guidelines for Developing a Plan*:

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

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

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

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

Since the adoption of this resolution, the Equity and Diversity Action Committee (EDAC) has been tasked to revise the 2002 paper. However, it is clear that there had been a revision in 2010. Therefore, given the ASCCC will expand on the contributions of the first three revisions by focusing on the institution and integrating equity planning holistically to emphasize that equity is not a program, it is embedded in the mission of our institutions.

ASCCC goal on Guided Pathways

The Guided Pathways work and implementation requires a deliberate and intentional focus on equity. As faculty play a foundational and crucial role with the implementation of guided pathways, the ASCCC commits to support faculty in applying an equity lens to this transformation focused on providing the opportunity to rework college structures and fully incorporate equity throughout the local college planning processes, building on and re-evaluating the student experience, ensuring professional development opportunities, and perhaps most importantly, recognizing the ways faculty utilize an equity-minded framework to progress on guided pathway efforts.

ASCCC goal for diversification in faculty hiring

The Board of Governors and the California Community Colleges Chancellor's Office commits "to advance equitable and inclusive hiring practices across California's community colleges and, most important, a social responsibility to ensure equitable education for all students." Since the

inception of the California community colleges, ethnic and racial diversity are the most challenging forms of diversity to advance.

ASCCC's strategic plan calls for the engagement and empowerment of diverse groups of faculty at all levels of state and local leadership and has resulted in a multi-year commitment of the Executive Committee to improving the diversity of faculty in our system. This effort explicitly demands that faculty racially and ethnically represent the students we serve at the local college and within a district. Additionally, the ASCCC strives to meet the strategic goal of enhancing engagement, communication and partnerships with local senates, system partners and other constituent groups to advance the faculty diversification agenda. This requires structural changes, policies, practices and strategies the system will need to make progress on this goal. The ASCCC is committed to the goal of increasing faculty diversity and to offer tools for colleges to evaluate systemic barriers, implicit bias, how race and racism intersect with cultural identities and inequities, and cultural ideology that cause detours.

Contextualized teaching and learning (CLT ASCCC paper from 2009)

In *Basic Skills as a Foundation for Student Success in the California Community Colleges*, Contextualized Teaching and Learning (CTL) is identified as a strategy that actively engages students and promotes improved learning and skills development. CTL has been defined in different ways, based on the intent of the group championing its use. The United States Department of Education Office of Vocational and Adult Education (2001) characterized CTL as a "conception of teaching and learning that helps teachers relate subject matter content to real world situations" (Berns & Erickson, 2001, p. 2). Chris Mazzeo (2008) broadened the definition, describing CTL as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" (p. 4). (add references)

Today, CTL is defined as a group of instructional strategies designed to link the learning of basic skills with academic or occupational content by focusing teaching and learning directly on concrete applications in a specific career context that is of interest to students. CTL becomes culturally responsive teaching when it is responsive and relevant to the cultural experiences and practices of students (Ladson-Billings 1994) add reference Culturally Responsive Teaching.

In applying CTL and culturally responsive teaching, it has been found that most students learn better and faster, and retain information when they are taught concepts in context:

- Makes learning relevant to students' lived experiences
- Deepens understanding of concepts including culture knowledge and perspectives
- Engages students in content areas early, leading to better retention and persistence
- Increases learner confidence
- Enhances interest in long-term goals and education

There are different ways to apply contextualized learning: embedding subject matter material in foundational and general education courses, embedding foundational skills instruction in career education and academic courses, linked courses or linked learning, and team teaching courses.

ACCOUNTABILITY FOR AN EQUITY DRIVEN SYSTEM

Student equity is based on the theory that when the way is paved for the individuals facing the most adversity and difficulty, and when services and support are cultivated for the ones that need them most, all students will benefit.^[1]

Legislation requires distinct processes directing colleges to engage in equity work as directed by Student Equity related sections of State Budget trailer bill, SB 860 (2014) and the California Code of Regulations: 51026 Student Equity, 54220 Student Equity Plans.

California Education Code Appendix

Education Code §78222 requires as a condition of funding the completion of a student equity and achievement plan. According to the CCCCO Student Services Division,

California community college student equity and achievement plans will focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates, and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges.

Title 5 *Reference Appendix

Title 5 (§51026 and §54220) requires college districts to produce a Student Equity and Achievement plan. When a college commits to equity and achievement for the students it serves, the college recognizes the value of providing the needed framework, environment, and structured support for students to reach their goals. Ladson-Billings encourages colleges to “move to a discourse that holds us all accountable...[one that] reminds us that we have accumulated this problem as a result of centuries of neglect and denial of education to entire groups of students.”^[1] Thus, it is a college’s obligation to structure a solid, relevant student equity and achievement plan that identifies and eliminates barriers for students on their educational endeavors and ultimately to their success.

