

Thursday, September 7, 2017 to Saturday, September 9, 2017

*Residence Inn Downtown Marriott
1121 15th Street, Sacramento, CA 95814
Meeting Room: Capitol Room*

Thursday, September 7, 2017

10:30 a.m. to 12:00 p.m. Non-profit Board Responsibilities Presentation
12:00 p.m. – 12:45 p.m. Lunch
12:45 p.m. to 4:30 p.m. Succession Planning

Friday, September 8, 2017

9:00 a.m. to 9:30 a.m. Breakfast
9:30 a.m. – 12:30 noon Executive Committee Meeting
12:30 p.m. to 1:00 p.m. Lunch
1:00 p.m. to 5:00 p.m. Executive Committee Meeting
6:00 p.m. to 8:00 p.m. Dinner

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400 Capitol Mall, Sacramento, CA 95814

Saturday, September 9, 2017

8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. – 12:00 noon Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Working Lunch
12:30 p.m. to 1:30 p.m. Executive Committee Meeting

The meeting is accessible to the physically disabled. 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 Ashley Fisher 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. Calendar

E. Action Tracking

F. Local Senate Visits

G. One Minute Accomplishment

H. Dinner Arrangements

II. CONSENT CALENDAR

A. August 11-12, 2017 Meeting Minutes, Davison

B. EDAC Regionals, Davison

C. Policy for Executive Committee Members Attending Events, Adams

D. Foundation Bylaws, Rutan

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Bruno/Adams

B. Foundation President's Report – 10 mins., Rutan

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, CCA, CCCI, CFT, CIO, FACCC, and the Student Senate.

IV. ACTION ITEMS

A. Legislative Update – 15 mins., Stanskas

The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.

B. Fall Plenary Planning – 60 mins., Bruno/Adams

The Executive Committee will further discuss keynote speakers and possible breakout sessions, as well as remind members about the timeline and other requirements related to the event.

C. Collaborative Institute – 30 mins., Aschenbach

The Executive Committee will consider for approval whether to offer a single, integrated institute in 2017-2018 in lieu of separate events for CTE Leadership and Noncredit, as well as whether to include counseling and adult education

D. OER Task Force – Report and Discipline Survey – 30 mins., Dillon (*Time certain 3:00 p.m.*)

The chair of the ASCCC Online Education Resource Task Force will update the Executive Committee on the work of the task force as well as propose a survey to inform their work.

E. 2017-2018 Academic Academy – 20 mins., Davison/Beach

The Executive Committee will provide guidance to TASSC and EDAC on offering an Academic Academy in 2017-2018.

F. ADT Course Substitution Paper – 20 mins., Beach

The Executive Committee will provide direction for TASSC regarding the Course Substitution for ADTs paper written by the C-ID Articulation Officers subgroup and take action to determine if the draft is a white paper or a position paper.

G. ASCCC Communication Plan – 20 mins., Adams

The Executive Committee will consider for approval the ASCCC Communication Plan.

H. Succession Planning and Next Steps – 30 mins., Bruno/Adams

The Executive Committee will consider for approval the next steps in succession planning.

I. Vision for Success – 30 mins., Bruno

The Executive Committee will discuss the Vision for Success goals and commitments and determine actions to be taken.

V. DISCUSSION

A. Chancellor’s Office Liaison Report – 1 hour (Time certain 11:00 a.m.)

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 – 20 mins., Bruno/Stankas

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

C. Guided Pathways – 45 mins., Bruno

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

D. UC Transfer Pathways – 30 mins., Stankas

The Executive Committee will be updated on the progress of the two system offices to generate a template for the degrees that will facilitate transfer.

E. Meeting Debrief – 1 hour, Bruno

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

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

A. Standing Committee Minutes

- i. Accreditation Committee Meeting, May
- ii. Transfer, Articulation, and Student Services Committee Meeting, Beach
- iii. Noncredit Committee, Freitas

B. Liaison Reports

- i. IEPI ASK, May

C. Senate and Grant Reports

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates •2017-2018 Executive Committee Meeting Calendar		Month: September	Year: 2017
		Item No: I. D.	
		Attachment: YES	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Ashley Fisher	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Second September Executive Meeting** – Moreno Valley – September 29 – 30, 2017
- **Session Executive Meeting** – Irvine – November 1, 2017
- **2017 Fall Plenary Session** – Irvine – November 2 – 4, 2017

Please see the 2017-2018 Executive Committee Meeting Calendar on the next page for August 2017 – June 2018 ASCCC executive committee meetings and institutes.

Reminders/Due Dates

September 12, 2017:

- Agenda Items
- Reports
- Action Tracking updates
- Draft papers due for second reading for Fall Session
- Pre-session resolutions due
- Accreditation Institute Program – first reading

October 6, 2017:

- Presenter list and breakout descriptions due to Erika@asccc.org for Fall Session.

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



Academic Senate for California Community Colleges

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2017-2018 EXECUTIVE COMMITTEE MEETING DATES

*Meeting will typically be on Friday~~s~~ from 11:00 a.m. to 6:00 p.m. and Saturday~~s~~ from 8:30 a.m. to 4:00 p.m.¹

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11 ó 12, 2017		The Inn at the Tides, Bodega Bay	July 25, 2017
Executive Meeting	September 7 - 9, 2017		Residence Inn Downtown Marriott, Sacramento	August 21, 2017
Executive Meeting	September 29 ó 30, 2017	Moreno Valley	Ayres Hotel & Aura Day Spa, Moreno Valley	September 12, 2017
Area Meetings	October 13 -14, 2017		Various	
Executive Meeting (Plenary)	November 1, 2017		Irvine Marriott	October 13, 2017
Fall Plenary Session	November 2 ó 4, 2017		Irvine Marriott	
Executive Meeting	December 1 ó 2, 2017		Residence Inn Downtown Marriott, Sacramento	November 14, 2017
Executive Meeting	January 12 ó 13, 2018		The Mission Inn Hotel & Spa, Riverside	December 20, 2017
Executive Meeting	February 2 - 3, 2018		Southern CA TBD	January 16, 2018
Executive Meeting	March 2 -3, 2018	Butte College	Oxford Suites, Chico	February 13, 2018
Area Meetings	March 23 ó 24, 2018		Various	
Executive Meeting	April 11, 2018		San Mateo Marriott	March 23, 2018
Spring Plenary Session	April 12 ó 14, 2018		San Mateo Marriott	
Executive Committee/Orientation	June 1 -3, 2018		Hotel Pacific, Monterey	May 15, 2018
EVENTS				
Event Type²	Date		Hotel Location⁺	
Part-time Faculty Symposium	August 3 ó 5, 2017		DoubleTree, Anaheim	
Academic Academy	October 6 -7, 2017	Online		
Accreditation Institute	February 23 ó 24, 2018		Wyndham Anaheim Garden Grove	
Instructional Design and Innovation	March 16 ó 17, 2018	Don't hold		
Career Technical Education Institute	May 4 - 5, 2018	Pending Funding	Southern CA TBD	
Faculty Leadership Institute	June 14 ó 16, 2018		Sheraton Park Anaheim	
Curriculum Institute	July 11 ó 14, 2018		Riverside Convention Center ó Proposal received waiting on contract	

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

2017 - 2018

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 11 – 12, 2017	July 25, 2017	August 1, 2017
September 7 – 9, 2017	August 21, 2017	August 28, 2017
September 29 – 30, 2017	September 12, 2017	September 19, 2017
November 1, 2017	October 13, 2017	October 20, 2017
December 1 – 2, 2017	November 14, 2017	November 21, 2017
January 12 – 13, 2018	December 26, 2017	January 2, 2018
February 2 – 3, 2018	January 16, 2018	January 23, 2018
March 2 – 3, 2018	February 13, 2018	February 20, 2018
April 11, 2018	March 23, 2018	March 30, 2018
June 1 – 3, 2018	May 15, 2018	May 22, 2018

REGIONAL MEETINGS DATES

DATES

September 15/16 – OER Regional

*September 22/23 – CTE Regional

October 20/21

*October 27/28 – Civil Discourse

*November 17/18 – Curriculum

February 9/10 – OER

February 16/17

*March 9/10 – CTE Regionals

March 30/31

April 6/7

April 27/28

*Approved

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
7	Committee Communication	3. October	2014	IV. L.	Adams	March	Completed			On the August agenda.
	SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	In Progress			The committee has identified a contact in the CCCC's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
37	TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	Beach	December	In Progress			Survey distributed and summary developed. TASSC will discuss next steps.
	PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress			This is an annual process. The Executive Committee will discuss professional development at the June meeting.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
	Guidelines for Local Senate Visits	November	2016	IV.G	S. Foster	January/February	In progress			The local senate visiting form, cover letter, and topics will be updated. Executive Committee members will send to S. Foster and Adams topics for inclusion in the guidelines for local senate visits. RvLS will develop a menu of topics available to local senates. The RvLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
	Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			The Operational Committee will agendize this policy.
	A2Mend	June	2017	II. D.	Davison	October	Assigned			EDAC will bring back a recommendation about how to partner with A2Mend in the future.
	Periodic Review Report Recommendations	June	2017	II. F.	Adams	January/February	Assigned			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Adams	September	Assigned			The Accreditation and Curriculum Committee chairs will solicit members to serve on a task force to address Resolution 9.01 S17.
	Resolution Handbook	June	2017	II. I.	Adams	November/April	Assigned			When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.
	Noncredit Summit	June	2017	IV. C	Freitas	September - March	Assigned			ASCCC will coordinate the event with the same partners and others as appropriate and explore ways to reduce the cost for attendees.
	Regional meetings	June	2017	IV. D.	Committee chairs	September	Assigned			In fall, the ASCCC Standing Committees will discuss whether or not to hold a regional meeting in topics to be determined.
	Leadership Survey	June	2017	IV. F.	Adams	June/September	Assigned			Leadership Survey to be distributed to new senate leaders at the Faculty Leadership Institute and subsequently to the field in September
	ASCCC 2017 - 2018	June	2017	IV. I.	Adams/Freitas	August	Assigned			The 2017 - 18 budget will return to the August Executive Committee meeting for approval.
	ASCCC Professional Development	June	2017	IV. L	Aschenbach	September	Assigned			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
	ASCCC Professional Development	June	2017	IV. L	All chairs with an event	September	Assigned			2) Committees holding an event will discuss possible options for offering pre sessions prior to events.
	ASCCC Professional Development	June	2017	IV. L	Beach	September	Assigned			3) The Transfer, Articulation, and Student Services Committee will bring forward a recommendation to the Executive Committee in August on the Academic Academy dates, modality, and audience.
	Executive Committee Participation at Events	june	2017	IV.M	Adams/Bruno	September	Assigned			A policy will be brought back to a future meeting for consideration for approval.
	Publications Guidelines	August	2017	II. F.	Adams	November	Assigned			Adams will bring the "Other Official Documents" to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.
	Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.