Accreditation Standards

The Accrediting Commission for Community and Junior Colleges (ACCJC) is recognized by the U.S. Department of Education (USDE) as a reliable authority regarding the quality of education offered by the institutions that they accredit in keeping with the Higher Education Act of 1965. The ACCJC works with institutions to advance educational quality and student learning and achievement. The ACCJC fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and the application of standards.

Student equity is implied in a number of Accreditation Standards.

Standard I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them.

Standard I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Equal Employment Opportunity (EEO)

As defined earlier, equity is about the just and fair inclusion of all people, particularly those historically underrepresented. The EEO methods, activities, and strategies to achieve equitable change for all employees is directly linked to applying equity principles as an integral part of collective impact.

Equal Employment Opportunity is defined in Title 5, California Code of Regulations (5 C.C.R.) § 53001(c): “Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in pre-hiring, hiring and post hiring. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Systems change requires the development of new norms and practices to create equitable educational opportunities for students and employees.

(Appendix)

ASCCC Resolution(s)

Resolutions are the primary mechanism for setting policy. The Academic Senate for California Community Colleges (ASCCC) employs the formal use of resolutions to identify and record the will of the academic senates of the California community colleges and relies on formal resolutions to set direction for the organization as a whole.

As directed by the body, the general intent of the resolutions related to equity and diversity

which primarily focuses on students, funding to support implementation, infusing and integrating equity in institutional transformation, and action.

INFUSING EQUITY INTO COLLEGE PLANNING AND DECISION-MAKING PROCESSES

Infusing equity into college planning and decision-making processes begins with understanding the culture of the campus. The culture of a campus is a systemic reflection of institutional agents' beliefs, values, traditions (historical and contemporary), and practices as a community. The culture of the campus is evident in institutional structures such as its vision, mission, values statement, strategic planning documents, board policies, administrative procedures, business practices, budgeting priorities, staffing, program development, and relationships among agents, students, and community (both within and outside the institution).

The mindset, or way of thinking, of the institution and its agents both influences and is informed by campus culture. In other words, the attitudes, habitual and ingrained, of institutional agents can either perpetuate the campus culture or contribute to changes in the culture. For instance, how we as educators perceive our role as faculty and the role and capacity of students in relation to our institution is evidence of our mindset. This contributes to the mindset of the institution as a whole. For example, equity-mindedness is a mindset that allows for the institution and its agents to take responsibility for the outcomes that students experience. Thus, allowing for the institution to take ownership of transformation to improve student outcomes.

Most importantly, the college mission and vision set the tone for the institutional culture and mindset. These statements provide the HOW and WHAT of the institution's purpose. What is the institution's purpose? How will it achieve its purpose? All board policies, administrative procedures, business practices, budgeting priorities, staffing, and strategic planning are derived from and must align with the college's mission and vision. A college's mission and vision statements should make it explicit and clear that student equity is centered and ubiquitous throughout. These statements are the heart of an equity driven system. When these statements are equity centered, they will allow for seamless alignment, both vertically and horizontally, with multiple planning documents including the college's Educational Master Plan, Strategic Plan, Staffing Plan, and the Student Equity and Achievement Program Plan. To achieve the purpose of the institution, there needs to be coordination from all areas of the college in a collaborative effort to achieve transformation. Leadership is key to shifting the college's culture toward equity mindedness.

SUSTAINING AN EQUITY DRIVEN SYSTEM

Once equity has been infused into college planning and decision-making processes, colleges will need to sustain their newly transformed equity driven system. Systems are composed of people. The most critical step in sustaining an equity driven system is to hire and retain employees that

are in alignment with an equity driven system. All employees play an integral role. All hiring and retention practices should be reviewed to ensure the college is recruiting, hiring, and supporting equity minded individuals.

The institutional agents, students, faculty, staff, administrators, and governing board members, need opportunities for professional development that engage equity-minded practices including pedagogy/andragogy, data analysis, student learning outcomes (SLO), cultural competency, culturally relevant curriculum, and program development and design to reinforce and strengthen an equity driven system.

Teaching and learning are at the crux of our higher education institutions. Faculty have primacy over curriculum and student learning outcomes (SLO) development and assessment. Student equity data analysis and data literacy are crucial skills that are needed to sustain an equity driven system (see Appendix).

Institutional evaluation and assessment also relies on the analysis of student equity data and strong data literacy skills. In particular, faculty have the most effect on the processes of Program Review and Program Viability and Discontinuance. These processes are developed and established by Board Policy and Administrative Procedure in collaboration between faculty and administration. Continuous review of policy is critical to sustaining an equity driven system.

An equity driven system cannot be sustained without engaging students and understanding the student experience. Each student in the California Community College system is unique. Because of the dynamic of students served throughout the system, there is no clear answer to what a student really experiences throughout their educational endeavors. It is evident what students experience at community college is different from what faculty, staff, and administrators assume it is. Campus leaders are responsible, beyond the classroom, to understand the student experience. While often analyzed by the policies and practices already in place at the local college, these may be designed with certain inaccurate assumptions about what students need support with and the external obstacles and barriers that may prevent their success. However, when policies and practices are implemented based on incorrect assumptions, the processes may not be deemed effective.

What do colleges need to know about the student to enhance and support the student experience? Of equal value are quantitative and qualitative data to provide evidence for both what a college is doing well or could be enhanced. What else would benefit the college to know about students' experiences? Essential to impact necessary change, it is ideal to consider student voices of former students, graduates, and prospective students to inform ongoing efforts.

SUMMARY/Conclusions

Student equity is essential for the success of our students, our colleges, and communities. California community colleges are obligated to local goal setting processes and developing student equity and achievement plans through deliberate and collegial mechanisms that ensure access to culturally responsive programs and services, yet a local commitment to student equity,

analyzing and tracking data, and deliberate implementation through a theory of action is complex.

Local academic senates have both a privilege and responsibility to work deliberately to ensure student support and success through their educational experience. The ASCCC provides recommendations to work intentionally and with accountability toward establishing equity driven systems. A commitment to equity requires a predetermination of “how” a local college/district will embark on these efforts, as well as recognizing that this transformation may lead to fierce conversations, action, and evaluation of progress.

The Academic Senate for California Community Colleges has a long history of promoting equity. The continual support of equity is documented in articles, publications, and resolutions and through proactive efforts in the organization’s strategic planning processes. The ASCCC recognizes that all students deserve the opportunity to develop, learn, and grow within and throughout the California Community Colleges system. Therefore, transformation for student equity and achievement ensures that all students receive the support and services through their educational endeavors that are required to reach their potential.

Student equity requires transformation in re-envisioning the student experience through an equity lens and an institutional commitment to enhance the success of all students.

RECOMMENDATIONS

Board of Governors

1. Develop an Equity, Diversity and Inclusion theory of change model and a pathway for change.
2. Increase and support student accessibility through system-wide infrastructure. This may include additional expansion of the Online Education Initiative.
3. Ensure effective governance structures in the implementation and evaluation of system-wide equity goals.
4. Revise EEO hiring guidelines to advance more equitable hiring processes and procedures.
5. Engage in collaborative and transformational leadership with stakeholders to address systemic inequity and ensure ongoing support to colleges as they create ways to serve their diverse communities.
6. Ensure colleges and districts have access to accurate, relevant and useful data.
7. Maintain ongoing efforts to include a system level commitment and large scale actions to reorient institutions in addressing equity.
8. Provide districts funding to conduct climate surveys to determine context specific structural barriers to addressing equity.
9. Provide districts with on-going funding to address professional development in equity, diversity, inclusion and anti-racism for all employees groups.

10. Adopt a statement of commitment toward anti-racism.
11. Provide districts with funding for leadership development for faculty of color.
12. Partner with the Center for Appreciative Inquiry and Radical Transformational Leadership to give colleges resources to widely train faculty and staff and administrators to be effective appreciative inquiry facilitators and transformational leaders who lead with a vision and with transparent and equitably-minded decision making processes, and elevate them from transactional leaders to transformational leadership.
13. Invest in developing a strong mentoring pipeline of graduate students of color with community colleges.