LOCAL SENATE CAMPUS VISITS 2016 – 2018

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison	05/12/17	Butte Chico Center/ Curriculum Streamlining Workshop
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	IEPI PRT Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting

San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the					
Shasta					
Sierra					
Siskiyou, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/16			Collegiality in Action
Berkeley City					
Cabrillo	Davison	4/28/17			Curriculum Streamlining Workshop
Cañada					
Chabot	Smith	3/21/17	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/17			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley					
Foothill	Executive Committee Meeting	3/3/17			
Gavilan					
Hartnell					
Laney	May	3/6/17	Corrina Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives
Los Medanos					
Marin, College of	Davison	3/17/17			Curriculum Streamlining

Mendocino					
Merritt	Davison	3/17/17			Curriculum Streamlining
Mission	Davison/Freitas	12/08/16			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16			Local Visit
Napa Valley	Beach	11/14/16			IEPI RPT Team Member
Ohlone					
San Francisco, City College of	Davison	3/8/17			Technical Curriculum
San José City	Davison	5/24/17			Curriculum Streamlining Workshop
San Mateo, College of					
Santa Rosa Junior	Beach	12/21/16			EDAC Strategic Plan Meeting
	Lorraine Slattery-Farrell and Sam Foster	3/10/17			MQ
Skyline	Davison/Beach/LSF/McKay/Crump	10/21/16	John Stankas BDP Articulation	1/25/17	Curriculum Regional Meeting
Solano	Stankas/McKay/Smith/Davison	10/14/16	Rutan BDP Accreditation	2/16/17	Area B Meeting
West Valley	Davison Aschenbach	11/8/16 12/07/16			Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit Task Force

AREA C					
Allan Hancock					
Antelope Valley					
Canyons, College of the	Freitas/Stankas	10/21/16			MQ & Equivalencies Presentations
Cerritos					
Citrus					
Cuesta					
East LA	Freitas	3/25/17			Area C

El Camino	Executive Committee Meeting	2/3/17			
El Camino Compton Center					
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery-Farrell	6/9/17	Accreditation Committee Noncredit Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City					
LA Harbor	Rutan	5/5/17			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley					
Moorpark					
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/17	Curriculum Regionals Dual Enrollment Toolkit Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura					
West LA					

AREA D					
Barstow	Rutan/Stankas/ S. Foster/Beach/	3/25/17			Area D Meeting

	Slattery-Farrell				
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/17			MQ Regional
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16			SLO Presentation
Golden West					
Grossmont					
Imperial Valley	Beach	4/7/17			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17			Curriculum Streamlining Workshop
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Ed. Pol.
Moreno Valley	McKay/Stanskas	1/27/17	Online Ed Committee		
Mt. San Jacinto					
Norco					
North Orange - Noncredit					
Orange Coast					
Palo Verde					
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	MQ South Regional Meeting Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/16			

San Diego City					
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster	5/2/17	Area D Meeting Top Code Alignment Tech. Visit
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					
Santa Ana					
Santiago Canyon					
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					

EXECUTIVE COMMITTEE MEETING

August 11 – 12, 2017 Minutes

The Inn at the Tides, Bodega Bay

I. ORDER OF BUSINESS

A. Roll Call

President Bruno called the meeting to order at 2:15 p.m. and welcomed members.

J. Adams, C. Aschenbach, R. Beach, D. Davison, R. Eikey, S. Foster, J. Freitas, G. May, C. McKay, L. Parker, C. Roberson, C. Rutan, L. Slattery-Farrell, and J. Stankas.

B. Approval of the Agenda

MSC (Rutan/McKay) to approve the August 11-12, 2017, meeting 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.

No public comment.

D. Calendar

Members were updated on deadlines.

E. Action Tracking

Members were asked to review the Action tracking and update as necessary.

F. Local Senate Visits

Members were asked to update the local senate visits.

G. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

A. June 1 - 2, 2017 Meeting Minutes, Davison

B. Emergency Leadership Transition Plan, Adams

C. Awards Handbook Update, Freitas

D. Revisions to Policy 70.0 Membership, Adams

E. OER Task Force Regional Meetings and Webinars, Dillon

F. Publications Guidelines, Adams

G. Guided Pathways Liaison Expectations, Roberson

H. Accreditation Institute, May

I. Addition of Curriculum Specialist to the Curriculum Committee, Rutan

Item F, H, and I were removed from the Consent Calendar.

MSC (Freitas/Beach) to approve the consent calendar as amended.

F. Publications Guidelines, Adams

Members discussed the Publications Guidelines and suggested changes. It was noted that the “Other Official Documents” section was incomplete because white papers were not addressed. Additionally, the “Other Documents” section might also address the ASCCC Foundation research papers as well as committee charges. Members suggested other minor changes. A recommendation was made that since these guidelines were developed a few years ago and most of the information is complete, the Executive Committee might consider approving the guidelines without the “Other Documents” section. By consensus, the “Other Documents” section will be removed for further refinement.

MSC (Freitas/Davison) to approve the Publication Guidelines with suggested edits and the remove the section titled “Other Official Documents.”

Action:

Adams will bring the “Other Official Documents” to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.

H. Accreditation Institute Pre-session

May informed members that the ACCJC has agreed to be a sponsor for this year’s Accreditation Institute and will donate \$3,000 to the event. They have also requested to hold a pre-session prior to the institute and they will cover all costs associated with the pre-session. The pre-session will have two breakout sessions dedicated to training new evaluators and accreditation liaison officers. A suggestion was made to communicate to faculty what it means for them to attend the pre-session and include that there is no guarantee that they will be appointed to serve on a team.

MSC (Slattery-Farrell/McKay) to approve adding a pre-session to the Accreditation Institute.

I. Addition of Curriculum Specialist to Curriculum Committee

Members inquired about how the Curriculum Specialist would be selected. It was suggested that the California School Employees Association or the CFT Guild be contacted to ensure we are not entering into a union issue. It was suggested that we should contact the Classified Senate for an appointment to raise their statewide visibility. By consensus, Rutan will express to the CIO Board our interest in adding a Curriculum Specialist to the Curriculum Committee and seek their advice about who should make such an appointment.

MSC (Freitas/Davison) to approve the addition of a Curriculum Specialist to the Curriculum Committee.

III. REPORTS

A. President's/Executive Director's Report

Bruno informed members that she chaired her last meeting of ICAS in June. CSU will chair the group next year. At the June meeting, the Department of Finance and the Legislative Analyst Office updated members on the higher education section of the governor's budget and provided background about the actions in the May Revise. UC and CSU raised concerns with representatives about the governor's actions. The CCC expressed gratitude for the inclusion of \$1 million one time funds to support the C-ID system as well as including the local academic senate sign off on the Guided Pathways Award Program. ICAS approved many of the changes to the IGETC standards as recommended by the ICAS IGETC Standards Committee. However, ICAS did not approve the recommendation to modify the standards related to the inclusion of online Communication Studies courses to fulfill the oral communication requirement since it was not clear that Communication Studies faculty had been consulted during the revision process.

Bruno informed members that IEPI has made significant changes to their advisory groups. The Policies, Practice, and Procedures Advisory Group changed their focus to recommending changes to statute and regulations, eliminating regulations or laws that do not function well, and making additions where necessary. The Applied Solution Kits (ASKs) will now be housed in the Professional Development Advisory workgroup. The Indicators workgroup is dealing with key performance indicators for Guided Pathways, which will measure colleges progress on instituting Guided Pathways. The Technical Assistance group, which handles the partnership resource teams, is discussing how to partner with ACCJC. A new ASK has been created on Change Leadership that is planning a conference on October 5 and 6 to discuss leadership and change. Bruno is on the advisory group for this ASK and Executive Vice Chancellor Laura Hope is the chair.

Bruno and Adams met with Lark Park from the Governor's Office to discuss UC Transfer Pathways, C-ID, incarcerated students, CTE minimum qualifications, and AB 705 (Irwin). Park was very supportive of the efforts of ASCCC.

The Curriculum and Part-time Faculty Leadership Institutes had a great response from attendees. Bruno thanked the chairs and the committee members for all their work in planning and executing the institutes. The ASCCC would like to hold another Part-time Faculty Leadership Institute. Faculty were grateful for the opportunity.

Bruno provided an update on the ADT intermediate algebra C-ID issue. Several ASCCC representatives had a good meeting with representatives from the CCC Chancellor's Office, the CSU Chancellor's Office, the CSU Academic Senate, and the California Acceleration Project. CSUs recently announced that a revision of Executive Order 11000 is underway and that there will be changes to the quantitative reasoning requirements. These changes will need to be factored into future discussions.