Colleges and Districts

1. Integrate the principles of equity, diversity, inclusion and anti-racism in the vision, mission and values statements.
2. Set and communicate the vision and goals for institutional and student equity.
3. Maintain a cross-functional team that represents all areas of the college to construct an effective equity plan to increase access, retention, course completion, and transfer rates for all its student groups, especially underserved and minoritized students.
4. Maintain a campus research capacity to analyze the current rates of enrollment, transfer, and completion, and the identification of barriers to student success, and continue to collect and analyze data on student access, course completion, ESL and basic skills, certificate and degree attainment, and transfer.
5. Commit to a goal of hiring a diverse faculty and engage professional development to encourage more equitable hiring practices.
6. Institute regular and mandatory implicit bias and cultural competency training for hiring committee members.
7. Review hiring data over the past 10 years and consider how race intersects with gender identity, sexuality, social class, disability, veteran status, and citizenship.
8. Review hiring related Board Policy and Academic Procedures in conjunction with appropriate constituent groups to eliminate barriers to equitable hiring practices for all regular and temporary employees.
9. Create a timeline for implementation of measures addressing student equity, including specific activities and person(s) responsible.
10. Evaluate progress on achieving student equity.
11. Provide multi-language materials, information, orientations, and services for non-English-speaking populations.
12. Conduct campus climate assessments to reveal the students' perception of the campus, programs, services, and teaching and learning environments.
13. Integrate and align goals of equity plans with guided pathways frameworks.
14. Consider alternate modes of course delivery and strategic scheduling.

15. Provide appropriate resources to support the curricular enrichment and innovation that arise from SLO assessment activities.
16. Expand forms of inclusion through the designation of *Safe Spaces*. A Safe Space is a place or environment in which a person or identified group of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm. Safe Spaces are necessary for students, faculty and staff to feel comfortable and protected.
17. Establish *Brave Spaces* for courageous and strategic conversations that lead to action.
18. Develop mechanisms for recognition/affirmation for campus constituents to be acknowledged for innovative and intentional involvement in support of equity, diversity inclusion and anti-racism.
19. Regularly share data with various campus departments/programs and be available to departments at any time regardless of program review schedules.
20. Define long-term equity goals, establish consensus, and anchor the Student Equity and Achievement plan in your theory of action.
21. Review and revise educational master plans with a theory of action centered in institutional and student equity involving all stakeholders at the local campus and within the local community.
22. Continue to re-evaluate and adjust placement processes with AB 705 and AB 1805 to assist students with selecting courses to fit their educational goals for the first five years of implementation

Local Academic Senates

Academic Senate for the California Community Colleges recommends to local academic senates that they recognize the opportunity to:

1. Commit to creating space for campus dialog about equity, diversity, and inclusion as the work of the academic senate.
2. Set high, but realistic and measurable goals that allow significant progress in achieving student equity after a holistic examination of the student support services and curricular design and delivery mechanisms utilized by the college
3. Commit to diversifying the campus faculty for more equitable service to students and engage in professional development for attracting and retaining diverse faculty.
4. Critically examine hiring related Board Policy and Administrative Procedures for regular and temporary faculty to eliminate barriers to equitable hiring practices.
5. Take an active leadership role in the ongoing implementation of a locally designed guided pathways framework and ensure equity is centered in this work.
6. Advocate for the commitment of resources around the needs of disproportionately impacted students, professional development centered on innovation, inclusivity, and

- equitable teaching practices informed by critical pedagogy.
7. Increase education of the campus community and provide support and resources for students who identify as LGBTQIA+.
 8. Lead the development of a college Theory of Action (ToA) to address student equity, faculty diversity, inclusion, and critical race theory.
 9. Take leadership roles in lowering the total cost of enrollment for students via programs such as the Open Educational Resources Initiative, Zero-Textbook Cost Initiative, and California College Promise Innovation Grants.
 10. Host meetings with various stake-holder groups (governing board, faculty, staff, department chairs, students) to shift ideologies and help foster a common understanding of the moral purpose as to why institutional and student equity are important.
 11. Continuously examine data through an equity lens: individual faculty in classroom or service and departmental level, program level, and institutional level.

REFERENCES and RESOURCES

ASCCC Inclusivity Statement

<https://www.asccc.org/inclusivity-statement>

ASCCC Strategic Plan

https://www.asccc.org/sites/default/files/Final_Strategic_Plan_April_14_2018.pdf

ASCCC Implementation Plan

https://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf

Board of Governor's *Vision for Success*

<https://vision.foundationccc.org/>

CCCCO Student Services Division- Student Equity

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>

CCCCO Student Success Metrics

<https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics>

Theory of Action/Theory of Change: Basic Steps

<https://actionevaluation.org/theory-of-actiontheory-of-changebasicsteps/>

California Guided Pathways:

<https://www.caguidedpathways.org/>

Guided Pathways Award Program:

<http://cccgp.cccco.edu/About-Guided-Pathways>

Board of Governors Equity and Diversity Task Force Report:

http://extranet.cccco.edu/Portals/1/Legal/EEO/equity_tf-recommendations.pdf

Basic Skills Initiative (BSI), Student Equity (SE), Student Success and Support Program (SSSP)
Integrated Planning

<http://extranet.cccco.edu/Divisions/IntegratedPlanning.aspx>

ACCJC Accreditation Standards:

<https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>

PolicyLink

<https://www.policylink.org/resources-tools/equity-manifesto>

Law Insider- Definition of American Indian and Alaskan Native

<https://www.lawinsider.com/dictionary/american-indian-or-alaska-native>

Data 101: Guiding Principles for Faculty

<https://asccc.org/papers/data-101-guiding-principles-faculty>

Affirmative Action Regulations: Guidelines With Questions And Answers

<https://www.asccc.org/papers/affirmative-action-regulations-guidelines-questions-and-answers>

Bensimon, E. M. (2012). The equity scorecard: Theory of Change. In E. M. Bensimon & L. Malcom (Eds.), *Confronting equity issues on campus: Implementing the equity scorecard in theory and practice* (pp. 17-44). Sterling, VA: Stylus.

APPENDICES

Legislation and Regulations

- Student Equity related sections of [State Budget trailer bill, SB 860 \(2014\)](#)
- Student Equity relation sections of the [California Code of Regulations](#):
51026 Student Equity, or 54220 Student Equity Plans
California Education Code 78222: Student Equity Plans

Resources for Locating External Data and Research

National Data

[The U.S. Department of Education's College Scorecard](#): a comparison of schools by degree program, size, location, or name.

[The Integrated Postsecondary Education Data System](#) (IPEDS) from the National Center for Education Statistics: a mandatory reporting system for all post-secondary institutions that participate in any federal student financial aid program to provide student data on enrollment, persistence, degrees/certificates awarded, and on financial aid.

[The Digest of Education Statistics](#): includes the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education, population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends.

[Center for Urban Education at USC, The Equity Scorecard](#): quantitative and qualitative data and inquiry tools for problem-solving to improve the success of students from underrepresented racial-ethnic groups

[The National Student Clearinghouse® Research Center™](#): provides research on enrollment, transfer, high school graduates, and much more

State Data

[California Community Colleges Chancellor's Office MIS Data Mart](#): provides information about students, courses, student services, outcomes and faculty and staff.

[The Launchboard](#): a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on the effectiveness of college programs in both CTE and non-CTE pathways.

[The Research and Planning Group for California Community Colleges](#): provides research and analysis on general elements of CA's community college landscape and topical issues.

[O*Net Online](#): contains hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy, the skills and abilities needed for those occupations, and job forecasts. Though not exclusive to CA, was developed here.

[Community College Research Center](#): provides research specific to community colleges and is heavily involved in Guided Pathways work.

Equity Driven Systems Resources (add)

Theory of Action Resources

Theory of Change

To apply a theory of change and action, colleges are encouraged to follow these steps.

- I. Identify Problem
 - Identify problems to be addressed to improve the College's student equity outcomes.
- II. Convene Key People to Address Problem
 - Before TOC begins.
- III. Conduct Research in Community to Better Understand the Problem
 - Can occur before having a clear theory, and revisited when new questions emerge as a result of the TOC process.

- IV. Establish guiding principles
The guiding principles are used to drive decision making and are critical in shaping an equity minded culture.
- V. Set Initial Goals Where TOC really begins, in establishing consensus around well-defined long-term goals.
- VI. Enlarge Stakeholder Group
Based on knowledge of initial participants, but in creating the theory it often become clear that other people need to be at the table.
- VII. Team Building and Forging Collaboration
As part of TOC, stakeholders are asked to be clear and explicit about their beliefs, goals, and assumptions. The process of discussion around these issues helps let everyone know where everyone stands and helps to build trust.
- VIII. Begin Planning an Initiative
The TOC process includes steps to elicit a conceptually tight, highly-detailed explanation for what changes need to occur and their relation to one another.
- IX. Secure Funds for the Work
Use your change framework and narrative to demonstrate to funders that your initiative is well thought out, practical, and measurable and that you have a process in place to be accountable for results.
- X. Identify Outcomes Areas and Outcomes Statements
- XI. Develop an Action Plan
The theory developed during the initial planning phase identified interventions and strategies needed, and also identified how much change you are expecting. These two things provide the basis for deciding which specific actions will bring about the expected degree of change.
- XII. Develop an Evaluation Plan
Your theory of change is the blueprint for evaluation. It identifies indicators of success and specifies the details of who is expected to change and how much. This is the basis for developing methodologies to measure the indicators.
- XIII. Implementation
Your theory of change is a dynamic, living set of ideas which should guide implementation and provide a framework for checking that the initiative stays on track.
- XIV. Revise Plans (Mid-Course Corrections)
Because your theory of change is a living, dynamic set of ideas, you can make changes to it as you learn from your experiences. A TOC helps guide decisions about how to make

adjustments by clearly showing the relationship between outcomes.