Adams is serving on the History Project Task Force and has been working on locating past leaders in the California community college system and sending them a survey to inform the ASCCC history project. She suggested that members read the *Rostrum* article on this topic for more background information.

She has had a conversation with 4CG—a group comprised of counselors. They would like to partner with ASCCC in some capacity and is working on a proposal for the Executive Committee to consider.

Adams spoke with California Department of Corrections and Rehabilitation (CDRC) about partnering with the ASCCC to create developmental education curriculum in English and math that would be self-paced noncredit courses available in prisons throughout California. They are interested in getting students to be college ready so that they are better prepared to take colleges courses offered in prison, which would then move them closer to an AD-T and bachelor degree. Students who take these courses would have time reduced from their sentence so there is incentive for inmates to participate. This Fall, ASCCC will be identifying faculty to assist.

Adams informed members that staff is working with a marketing firm to develop marketing materials for ASCCC and C-ID. The plan is to focus on explaining who we are, what we do, and why people should care.

Adams attended the CTE Data Unlocked meeting. During the meeting, it was announced that Vice Chancellor Ton-Quinlivan has hired a consultant who will be evaluating the CCC MIS Systems and providing recommendations about where improvements can be made. She noted that Launchboard will be built into the MIS data not only for CTE but for all data.

Adams met with Rock Pfothenauer, Molly Smith, and Kim Shank regarding C-ID CTE and how to better work with the regional consortium and Sector Navigators to build capacity for C-ID CTE. The conversation centered on how C-ID might consider developing the skills and competencies needed for certificates and awards rather than descriptors or model curriculum. In other words, C-ID would work with faculty and industry to identify the skills and competencies students should have to receive a certificate or award. This would fulfill 5 or 6 strong workforce recommendations.

Adams has been working with faculty to finalize the course for those who might be interested in teaching in prisons. The course should go live by the end of the month. Faculty from Cosumnes River and Folsom have volunteered to critique the course and provide feedback. The module for those volunteering to serve on our committees has been completed and will be sent to all volunteers. She reminded members that volunteers will be asked to certify that they understand their roles and responsibilities of serving on behalf of an Academic Senate. A basic skills course has been completed and will be available soon for feedback from discipline faculty.

Adams reported on operational changes:

- Ashley Fisher was hired as the new Executive Assistant and Veronica Rey as an Administrative Assistant whose main responsibilities is handle faculty appointments.
- The ASCCC office no longer has a conference room as it has been converted to office space for additional staff. However, there are commuter desks available for Executive Committee members who need a space to work while in Sacramento. If committee chairs would like to hold a meeting in Sacramento, ASCCC can make arrangements for meetings at the Chancellor's Office. Otherwise, committee chairs should consider holding meetings at colleges.
- Adams has been working with Associate Director Mica to transfer operational responsibilities to her. This has been successful and more responsibilities will be transferred in the future.
- The accounting function has been transferred from the Tax Office (external accounting firm used by ASCCC) to an in-house controller, Alice Hammar. The transition has already improved some processes.
- Staff has begun preparations for the audit, which will take place the third week in September.
- Adams and staff are working on a Communications Plan, which will come to the next meeting for consideration.

B. Foundation President's Report

Rutan informed members that the Foundation meets on August 25, 2017, with new members of the Foundation Board. The Executive Committee membership is Freitas as Secretary, Aschenbach as Treasurer, McKay as Director, and Julie Adams Executive Director. He anticipates that the Board will need to hold elections at the Fall Plenary Session for up to three new board members. The Foundation did not meet over summer so there is nothing new to report since the last report in May.

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, CCA, CCCI, CFT, FACCC, and the Student Senate.

No liaisons present.

IV. ACTION ITEMS

A. Legislative Update

The Executive Committee was updated on recent legislative activities.

B. 2017 – 2018 Budget

Adams presented the 2017 – 18 budget as recommended by the ASCCC Officers. She reminded members that their role as board members is to ensure that the ASCCC is fiscally sound and she provided the balance sheet and income statement to assist them in making such as a determination. Adams instructed members on how to read the reports and answered questions. The ASCCC is fiscally sound based on the positive balance sheet snapshot, which shows that net assets of \$265,478 as of June 30th. She then provided members with information about funding sources – both

discretionary and non-discretionary -- such as the governor's grant, other grants, event revenues, membership dues, and other sources.

Members discussed the budget for Executive Committee and committee work. A comment was made that it would be beneficial if the committee chairs could understand how their committee expenses impact the budget line item in an effort to help control expenses. Adams committed to highlighting the budget line items each quarter to empower Executive Committee members in assisting to control the budget items.

Members discussed the policy on reserves. Currently, the policy requires the Executive Director to recommend a reserve amount that equals six months of operating expenses. Adams recommended that \$650,000 for reserves would cover costs such as staff (benefits and taxes) and other operational costs (rent, leases, etc.) However, there is only \$478,000 reserves in the current proposed budget to cover the operational costs. Thus, reserves will need to be built over time to reach the \$650,000.

MSC (Davison/Foster) to approve the 2017 - 2018 budget as presented.

C. Committee Appointments

The Executive Committee discussed committee appointments. An analysis was conducted of the current pool of applications in comparison of the committee members appointed. The committee appointments are representative of the pool. However, members recognized that there is a need to improve the recruitment of diverse faculty if the ASCCC is to realize a more diverse committee representation. By consensus, members will increase activities to recruit more diverse faculty to serve.

MSC (May/Slattery-Farrell) to approve committee appointments as presented.

D. Committee Priorities

Members were provided with suggested committee priorities based on adopted resolutions, Strong Workforce Program recommendations, and ASCCC Strategic Plan goals. Adams reviewed the actions of last year's committees and made recommendations for each priority. The purpose of this activity is to provide the committees with direction on priorities as well as to report to the body in a timelier manner. Bruno requested that each committee member discuss the priorities and possible actions with their committees and report back to Bruno and Adams with recommendations on how the priorities and actions will be accomplished. In addition, members were asked to insert comments (in the plan column of the committee spreadsheets) that can be used to show the progress of the work on the resolutions on the ASCCC website.

MSC (May/Freitas) to approve committee priorities.

Action:

Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.

E. Fall Plenary Planning

The Executive Committee discussed themes and keynote speakers for Fall Plenary Session. Bruno suggested “Change” as the theme for the Fall Plenary.

MSC (Freitas/Slattery-Farrell) to approve “Change” the theme for the Fall Plenary Session.

V. DISCUSSION

A. Chancellor’s Office Liaison Report

Bruno reminded members that the newly appointed Executive Vice Chancellor (EVC) – Laura Hope – submitted a written report since she was unable to attend the meeting. In the report, EVC Hope requested feedback on the Title 5 changes on Excused Withdrawal. The language was originally drafted to address incarcerated students and their release from prison that might impact their ability to complete a course. However, concerns were raised that such a symbol would identify the student as formally incarcerated. Additionally, there are other instances where a student may need to withdraw from a class for circumstances outside of his or her control such as when transferring to a job outside of the area of the college. Members discuss how the new symbol may be implemented by colleges and the need to have appropriate documentation or evidence to prove the hardship (i.e., death in the family, transfer for job). Such a requirement may put pressure on the instructor to gather the information. Members agree that it is important to support students who are dealing with such issues so that such circumstances do not set up barriers that keep students from attaining their educational goals. Bruno will share the concerns with Executive Vice Chancellor Hope.

B. Board of Governors/Consultation Council

The Consultation Council observed a presentation on hate crimes of undocumented students and how community colleges may create policies and procedures addressing this issue. It was noted in the meeting that colleges have not created policies or procedures in this area but will need to determine how to reach students and document incidents.

The chair of the CEO Board, Brian King, updated the Consultation Council on the work with ACCJC and the Chancellor’s Office Accreditation Workgroups. King indicated that the CEO workgroup is considering staying with ACCJC rather than identifying another accrediting agency to accredit California community colleges. The faculty organizations and others were concerned that the decision to stay with ACCJC would not serve the purpose of having one regional accreditor and would like to have more conversations about the decision.

The Consultation Council discussed the Board of Governor’s proposed Strategic Vision and Legislative update and a change to the name of the Board of Governors Fee Waiver to College Promise Grant.

Bruno updated members on the recent Board of Governors meeting on July 17. The Board accepted Chancellor Oakley’s Strategic Vision report which will guide the

work of the California Community College System for the next three to five years.

C. Vision for Success

Members were informed that the Chancellor's Office Vision for Success goals were accepted, not adopted, by the Board of Governors. The Vision for Success will be on the Board's September meeting agenda for action. The Chancellor's Office Vice Chancellors Rodriguez and Metune will hold a joint meeting to discuss with system partners the upcoming budget and legislative priorities for California community college. In the past, the budget and legislative priorities were held separately. The message from the Chancellor is that all budget and legislative priorities will be aligned with the Vision for Success guidelines and goals. Bruno asked for members to share ideas regarding what budget and legislative priorities the ASCCC might propose.

D. Guided Pathways

Bruno informed members that the ASCCC has entered into a partnership with Career Ladder Project and Research and Planning Group to facilitate the Guided Pathways Award Program across California community colleges. An advisory group will be formed as well as a group to develop the tools and one to develop the content. Colleges are not required to implement guided pathways; however, the Vision for Success included the expectation that all colleges will implement guidelines related to guided pathways. The ASCCC will continue to ensure that it is supporting local senates as they explore the framework and decide whether or not to implement guided pathways. An Applied Solution Kit (ASK) will be developed through IEPI. The work in this area is moving really fast. Bruno stated that this will be a standing agenda item until further notice.