XV. Evaluation

Your theory of change is the framework against which the success and obstacles of your initiative will be evaluated. Because you will have articulated all the assumptions, justification, and contextual conditions you believe affect your likelihood of success, lessons about how these change, expand, or prove correct will be evident.

XVI. Reporting to Campus and Other Stakeholders

Again, your theory of change provides the basis against which you can report your successes, setbacks and lessons, and your evaluation results.

XVII. Dissemination of Results to a Wider Audience

While a good theory of change is critical for planning and evaluation, it is also a powerful communication tool because you can capture the complexity of your initiative in a form that is understandable to others.

XVIII. Influencing Policymakers

Being specific about what made your initiative successful, and how much change, or success can be expected under given conditions and actions is what policymakers need to know in order to apply lessons from one initiative to other problems.

Center for Theory of Change Retrieved from <https://www.theoryofchange.org/what-is-theory-of-change/how-does-theory-of-change-work/when-to-use/>

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

The assignment of authority to faculty in the realm of hiring is established in Education Code.

“Section 87360 (b) “hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.”

Education code §87360(a) “districts are required to develop hiring criteria that include “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.”

The decision to hire faculty should be determined cooperatively through a well-defined process that involves college administration including human resources, the local academic senate, and subject-area faculty. This process should include a thoughtful review of the capacity and needs of the college or district and an assessment of subject area strengths and weaknesses, as well as any need for special skills or foci within a discipline.

Legal compliance requires the following:

Sensitivity to and Understanding of Diversity is the “Prime Directive”. While Education Code

section 87360, leaves faculty hiring criteria, policies, and procedures to be developed jointly by the governing board and the academic senate, it does mandate one criterion that is non-negotiable.

Education Code section 87360(a) provides: “In establishing hiring criteria for faculty and administrators, district governing boards *shall* ... develop criteria that include a sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.”

The Legislature believes the above can be achieved by hiring a workforce that is itself diverse:

Education Code section 87100(a)(3) provides: “a workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”

Equal Employment Opportunity is defined in Title 5, California Code of Regulations (5 C.C.R.) § 53001(c):

“Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories.... Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Permissible Hiring Criteria

5 C.C.R. § 53006 requires districts to review information gathered to determine if significant underrepresentation of monitored groups may be the result of non-job-related factors in the employment process.

- Review each locally established, “required,” “desired,” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with requirements of federal law and qualifications which the Board of Governors has found to be job-related throughout the community college system (5 C.C.R. § 53006(b)(4))
- Discontinue use of any locally established qualification that has not been found to satisfy the above requirements (5 C.C.R. § 53006(b)(5))
- Continue using such qualification standards only if no reasonable alternative exists (5 C.C.R. § 53006(b)(6))
- Implement additional measures designed to promote diversity that are reasonably

calculated to address area of need (5 C.C.R. § 53006(b)(7))

5 C.C.R. § 53024 – Selection and Screening Procedures

(a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) provided to the Chancellor upon request;

(2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

(3) based solely on job-related criteria; and

(4) designed to avoid an adverse impact, as defined in section 53001(a), and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

(b) A district may not designate or set aside particular positions to be filled by members of any group ... or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law....

(c) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of section 53022.

(d) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's “Uniform Guidelines on Employee Selection Procedures.”

(e) Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

(f) Notwithstanding any other provision of this division, the governing board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the equal employment opportunity plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by this subchapter.

Student equity data analysis

By analyzing trends in disaggregated data, colleges can effectively decide on measures and practices that effectively address the challenges of maintaining or improving the effectiveness of academic support programs and services. Disaggregated data of dynamic student populations can assist colleges and districts to understand unique differences and make informed decisions on how to support each population's educational experience.

The establishment of institutional research for ongoing evaluation of the matriculation process ensures compliance with mandates. "As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact." [Title 5 Section 55512(a)].