E University of California Transfer Pathway Degree Pilot

Stankas updated members on the current status of the pilot project between C-ID and UC Transfer Pathways in chemistry and physics. C-ID and UC faculty met to discuss how to create a pathway for students that would result in a guarantee of UC admissions in the discipline. An agreement has been reached with the discipline faculty that students in chemistry or physics pathway can complete the IGETC pattern minus four classes and be awarded an associate degree. This would meet the CCC Title 5 requirements for GE pattern. Students would need to meet a certain GPA determined by UC to be guaranteed into the UC system. A Chancellor's Office template will be out by the middle of September to guide degree development at colleges. Currently, C-ID staff is working with the Chancellor's Office to complete the template. There is a MOU being worked on between our Chancellor's Office and the UC Office of the President. The final GPA numbers should be available by the end of August from the UC faculty.

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

a. Standing Committee Minutes

- i. Part-time Committee Meetings, Adams

b. Liaison Reports

- i. California Community Colleges Curriculum Committee (5C), Davison
 - ii. Chancellor's Office Workgroup on Credit for Prior Learning, Davison
 - iii. CTE Data Unlocked, Stankas
 - iv. Library & Learning Resources Program Advisory Committee, Crump
 - v. OER Task Force Meetings, Dillon
 - vi. Institutional Effectiveness Partnership Initiative (IEPI): Policies, Practices, and Procedure Workgroup Meeting, May
 - vii. Chancellor's General Education Advisory Committee, May
 - viii. CIO Executive Board Meeting, Davison
- c. **Senate and Grant Reports**
- i. C-ID Advisory Committee, Adams
 - ii. Intersegmental Curriculum Group (ICW), Adams

II. ADJOURNMENT

Adjourned at 5:35 p.m.

Respectfully submitted by
Ashley Fisher, Executive Assistant
Julie Adams, Executive Director
Dolores Davison, Secretary



Executive Committee Agenda Item

SUBJECT: EDAC Regionals		Month: September	Year: 2017
		Item No: II. B.	
		Attachment: NO	
DESIRED OUTCOME:	Executive Committee will review draft agenda for EDAC regionals	Urgent: NO	
CATEGORY:	Consent	Time Requested:	
REQUESTED BY:	Davison	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Ashley Fisher	Consent/Routine	X
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

EDAC is planning to hold regionals (north and south) centering around the topics of civil discourse and equity. The agenda (below) will be expanded upon following the EDAC meeting on Friday, 24 August.

Draft Proposals for EDAC Regionals – 27 and 28 October 2017

North Regional: Solano College

South Regional: Fullerton College

- 9:15-10:00 Registration/Continental Breakfast
- 10:00-10:15 Welcome; Introduction of Committee; Opening Remarks
- 10:15-11:45 Civil Discourse and the California Community Colleges (general session)
- 11:50-12:45 Lunch
- 12:50-1:35 Breakout session #1 – topics to be determined at EDAC meeting 24 Aug
- 1:40-2:25 Breakout session #2 -- topics to be determined at EDAC meeting 24 Aug
- 2:30 Dismissal

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



Executive Committee Agenda Item

SUBJECT: Policy for Executive Committee Members Attending Events		Month: September	Year: 2017
		Item No: II. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval a policy for Executive Committee Members attending Events	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In June, the Executive Committee discussed the attendance of Executive Committee members at ASCCC Events. Members requested that a policy be developed and brought back to a future meeting for discussion. The president and executive director developed a policy, which was reviewed and revised by the Operations Committee (Adams, Aschenbach, Davison, and Freitas). The Executive Committee will consider for approval the policy of for executive committee attendance at ASCCC events.

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

Draft Policy on Executive Member Attendance at ASCCC Events

The Academic Senate holds a number of professional development activities including plenary sessions, institutes, and regional meetings. These activities may be in conflict with other scheduled conferences, meetings, or events and therefore, it is not expected nor required for Executive Committee members to attend all events. The following policy provides clarification on those events that members are required and recommended to attend.

Signature events: The ASCCC has three signature events—fall and spring Plenary Sessions and the Faculty Leadership Institute. All Executive Committee members are required to attend and participate fully in these events including the development of the program, attendance at all sessions (general sessions, breakout sessions, and plenary resolutions writing sessions), and participation in networking opportunities such as receptions and dinners. Under extenuating circumstances members may be excused by the president.

Other events: Executive Committee members are not required to attend other institutes or regional meetings, and may not attend as an Executive Committee member unless approved by the President. In planning an event, committee chairs will bring forward suggested topics and possible presenters to the Executive Committee for input. While not required, the chair should consider discussing all presenters with the President and Executive Director to gather further feedback.

In making decisions about presenters, the chair will ensure that each breakout and general session has either a committee member or Executive Committee member as a facilitator to ensure that the ASCCC positions are represented. The chair should use committee members first before considering Executive Committee members who are not part of the committee. This allows the ASCCC to build leadership of the committee, save attendance, hotel rooms, and event space for the field as well as reduce cost of travel and of holding the event since the ASCCC would pay for Executive Committee members to attend. In acknowledgement of circumstances in which committees do not have enough members (e.g., Curriculum Institute) to cover all breakouts and general sessions, exceptions may be made. In these cases, the chair should discuss with the President which appropriate Executive Committee member should participate prior to approaching the Executive Committee member.

The president has the final approval of all presenters, particularly the Executive Committee and external individuals. In reviewing the presenters, the President, in collaboration with the Executive Director, ensures the participation of content experts and opportunities to build leadership from the field. The workload of Executive Committee members as well as the professional development for future duties and assignments of Executive Committee members is also considered.

Additional Attendance Requirements: For ASCCC signature events, both the President and the Vice President must be in attendance. For other institutes, either the President or Vice President of the ASCCC will be in attendance. In the event that neither the President nor the Vice President are able to attend an institute, the President will identify another officer to attend in their place.

Regional meetings require the attendance of at least one Executive Committee member of the committee hosting the meeting, typically the committee chair. In order to minimize travel costs, only committee members who live in the general region where the meeting is held are expected to attend. Committee members from outside the region may attend by permission of the President. In the event that the committee hosting the regional meeting does not include an Executive Committee member, the President, in collaboration with the Executive Director, will identify Executive Committee members to attend the regional meetings.

Event Type	Who Must Attend	Exceptions
Signature	All Executive Committee Members	<ul style="list-style-type: none"> Excused absence by permission of the President.
Institutes	<ul style="list-style-type: none"> President or Vice President Executive Committee members of responsible committee Committee members 	<ul style="list-style-type: none"> Other officers if neither President nor Vice President can attend. Additional Executive Committee members and/or outside presenters by permission of the President.
Regional Meetings	<ul style="list-style-type: none"> Executive Committee members of responsible committee. Committee members living in the general region of the meeting. 	<ul style="list-style-type: none"> Committee members and Executive Committee members from outside the region where the event is held, by permission of the President. Outside presenters by permission of the President.

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Executive Committee Agenda Item

SUBJECT: Foundation Bylaws		Month: September	Year: 2017
		Item No: II. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval minor revisions to the Foundation Bylaws	Urgent: NO	
		Time Requested: 0	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Foundation Board met on August 25, 2017. It was discovered that the Bylaws section 4.2 still included language that stated the Foundation Board would appoint three directors to the Board. This process was modified in 2016 when replaced by the elections process for Foundation Directors; however, the modification to the language was not made. Another language clarification was also added to specify that the Foundation elections process is in accordance with the ASCCC process. The Executive Committee will consider for approval changes to the Foundation Bylaws.

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



THE ACADEMIC SENATE
FOUNDATION
for California Community Colleges

ACADEMIC
SENATE
FOUNDATION
FOR
CALIFORNIA COMMUNITY
COLLEGES

BYLAWS

Adopted November 2008
Revised June 2012
Approved by May 2016
Approved February 2017
Revised August 2017

**BYLAWS OF THE
FOUNDATION OF THE ACADEMIC SENATE OF CALIFORNIA
COMMUNITY COLLEGES**

ARTICLE I

Name, Principal Office, Purpose and Restrictions

- 1.1 *Name.* The name of the Foundation is the “Foundation of the Academic Senate for California Community Colleges” (the Foundation), a California nonprofit public benefit corporation organized for public purposes.
- 1.2 *Principal Office.* The office of the Academic Senate for California Community Colleges (the Academic Senate) shall serve as the principal office of the Foundation.
- 1.3 *Purpose.* The specific purposes of this corporation are to benefit, support, and enhance the excellence of California community colleges; to support, design and implement professional development for California community college faculty; to research, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and to promote a variety of activities and strategies to advance teaching and learning.
- 1.4 *Coordination with Academic Senate.* Position papers, public statements and endorsements of the Foundation shall be consistent with the positions, policies and endorsements of the Academic Senate. If no Academic Senate position, policy or endorsement exists on the subject, a proposed Foundation position paper, public statement or endorsement shall be approved by the Board of Directors of the Academic Senate prior to final approval by the Foundation.
- 1.5 *Lobbying.* No substantial part of the activities of the Foundation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Subsection (h) of the 501(c)(3) Internal Revenue Code) and the corporation shall not participate in or intervene in (including the publishing or distribution of statement concerning) any political campaign on behalf of, any candidate for public office.

**ARTICLE
II**

Members

- 2.01 *No Members in the Legal Sense.* The Foundation shall have no members. Notwithstanding the Foundation having no members, the Foundation may involve individual and organizational participants, each of which may be referred to as

“members,” none of which shall have voting or other statutory membership rights.

Organizational participants shall designate one individual to serve as its representative and to exercise all functions of a participant member.

The Foundation Board (see Article IV) may set the terms and conditions of participants in the activities of the Foundation.