As noted in the CCCCO Guidelines for Measuring Disproportionate Impact in Equity Plans, disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)] According to the CCCCO, "disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support" (Harris, 2013)

Data principles

Considerate dialogue and thought to implications of the data on decisions or policies can assist colleges in assessment of the usefulness of the data by considering the following principles (*[From Data 101: Guiding Principles for Faculty](#)):

1. Use longitudinal data when possible.
2. Use data in context.
3. Look for both direct and indirect data.
4. Do not oversimplify cause and effect of data.
5. Use appropriate levels of data for appropriate levels of decisions.
6. Perception is the reality within which people operate, and must be addressed.
7. Use of data should be transparent.
8. Consider carefully when to aggregate or disaggregate data.

9. Focus on data that is actionable.
10. Consider the implications and the “What if?”



Executive Committee Agenda Item

SUBJECT: Strategic Plan		Month: August	Year: 2019
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the Strategic Plan adopted in Spring 2018.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will review the 2018-2023 Strategic Plan adopted by the delegates at the Spring 2018 Plenary Session.

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

GOAL 1: ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.

Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and legislators, system partners, and organizations involved in statewide and national education policy.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Establish and maintain relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, Legislative Advocacy Committee Chair	Executive Director		
B. Annually develop a legislative agenda aligned with the goals of the ASCCC and actively pursue/sponsor bills of interest.		Legislative Advocacy Committee Chair	Executive Director		
C. Maintain a current public relations campaign to promote the priorities of the ASCCC.		Executive Director	Creative Director		
D. Research and attend state and national conferences related to academic and professional matters.		Executive Committee	Executive Director		
E. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.		Council of Faculty Representatives	Executive Director		

Objective 1.2: Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Include Legislative Advocacy topics at appropriate ASCCC Events including Leadership Institute for new Senate leaders.		Legislative Advocacy Committee Chair	Executive Director		
B. Expand leadership opportunities for faculty, senates, and the Executive Committee.		Committee Chairs	Executive Director		
C. Evaluate how the ASCCC utilizes faculty in liaison roles.		Committee Chairs	Executive Director		
D. Ensure committee chairs are encouraged to build relationships with other organizations.		Committee Chairs	President		
E. Provide training, guidance, and opportunity to ensure committee continuity and succession planning occurs.		President	Executive Director		

GOAL 2: ENGAGE AND EMPOWER DIVERSE* GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP. *See ASCCC Inclusivity Statement for definition of “diverse groups”

Objective 2.1: Increase leadership development opportunities to prepare diverse faculty to participate in and lead local and

statewide conversations.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.		Faculty Professional Development Chair	Executive Director, President		
B. Design leadership development opportunities focused on specific populations of faculty.		Faculty Professional Development Chair, President	Executive Director		
C. Increase part-time faculty involvement in senate activities at the local and statewide level.		Executive Director			
D. Engage local senates to promote culture change to empower diverse faculty at the local level.		Relations with Local Senates Chair, President			
Objective 2.2. Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Review and revise the cultural competency plan.		Equity and Diversity Action Committee	Executive Director		
B. Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.		Committee Chairs	Executive Director		
C. Identify disengaged faculty voices and develop recruitment and retention strategies.		Executive Director, Faculty Professional Development Chair, Equity and Diversity			

		Action Committee			
D. Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.		Executive Director, President	Committee Chairs		
E. Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty members.		Executive Director, President	Faculty Professional Development Chair		
F. Identify barriers to participation and implement retention strategies.		Executive Director, President	Faculty Professional Development Chair		

GOAL 3: ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.

Objective 3.1. Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, Faculty Professional Development Chair, Executive Director			
B. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.		Executive Director			

C. Reinforce the ASCCC’s role in academic and professional matters through intentional collaboration with the Chancellor’s Office on areas of faculty primacy.		President, Vice President, Executive Director			
D. Develop relationships and collaborate with other professional development organizations on events.		All Executive Committee Members			

Objective 3.2. Evaluate and Revise the ASCCC professional development plan.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Implement a comprehensive ASCCC Professional Development Plan.		Faculty Professional Development Committee, Executive Director			
B. Ensure the professional development opportunities of committee members and the Executive Committee.		President, Executive Director, Committee Chairs			
C. Prioritize conference attendance to optimize professional development opportunities for committee chairs related to their assignments.		Executive Director			
D. Maintain a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director			

GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES, SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners and other constituent groups

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Expand the ASCCC presence at Chancellor’s Office Division meetings and conferences to improve partnerships and create more faculty presents that advance the ASCCC goals.		Executive Committee Members			
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence and advance ASCCC goals and resolutions.		Executive Committee Members			