ARTICLE III

Dues

- 3.01 *Dues.* There shall be no dues. However, the Foundation Board may establish participation fees for participants/members and make special assessments upon approval of the Board of Directors of the Academic Senate.
- 3.03 *Refunds.* No special assessments or fees will be refunded.

ARTICLE IV

Board of Directors

- 4.1 *Board of Directors.* The Foundation Board of Directors (the Foundation Board) is the Foundation’s governing body and exercises all managerial control and authority over the business and policy of the Foundation, subject to the terms and conditions of these Bylaws.
- 4.2 *Composition of the Foundation Board.* The Foundation Board shall consist of a total of eight (8) directors: seven (7) of which are current or retired faculty with a total of (4) directors appointed by the Board of Directors of the Academic Senate, including the President, Secretary, and Treasurer, three (3) directors-elected by the delegates of the Academic Senate for California Community Colleges at a regularly scheduled Plenary Session~~appointed by the Foundation Board~~, and one (1) ex officio, non-voting director, the Executive Director (the Executive Director of the Academic Senate). The Board shall have at least one representative from each of the areas (A, B, C, and D) of the Academic Senate.
- 4.3 *Attendance Obligation.* Directors missing three (3) consecutive regular Board meetings may be removed from the Foundation Board. Participation by conference call is a recognized form of Foundation Board meeting attendance, if absolutely necessary. If a director is removed pursuant to this section, a replacement director shall be appointed by the entity defined in 4.02 of this section.

- 4.4 *Call to Meetings.* The President or any two directors may call a meeting of the Foundation Board.
- 4.5 *Notice.* The Foundation Board may hold regular meetings without notice at the time and place for the regular meetings fixed by the Foundation Board. Emergency meetings may be held with notice appropriate to the circumstances if any director determines that an emergency exists and calls an emergency meeting. The Foundation Board may hold special meetings upon four days notice by first class mail or 48 hours notice delivered personally or by telephone, facsimile, e-mail, or posting to the Foundation's website.
- 4.6 *Quorum.* A majority of the number of directors authorized in these Bylaws, constitutes a quorum of the Foundation Board for the transaction of business.
- 4.7 *Board Action.* Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Foundation Board. The Foundation Board may adopt rules and regulations which may supplement and interpret these Bylaws and shall be binding and enforceable as to directors to the extent they are consistent with the Nonprofit Public Benefit Corporation Law and Section 501(c)(3) of the Internal Revenue Code.
- 4.8 *Strategic Plan.* The Foundation Board shall support the development of and approve long range plans for the activities of the Foundation, and will present these plans to the Board of Directors of the Academic Senate annually in September for comment and approval.
- 4.9 *Audit.* An audit of the Foundation's financial records will be conducted in conjunction with the Academic Senate.

ARTICLE V

Officers and Members of the Academic Senate's Board of Directors

- 5.1 *Officers.* The Officers of the Foundation are the President, Secretary, Treasurer and Executive Director and such other Officers as the Foundation Board may determine.
- 5.2 *Selection of Foundation Board Members Currently Serving the on the Academic Senate's Board of Directors.* The Board of Directors of the Academic Senate shall appoint the President, Secretary, Treasurer, and one additional director from its members on an annual basis during its annual orientation meeting. The term of each of these directors begins on June 1.
- 5.3 *Term of Office.* Each director, other than the Executive Director, shall serve a one-year term. Each director shall present a written statement of continued interest or

resignation to the Board of Directors of the Academic Senate annually in April, either for re- appointment or replacement.

- 5.4 *Terms for Members of the Academic Senate’s Board of Directors.* Members of the Academic Senate’s Board of Directors, other than the Executive Director, shall serve no more than a total of three (3) years on the board, with the exception of a member who serves as President who shall be limited to a total of four (4) years on the board. The Board of Directors of the Academic Senate may make exceptions to these term limits.
- 5.5 *Vacancies During a Term.* The Board of Directors of the Academic Senate for California Community Colleges shall fill any vacancies for directors listed in section 5.02 of this article at any time.
- 5.6 *Duties.* The Officers perform those duties assigned to them by the Foundation Board, including those duties which the Foundation Board shall set forth in specific position descriptions for each Officer. The President shall serve as the presiding Officer of the Foundation Board. In the absence of the President, the Secretary shall serve as presiding officer.
- 5.7 *Executive Director.* The Executive Director of the Academic Senate is hereby declared a non-voting director of the Foundation Board of Directors with the terms and conditions of employment being specified in an appropriate employment contract. The Executive Director shall manage the daily activities of the Foundation subject to Foundation Board policy and general oversight.

ARTICLE VI

Other Foundation Board Directors

- 6.1 *Election and Eligibility.* At each Fall Plenary Session, an election will be held in accordance with the election procedures in the Rules of the Academic Senate for California Community Colleges to fill vacancies on the Foundation Board for faculty that are not currently serving on the Board of Directors of the Academic Senate. All candidates for election to the Foundation Board shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or a member of the Board of Directors of the Academic Senate or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.
- 6.2 *Term of Office.* Each director elected to the Foundation board in accordance with section 6.01 of this article shall be elected to a three-year term. Any director elected to serve as a member of the Board of Directors of the Academic Senate will be resigned from the Foundation Board. The term of office will begin on January 1 following election.

- 6.3 *Vacancies During Term.* The Foundation Board may appoint an interim director for any vacancies related to this article. Interim appointments are valid until the next plenary session, when an election will be held in accordance with section 6.01 of this article.

ARTICLE VII

Committees

- 7.1 *Committees.* The Foundation Board may create committees to which it may delegate various functions; the Foundation Board shall provide each such committee with a specific charge or mission statement to include a specific definition of the committee's authority. Any director and the Executive Director may elect to be Ex-Officio Members of any committee(s).
- 7.2 *Meetings.* All committee meetings shall conform to the requirements of these Bylaws relating to meetings of the Foundation Board, with necessary changes in details.

ARTICLE VIII

Records and Reports

- 8.01 *Maintenance of Foundation Records.* The Foundation shall maintain records in accordance with the California Nonprofit Corporation Law.

ARTICLE IX

Indemnification and Insurance

- 9.1 *Indemnification.* To the fullest extent permitted by the law, the Foundation shall indemnify and hold harmless any agent against any claim arising out of any alleged or actual action or inaction in the performance or non-performance of duties performed in good faith on the Foundation's behalf. An "Agent" for purpose of these Bylaws shall include directors, officers, Executive Director, participants and employees.
- 9.2 *Insurance.* The Foundation shall purchase and maintain insurance to the full extent determined appropriate by the Foundation Board on behalf of its agents against any liability asserted against or incurred by the agent arising out of the agent's status as such.

ARTICLE X

Dissolution

- 10.01 *Dissolution:* The Board, upon approval of a majority vote of the Board of Directors and ratification by the Board of Directors of the Academic Senate, may dissolve the Foundation pursuant to the California Nonprofit Public Benefit Corporations Law. Upon the dissolution or winding up of the Foundation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Foundation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE XI

Amendment of Bylaws

- 11.01 *Amendment of Bylaws.* The Bylaws may be amended by the Board, provided that all amendments shall be approved by the Board of Directors of the Academic Senate for California Community Colleges before taking effect.

ARTICLE XII

Interpretation

- 12.01 *Interpretation.* These Bylaws constitute a written agreement between the Foundation and its directors and the Academic Senate for California Community Colleges. The Bylaws should be interpreted in connection with the California Nonprofit Public Benefit Corporations Law, which supplements and controls these Bylaws. This provision of the Bylaws should be cited: "Bylaws 12.01".



Executive Committee Agenda Item

SUBJECT: <i>Legislation and Government Update</i>		Month: September	Year: 2017
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The California state budget was passed on June 15, 2017. A summary is included.

Many bills were handled through the budget process for the state of California. Of those remaining, July 17 was the last day to exit the policy committee and be referred to the Appropriations Committee of the opposite chamber of origin for consideration this year. Appropriation Committee hearings are scheduled for the week of August 21 and September 1.

DESIRED OUTCOME:

The attached reports may generate discussion and action by the Executive Committee.

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

ASCCC Legislative Report
August 25, 2017

Legislation with implications for academic and professional matters
Assembly Bills

AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise

Existing law provides for the waiver of the \$46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. **In addition, a student may receive a BoG fee waiver if they enroll in 12 units at a district and submit a FAFSA or California Dream Act application. There are specific requirements required of the district to qualify for this program including partnerships with CSU or UC, partnerships with school districts, outreach to the community regarding ADTs and using evidence-based assessment for placement. The language regarding assessment is, “Utilizing evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, which may include, among others, grades in high school courses, overall grade point averages, results from common assessments, and input from counselors.”**

~~To qualify for provision (3) above, a student must demonstrate financial need of at least \$1,104. This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least \$1. Amended in Assembly, 3/30/17. Amended to include basic aid districts. 5/30/17 Amended in Senate, 7/3/17.~~

Status: Referred to Appropriations Suspense, Hearing date on Sept. 1

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01. The language in this bill regarding assessment is much more in line with ASCCC positions than AB705.

AB21 (Kalra) Access to Higher Education for Every Student - *Urgent*

~~Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal agencies or authorities; **require all faculty and staff to immediately notify the campus chancellor or president if they are advised that public or law enforcement entities are expected to enter suspect or become aware that specified federal authorities may enter, or have entered the campus to execute a federal immigration order; immediately notify any and**~~

~~advise all students who may or could be subject to an immigration enforcement order or inquiry in a discrete and confidential manner, as specified; require all faculty and staff responding to or having contact with a representative of federal immigration authorities, or any other public or law enforcement entity working in coordination with these federal authorities, to refer the entity or individual to the campus president or chancellor to verify the legality of any warrant or subpoena prior to complying or cooperating with any enforcement of an immigration order or inquiry; assign staff to serve as a point of contact for those who may be subject to immigration actions; solicit and maintain a contact list of known attorneys or legal services providers who provide pro bono legal immigration representation, and provide it free of charge to any and all students who request it and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed.~~

This bill would direct or request, as allowed by law, that California's post-secondary educational institutions take certain actions in response to the possibility of immigration law enforcement activity on their campuses. In essence, the bill would (1) prevent disclosure of citizenship or immigration status information unless required by federal law; (2) seek to ensure that campus leadership has verified the legal authority behind any immigration enforcement activity on campus before it takes place; (3) make immigration legal assistance referral information available to students upon request; and (4) guarantee that students impacted by federal immigration enforcement do not lose eligibility for enrollment, financial aid, or other benefits as a result.

Additionally, colleges will develop and post advisement on their website and update faculty, students, and staff quarterly via email of the college policy.

Amended in Assembly 3/15/17 Amended in Assembly 4/24/17 and 5/30/17. Amended in Senate, 7/18/17.

Status: Referred to Appropriations Suspense, Hearing set Sept. 1

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

AB204 (Medina) Community colleges: waiver of enrollment fees

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

Status: Referred to Appropriations Suspense, Hearing set Sept. 1

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

AB214 (Weber) Student Food Security

AB 214 seeks to assist students facing food insecurity by making the CalFresh application processes easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. **Non-substantive revisions 3/15/17**

Status: Signed by the Governor and Chaptered, 7/24/17

ASCCC Position/Resolutions: The ASCCC has a history of supporting our neediest students with access to programs and services necessary to facilitate curricular success.

AB217 (Low) Postsecondary education: Office of Higher Education Performance and Accountability

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and replacement for the California Postsecondary Education Commission (CPEC).

The membership would be defined as:

the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:

(A) Three members of the advisory board appointed by the Senate Committee on Rules.

(B) Three members of the advisory board appointed by the Speaker of the Assembly. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

The bill would specify the functions and responsibilities of the office, which would include, among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill

appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: This bill is slightly different from past bills the ASCCC has opposed. In conversations with legislative staffers, they fully expect such a bill to be vetoed by the governor and understand our concern that there are not explicitly members of the higher education faculty and community involved in such a commission.

AB 227 (Mayes) CalWORKs: Education Incentives

AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:

- High school diploma or equivalent: \$100/month
- ~~Associate's degree or career/technical education program: \$200/month~~
- Bachelor's degree: \$300/month

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

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

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

AB276 (Medina) Cyber Security Education and Training Programs

This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience. [Non-substantive revisions 3/28/17](#)

Status: Passed Assembly, Senate Rules Committee for assignment 5/18/17

ASCCC Position/Resolutions: Information is useful

AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards

AB 370 would require the California Student Aid Commission to calculate a target for Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is

to ensure that all Competitive Awards are distributed to needy students in an academic year.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for Cal Grant A and B recipients.

AB 387 (Thurmond) Health Care Professionals Minimum Wage

This bill would expand the definition of “employer” for purposes of these provisions to include a person who directly or indirectly, or through an agent or any other person, employs or exercises control over the wages, hours, or working conditions of a person engaged in a period of supervised work experience *longer than 100 hours* to satisfy requirements for licensure, registration, or certification as an allied health professional, as defined. *This section shall not be construed to apply to the educational institution at which a person is enrolled to fulfill the educational requirements for licensure, registration, or certification as an allied health professional. Amended 5/30/17*

Status: Ordered to the inactive file at the author’s request, 6/1/17

ASCCC Position/Resolutions: The ASCCC passed resolution SP17 6.02 in opposition to this bill due to the curricular impact of clinical or laboratory instruction in allied health fields. Recent amendments seem to remove the impact on teaching institutions.

AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

Status: Hearing scheduled for 3/28/17 and cancelled at author’s request. This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: The CCC Chancellor’s Office opposes this bill until AB276 (Medina) is completed.

***AB504 (Medina) Student Success and Support Program Funding**

This bill would require that Student Success and Support Program funding be used to support the implementation of student equity plan goals and the coordination of services for the targeted student population through evidence-based practices. *The bill provides the minimum standards for inclusion in data collection of various segments of the student*

population to inform student equity plans. This bill would require the Chancellor of the California Community Colleges to establish ~~a standard definitions and measures of the terms *definition of* "equity" and *a standard definition of* "significant underrepresentation," and measures of these terms~~, for use in the student equity plans of community college districts. Amended 3/15/17

Status: Returned by the Governor at the request of the Assembly. In Senate. Held at Desk. 7/20/17

ASCCC Position/Resolutions: These categories are the same that most colleges use currently.

AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver

AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019, to ensure that a fee waiver application is available online for students at each community college.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

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

***AB637 (Medina) Student Equity Plans Cross-Enrollment in Online Education**

~~This bill would require the campus-based research to use a standard definition and measure of "equity" provided by the chancellor. The bill would also require the issue of "significant underrepresentation" to be addressed based on a standard definition of that term provided by the chancellor. It defines categories as: current or former foster youth, students with disabilities, low-income students, veterans and students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race and more than one race.~~ This bill would permit students enrolled at one community college to enroll in a completely online course from another community college on the OEI Consortium. This bill also requires the Chancellor's Office to allow eligible students of opportunities to access online courses. 6/14/17

Status: Passed Senate as amended, re-referred to Assembly Higher Ed. 8/21/17
Hearing date Aug. 29.

ASCCC Position/Resolutions: The ASCCC participates in the OEI framework. This bill seems to ease some regulatory concerns about cross-enrollment and student processes.

***AB705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment**

This bill would, permit the Board of Governors to establish regulations governing the use of measures, instruments and placement models including the use of ~~notwithstanding that provision, require, by August 1, 2018, a community college district or college to use~~ high school transcript data in the assessment and subsequent assignment of students to English and mathematics coursework in order to maximize the probability that the student will complete ~~college~~transfer-level coursework in English and mathematics within a one-year timeframe. The bill would prohibit a community college district or college from requiring students to enroll in remedial coursework that lengthens their time to complete a degree unless research shows that those students are highly unlikely to succeed in ~~college~~transfer-level coursework. The bill would authorize a community college district or college to require students to enroll in additional concurrent support during the same semester that they take the college-level English or mathematics course, but only if it is determined that the support will be essential to the student's success in the college-level English or mathematics course ~~and that the support constitutes no more than 1/2 of the units required for the college-level course.~~ To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program. This bill encourages the State Dept. of Education and the Chancellor's Office to work collaboratively to ensure timely access to data regarding high school performance. ~~The bill was slightly amended to allow for students who wish to earn an associate's degree but not transfer to complete associate's level English and math in one-year, and for ESL students to have a three-year time frame. Amended 5/3/17 Amended 5/30/17 Amended 7/19/17~~

Status: Referred to Appropriations Suspense. Hearing Date Sept. 1

ASCCC Position/Resolutions: The ASCCC has long held that assessment for placement is a local decision of alignment with appropriate curriculum. We have significant concerns with this bill's current language. We would support a bill that improved the availability of high school transcript data to community colleges with the funding to support that data structure. The ASCCC adopted resolution SP17 6.04 opposing the limitation of multiple measures included in this bill. A letter of opposition was submitted.

AB847 (Bocanegra) Academic Senates: Membership Rosters

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

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

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

AB 856 (Holden) Postsecondary Education: Hiring Policy and Socioeconomic Diversity
The Trustees of the California State University and the governing board of each community college district shall, and the Regents of the University of California are requested to, ensure that, when filling faculty or athletic coaching positions, consideration is given to candidates with socioeconomic backgrounds that are underrepresented among existing faculty or athletic coaching staff on the campus for which the position is to be filled.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: This seems like something that should be currently in practice.

***AB 1018 (Reyes) Community Colleges, Student Equity Plans, Homeless Students**
AB 1018 would amend the list of student categories tracked by SSSP to include, but not limit to, current and former foster youth, students with disabilities, low-income students, veterans, students in the racial and ethnic categories defined by the U.S. Census Bureau, **lesbian, gay, bisexual and transgender students** and homeless students. **This bill also permits the Chancellor's Office to include more required categories.**

Status: Referred to Appropriations Suspense File. Hearing Date Sept. 1

ASCCC Position/Resolutions: The ASCCC is supportive of efforts to ensure access to all student groups and would also advocate for inclusion of LGBTQI+ students in the list. **And done!**

AB 1038 (Bonta) Postsecondary Education: Higher Education Policy
AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: Well, that sounds lovely.

AB 1567 (Holden) Foster Youth.

AB 1567 requires the State Department of Social Services and county welfare departments, in coordination with the California State University and the California Community Colleges to share relevant data on foster youth enrollment and ensure that foster youth are offered access to programs offered, like EOPS.

Status: Referred to Appropriations Suspense File. Hearing Date Sept. 1

ASCCC Position/Resolutions: We should support any efforts to support former foster youth.

ACR 32 (Medina) Community College Faculty

This Concurrent Resolution would urge the Chancellor of the California Community Colleges to set goals toward making progress on the goals of 75% of credit classroom instruction covered by full-time faculty, improved access to part-time health care and office hours, and improved compensation toward parity for part-time faculty and noncredit faculty.

Status: Referred to Senate Appropriations Suspense File. Hearing Date Sept. 1

ASCCC Position/Resolutions: We are very supportive of the goals set forth in this ACR within the confines of our purview regarding the academic and professional matters.

Senate Bills

SB12 (Beall) Foster Youth and Financial Assistance

This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for ~~federal Pell Grants~~ state and federal financial aid. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and

transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program. **Amended 3/22/17**

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

ASCCC Position/Resolutions: The ASCCC does not have a specific resolution regarding the CAFYES program, but has numerous resolutions in support of access.