Objective 4.2. Improve methods of communicating with faculty, local senates and system partners.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Implement and evaluate a communication plan.		Executive Director	Executive Committee Members		
B. Create and implement a master calendar of events.		Executive Director	Staff		
C. Evaluate the role of liaisons, caucuses, and other groups to facilitate gathering input.		Faculty Professional Development Chair, Executive Committee	Executive Director		

Objective 4.3. Improve engagement of ASCCC with all colleges.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Maintain short- and long-range plan for local senate visits by ASCCC.		Relations with Local Senate Committee Chair	Executive Director		
B. Arrange college visits at times and days when local faculty may be present to engage with the Executive Committee.		Committee Chairs, Executive Director	Committee Chairs		
C. Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.		Relations with Local Senate Committee Chair	President, Executive Director		

GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

Objective 5.1. Evaluate resources and implement appropriate strategies to secure funding needed to maintain the work and mission of the ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 5.2 Realize a minimum increase of \$250,000 in Governor’s base funding.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Create a work plan to justify the increase.		Executive Director	President		
B. Enter into conversations with the Chancellor’s Office about ways to increase ASCCC funding.		President	Executive Director		

C. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.		President, Vice President, Executive Director			
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GOAL 6: SUSTAIN, SUPPORT, AND EXPAND THE ASCCC COURSE IDENTIFICATION NUMBERING SYSTEM (C-ID)

Objective 6.1. Stabilize funding stream to maintain C-ID system					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Enter into conversations with the Chancellor’s Office about ways to secure stable C-ID funding.		President	Executive Director		
B. Create a 5-year workplan for C-ID with measurable goals and alignment to ASCCC and system goals		Executive Director, C-ID Curriculum Director, CTE C-ID Director, MCW Chair, ICW Chair, C-ID Advisory Chair	President		
Objective 6.2 Maintain and Optimize C-ID transfer functions					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and improve the 5-year curriculum review process to ensure continuous quality improvement.		President, Vice President, C-ID Curriculum Director	Executive Director		
B. Increase CCC, CSU, and UC		President, Vice	Staff		

faculty participation in C-ID processes.		President, Executive Director			
C. Optimize technological support for C-ID Infrastructure.		Executive Director, C-ID Program Manager,	C-ID Curriculum Director		
D. Establish non-TMC based pathways for transfer majors with significantly more lower division requirements.		President, Vice President, C-ID Curriculum Director, C-ID CTE Director	Executive Director		
F. Evaluate the feasibility of identifying courses as meeting general education requirements.		C-ID Curriculum Director, GEAC Liaison, Curriculum Chair	President, Executive Director		

Objective 6.3 Expand C-ID CTE Efforts

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and recommend methods to improve CTE C-ID efforts.		MCW Chair, CTELC Chair, Executive Director, C-ID Curriculum Director, C-ID CTE Director	President		
B. Expand the number of certificate and degree Model Curricula.		MCW Chair, CTELC Chair, Executive Director, C-ID CTE Director	C-ID Director, Executive Director		
C. Evaluate and implement competency based models of student achievement in C-ID processes.		MCW Chair, CTELC Chair, Executive Director, C-ID CTE Director	C-ID Director, Executive Director		

C-ID Acronyms:

CTELC – Career Technical Education Leadership Committee

GEAC– General Education Advisory Committee

ICW – Intersegmental Curriculum Workgroup
MCW – Model Curriculum Workgroup



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: August	Year: 2019
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	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: August	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 recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agenda>

<https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

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: August	Year: 2019
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent California Online Community College District Board of Trustees Meeting.	Urgent: No	
		Time Requested: 30 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 California 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://go.boarddocs.com/ca/cccco/Board.nsf/Public>

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

<https://www.calbright.org/>

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



Executive Committee Agenda Item

SUBJECT: C-ID Update		Month: August	2019
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Course Identification Numbering (C-ID) System is a grant operated by the Academic Senate to facilitate transfer and articulation among the higher education segments in California. C-ID was first established in 2007 to create course descriptors for the top 20 transfer majors. The C-ID system is also the mechanism that was used to implement SB 1440 (Padilla, 2010) and Associate Degrees for Transfer (AD-Ts). Most recently, the C-ID system was used to explore creation of descriptors and model curriculum in career education programs, as well as alignment with the UC Transfer Pathways, resulting in the Chemistry and Physics degree templates.

The Executive Committee will receive an update on the C-ID system, including major goals for 19-20 and highlights from the work done in 18-19.

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



Executive Committee Agenda Item

SUBJECT: OERI Update		Month: August	2019
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI), including major goals for 19-20 and highlights from the work done in 18-19.

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



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: August	Year: 2019
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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