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

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

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

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

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

SB68 (Lara) Exemption from Nonresident Tuition

Current law exempts students from nonresident tuition if they have attended a California public high school for at least 3 years. This bill would instead exempt a student, other than a nonimmigrant alien, from nonresident tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance at California elementary schools, California secondary schools, campuses of the California Community Colleges, or a combination of those schools, as specified, and the student graduates from a California high school or attains the equivalent, attains an associate degree from a campus of the California Community Colleges, or fulfills minimum transfer requirements established for the University of California or the California State University for students transferring from campuses of the California Community Colleges. **Non-substantive amendments 3/29/17**.

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

ASCCC Position/Resolutions: The ASCCC has historically supported access to higher education to all students with zero fees.

SB 164 (McGuire) Tribal TANF

SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWorks recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.

Status: Signed by the Governor, Enrolled 7/21/17

ASCCC Position/Resolutions: The ASCCC has historically supported access to higher education to all students with zero fees.

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

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

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

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

SB 319 (Nguyen) Public postsecondary education: remedial coursework

SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirements, **exemption policies, and availability of any test preparation workshops.**

Status: Held by Senate Appropriations, Suspense file 5/26/17. This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: The ASCCC has supported counseling and matriculation services to students.

SB478 (Portantino) Transfer of Community College Students to the California State University or University of California

SB 478 requires the governing board of each community college district to (1) identify students who have completed an associate degree for transfer (2) notify those students of their completion of the degree requirements, (3) automatically award the student with the degree, and (4) add the student to an identification system maintained by the community college campus in a manner that can be accessed electronically by the California State University and the University of California enrollment systems. The bill would require that these steps be completed within 45 days of a student's completion of the associate degree of transfer and would authorize a student to affirmatively exercise an option to not receive an associate degree of transfer or to be included in the accessible identification system maintained by the community college campus. The bill would make its provisions operative during any fiscal year only if the Legislature appropriates sufficient funds to pay for all state-mandated costs to be incurred by community college districts pursuant to the bill's provisions during that year.

Amended 3/20/17 Amended 5/26/17

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

ASCCC Position/Resolutions: The intent of this bill is to facilitate transfer, a goal the ASCCC supports as a core mission. The practicality of the requirements listed may be of concern.

***SB539 (De Leon) Community College Student Achievement Program**

SB539 establishes a program commencing with the 2017-18 academic year that creates a coherent, integrated, and system wide approach regarding instruction, advising, support services, and financial aid provided to students. As a condition of funds, a community college district will demonstrate in its application that it will develop a guided pathway plan that includes specified components. In order to receive funding under this program, the governing board of a community college district shall demonstrate in its application for funding that each participating community college within the district will, in collaboration with the district as necessary, develop a plan to implement all of the components for a guided pathway. The plan shall include all of the following elements:

(1) A completed implementation and readiness assessment for the guided pathway, as provided by the chancellor for each participating college.

(2) A process and timeline for developing each component of the guided pathway.

(3) The college's detailed policies regarding the use of information from high school records and other assessment measures to determine each student's course placement and academic support needs.

(4) A description of all of the following:

(A) How the community college district plans to work with the governing board of school districts to ensure high school pupils are prepared to enroll and complete college-level courses by the time of their high school graduation, which may include, but not necessarily be limited to, participating in dual enrollment programs established pursuant to Section 76004.

(B) How the community college district plans to collaborate with the University of California and the California State University to develop transfer pathways to the University of California and the California State University.

(C) How the basic skills program offered by the participating community college will ensure that students who are deemed unprepared for college level mathematics or English receive intensive curriculum support to complete a guided pathway in a timely manner.

(D) (i) How the community college plans to coordinate its programs established pursuant to the Awards for Innovation in for Higher Education Program, associate degree for transfer, zero-textbook-cost degrees, the Student Success and Support Program, the Student Success for Basic Skills Program, including funding for student equity plans, and the Strong Workforce Program with the implementation of the guided pathway plan. It is the intent of the Legislature for the community college to evaluate these programs as offered by the community college to determine how best to coordinate their purposes and outcome goals with the implementation of the guided pathway plan.

Status: Passed Senate, held by Assembly Higher Ed. 6/20/17

ASCCC Position/Resolutions:

SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.

AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize **up to five** a community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. **Amended 5/26/17**

Status: Passed Senate, referred to Assembly Higher Ed. First hearing cancelled at request of author. 7/11/17

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

***SB769 (Hill) Baccalaureate Degree Pilot Program**

This bill would ~~limit the prohibition to~~ a district's baccalaureate degree program that is offered ~~within 100 miles of~~ by the California State University's or the University of California's baccalaureate degree program. The bill would extend the operation of the statewide baccalaureate degree pilot program **until 2028**. ~~indefinitely and would no longer require a student to complete his or her degree by the end of the 2022-23 academic year.~~ The bill would increase the maximum number of district baccalaureate degree pilot programs to **30-25 programs**. ~~The bill would require each district seeking approval to offer a new baccalaureate degree pilot program on or after January 1, 2018, to use exclusively its~~

~~existing financial resources to implement the program by no later than the 2020–21 academic year, if the district receives approval to offer the program.~~
Amended 5/26/17 Amended 7/13/17

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

ASCCC Position/Resolutions: The ASCCC has no position at this time. The CCC Chancellor’s Office supports lifting of the sunset for current programs.

Budget Bills

AB 96 (Ting) Budget Act of 2017

SB 72 (Mitchell) Budget Act of 2017

Bills of Interest

AB3 (Bonta) Public Immigration Defenders – Urgent

This bill creates a fund to pay for legal council in matters of immigration.

Status: Passed Assembly, in Senate Human Services and Public Safety, 6/14/17

AB17 (Holden) Transit Passes-Pilot Program

Creates a transit pass program that provides free or reduced cost transit passes to Title 1 middle school and high school students and community college students eligible for Pell Grants, Cal Grants or BoG fee waivers. ~~Appropriates \$20 million to pilot.~~

Status: Referred to Appropriations Suspense File, Hearing Date Sept. 1

AB34 (Nazarian) Student financial aid: Children’s savings account program

This bill would express the intent of the Legislature to enact legislation that would establish a universal, at-birth, and statewide 529 children’s savings account program to ensure California’s children and families foster a college-bound identity and practice education-related financial planning.

Status: Held by Assembly Appropriations, Suspense File, 5/26/17 This bill appears to be dead for this legislative cycle.

AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot

Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for \$10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

Status: Referred to Committee on Higher Education, 1/19/17. This bill has become a 2-year bill.

AB310 (Medina) Part-Time Office Hours

This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

Status: Hearing scheduled and cancelled by author 3/28/17. This bill has become a two-year bill.

SB7 (Moorlach) School Bonds

Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

Status: Hearing scheduled for April 19 and cancelled by author, 4/17/17. This bill has become a two-year bill.

SB6 (Hueso) Legal Services for Immigrants – *Urgent*

Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes.

Status: Passed Senate, sent to Assembly Judiciary, hearing cancelled by author 6/19/17

SB32 (Moorlach) Public Employee Retirement

~~The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.~~

~~This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013.~~ **This bill would create the Citizens' Pension Oversight Committee to serve in an advisory role to the Teachers' Retirement Board and the Board of Administration of PERS. The bill would require the committee, on or before January 1, 2019, and annually thereafter, to review the actual pension costs and obligations of PERS and STRS and report on these costs and obligations to the public and would require reports of audits of STRS and PERS conducted by the public accountants described above to be filed with the committee for this purpose.**

Status: Public Employment and Retirement Committee, failed passage, reconsideration granted. 4/25/17

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

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



Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: September	Year: 2017
		Item No: IV. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will further discuss keynote speakers and possible breakout sessions, as well as remind members about the timeline and other requirements related to the 2017 Fall Plenary Session.	Urgent: YES	
		Time Requested: 60 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno /Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2017 Fall Plenary Session is just a few months away – November 2 – 4, 2017 in Irvine, California. The Executive Committee will begin its planning process for developing the Session program. Members will discuss ideas for keynote speakers, breakouts, and timeline. A theme for the Fall Plenary Session was approved at the last meeting: Change.

Fall Session Timeline:

September 12th Executive Committee deadline:

1. Draft papers due for second reading at September 29 – 30 Executive Committee Meeting.
2. Pre-Session resolutions due to Resolutions chair.

Planning

1. Presenter list and breakout session descriptions due to Executive Director October 6, 2017.
2. Final Program to Executive Director by October 13, 2017.
3. Final resolutions due to Executive Director for circulation to Area Meetings October 2, 2017.
4. Final program to printer October 20, 2017.
5. Materials posted to ASCCC website October 25, 2017.

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



Executive Committee Agenda Item

SUBJECT: Collaborative Institute		Month: September	Year: 2017
		Item No: IV. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee consider for approval whether to offer a single, integrated institute in 2017-2018 in lieu of separate events for CTE Leadership and Noncredit, as well as whether to include Counseling and Adult Education	Urgent: NO	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Lorraine Slattery-Farrell - Chair, CTE Leadership; John Freitas – Chair, Noncredit; Ginni May – 2 nd , Noncredit; Cheryl Aschenbach – 2 nd , CTE Leadership	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Historically, ASCCC offers an institute specifically for CTE faculty. This year, ASCCC joined partners to offer the system’s first ever Noncredit Summit. Although the Adult Education Block Grant (AEBG) was implemented at the state level a few years ago, ASCCC has not done any specific professional development.

At the April 19, 2017 Executive Committee meeting, the Executive Committee discussed putting future offerings of the Instructional Design and Innovation Institute on hold, with the minutes reflecting, “Members suggested that the event not be held next year and to watch to see what professional development niche the ASCCC might fill. In addition, it was suggested to possibly hold another summit during the allotted time for IDII (e.g., noncredit summit).” In reporting out about the May 2017 Noncredit Summit at the same Executive Committee meeting, Aschenbach suggested that Exec consider including an AEBG and perhaps a CTE emphasis at the next Noncredit Summit; this was based on input from Noncredit Summit partners and AEBG staff from Chancellor’s Office. This idea was well received in a very brief discussion; it was suggested there be a future discussion. This was discussed a little further at the June 2017 Executive Committee meeting, and again the response was positive but no action was taken.

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

It is recommended that for 2017-2018, the Executive Committee approve a combined, integrated institute for CTE and Noncredit, with programming for Counseling and Adult Education as well.

Combining the two institutes addresses Strong Work Force Recommendation 12. b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.

After meeting and brainstorming, committee leads recommend a single conference with a focus on integration by having four clearly identified strands: CTE, Noncredit, Counseling, and Adult Education. Each strand should have a clear visual graphic to represent it, and breakouts should be planned for these 4 strands separately plus for topics that overlap any or all of the strands.

CTE and Noncredit were each two-day institutes last year, but by combining the topics and expanding counseling and adult education it is suggested that the institute be 2.5 days: lunch Thursday to just prior to lunch Saturday. Doing so allows for 7 breakout sessions, and 6 breakout options could easily be scheduled for each session with the exception of Saturday morning. The CTE Institute is already on the ASCCC calendar for May 4-5, so it could be expanded to be May 3-5.

Location: recommended in South. CTE is due to be in the south, and the Noncredit Summit was in the north last year so could move to the south.

General sessions: 1 per day. Agreed that common general sessions would be most beneficial. Ideas:

- Motivational/inspirational speaker who could address the role faculty play with CTE, noncredit, and adult education populations
- Leveraging funding streams (grants, initiatives, federal & state & local)
- CTE, Noncredit, Adult Ed, Counseling as a part of Guided Pathways

Evening reception / poster session

- Networking / collaboration time
- Have a call for proposals for poster presentations to highlight effective practices in the identified strands (similar to AEBG Practices with Promise and CTE Stars)

CTE/Noncredit Conference Concept

August 23, 2017

Number of attendees: 500 (based on 300 at 2017 CTE & 285 @ 2017 Noncredit + AEBG potential)

Date: May 3-5, 2017

Schedule: 6 breakouts per session except Breakout Session 7 may have 4 sessions

Thursday

12:00-2:00 Lunch/General Session
2:15-3:30 Breakout 1
3:45-5:00 Breakout 2

Friday

9:00-10:15 Breakout 3
10:30-11:45 Breakout 4
12:00-2:00 Lunch/General Session
2:15-3:30 Breakout 5
3:45-5:00 Breakout 6

Saturday

9:00-10:00 General Session
10:15-11:30 Breakout 7

Evening Poster Session: (Thursday or Friday) – Effective Practices, networking practices, call for proposals for attendees to present posters on their effective programs (to be defined).

Breakout Strands: Each of the four strands has a symbol; some breakouts will have more than one symbol.

CTE

Noncredit

Adult Ed

Counseling

Overlap – note symbols of relevant strands

General Session Ideas:

Opportunities – inspirational speaker

Funding streams – where does one find \$\$\$

Guided Pathways and CTE/Noncredit/Adult Education

Session Ideas (very preliminary – needs to be developed by committees):

CTE Only	Noncredit Only	Counseling	Adult Ed	Overlap
SWF	A&R/Admissions	NC Students	Reporting	Program viability and development (CTE/NC)
CTE MQs	NC MQs	Ed Plans	Inmate Education	Curriculum Processes (all)
SN/DSN	Noncredit Basic Skills/AB 705	Career Counseling	Consortia curriculum alignment w/ colleges	Low unit certs (CTE/NC)
Advisory Groups	NC COR	Transitional Counseling	WIOA partnerships	Governance (all)
Regional Consortia	Basics – categories, free, funding, FTES		Leveraging community resources	Dual Enrollment (CTE/AE/Counseling)
CTE Liaisons	Online			Faculty Leadership (all)
	New Noncredit programs			Coreqs/Prereqs (all)
				Programmatic accreditation (CTE/AE/NC)



Executive Committee Agenda Item

SUBJECT: OER Task Force – Report and Discipline Survey [<i>Time Certain: 3:00 p.m.</i>]		Month: September	Year: 2017
		Item No: IV. D.	
		Attachment: YES	
DESIRED OUTCOME:	Update Exec on OER TF activities and get approval of OER use survey.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dave Dillon, ASCCC OER Task Force	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The chair of the Online Education Resource Task Force will update the Executive Committee on the work of the task force as well as propose a survey to inform their work.

ASCCC OER Task Force Charge

The ASCCC Open Educational Resources (OER) Task Force will identify ways to institutionalize the use of OER in the California Community Colleges (CCCs). The OER Task Force will advocate for the sustainable use of high quality OER resources and will develop a comprehensive OER plan that is informed by a needs assessment; the current availability of OER resources; and barriers to the use of OER. The OER Task Force will explore developing a repository of accessible resources of OER materials and other ancillaries for CCC faculty.

Through recommendations to the Executive Committee, the OER Task Force will facilitate the use of OER and provide professional development and guidance to faculty in developing and implementing OER materials.

The OER Task Force is proposing a series of discipline-based surveys to assess the use of OER and the associated challenges with that use. The survey will provide in-depth discipline-based data regarding OER in order to inform the development of a long-term plan.

In order to start this work, a survey of the first three SB 1440 disciplines and two other disciplines with the large number of C-ID courses are proposed. The disciplines are Communication Studies, Psychology, Sociology, Math, and English. The survey contains some of the same questions used in

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

the 2012 pre-COERC OER survey and additional questions related to views of OER. The goal would be to administer this survey early in the fall term using appropriate list serves.

During Spring 2017, the ASCCC established the ASCCC Open Educational Resources (OER) Task Force. The charge of this task force is as follows:

The ASCCC Open Educational Resources (OER) Task Force will identify ways to institutionalize the use of OER in the California Community Colleges (CCCs). The OER Task Force will advocate for the sustainable use of high quality OER resources and will develop a comprehensive OER plan that is informed by a needs assessment; the current availability of OER resources; and barriers to the use of OER. The OER Task Force will explore developing a repository of accessible resources of OER materials and other ancillaries for CCC faculty.

Through recommendations to the Executive Committee, the OER Task Force will facilitate the use of OER and provide professional development and guidance to faculty in developing and implementing OER materials.

In early 2013 ASCCC conducted a survey to gather information to inform the implementation of Senate Bill 1052 (Steinberg, 2012). This bill and its companion, Senate Bill 1053 (Steinberg, 2012), established a council to identify and develop open education resources (OER) and a digital library to house these resources, respectively. As defined by Judy Baker of Foothill College at <http://cnx.org/content/m14466/latest/>:

Open Educational Resources (OER) are learning materials freely available in the public domain. A definition of OER from The William and Flora Hewlett Foundation is: "OER are teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials or techniques used to support access to knowledge."

While various efforts to promote the use of OER are underway in the CCCs, there are no comprehensive data to establish the level of OER use within the CCC system, nor to identify discipline-based issues and opportunities. Due to the complexity of gathering data at the system level, a series of discipline-based surveys is planned that will focus on collecting OER-related perceptions and use. At present, this survey is being distributed to faculty in Communications Studies, English, Math, Psychology, and Sociology.

Respondent Data

- Name:
- College(s): (drop-down menu; multiple options may be selected)
- Discipline: (drop-down menu)
- Employment Status (select one): (part-time; full-time)
- Years teaching in the CCCs (select one):
 - 0 – 2
 - 2 – 5
 - 5 – 10
 - > 10

1. When selecting a required course textbook, how important are each of the following factors to you?

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Cost to the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Author's reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of ancillary resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensiveness of coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recently updated edition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used/recommended by other faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear & accessible writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theoretical orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of fit with current teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How important are the following ancillary resources to your teaching?

	Not important	Slightly important	Moderately important	Very important	Extremely important
Question bank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PowerPoint slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor activity manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptive/online quizzing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If "Other" was selected and identified as very or extremely important, please explain.

3. Do you ever require your students to purchase an access code for an online resource that comes bundled with a required textbook?

- Yes
- No

4. How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am aware of OER and some of the ways in which they may be used
- I am aware of OER and have previously used them for teaching
- I am aware of OER and currently use them for teaching

5. To what extent do you feel that the following are deterrents to the adoption of Open Educational Resources in your courses?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Too difficult to find what I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No comprehensive catalog of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough resources for my subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No available ancillary resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unprofessional appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not current, up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not relevant to my local context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing if	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have permission to use or change					
Lack of support from my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from the department committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too difficult to change or edit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too difficult to integrate into technology I use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not used by other faculty I know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not high-quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Are you currently using OER in lieu of or in addition to an assigned text?

- a. I am using OER in lieu of an assigned text.
- b. I am using OER in addition to an assigned text

If “a. I am using OER in lieu of an assigned text.”

Please indicate the title of the course(s) for which you are using OER in lieu of a text, the C-ID designation (if available and known), and specify the OER you are using.

Course Title	C-ID Designation	OER

How are students informed of the assigned OER?

- a. Bookstore
- b. Syllabus
- c. Other _____

How do students access the assigned OER?

- a. URL
- b. OER is found within a course management system
- c. Resource is not electronic
- d. Other

If “b. I am using OER in addition to an assigned text.”

Please indicate the title of the course(s) for which you are using OER in addition to an assigned text, the C-ID designation (if available and known), and specify the OER you are using.

Course Title	C-ID Designation	OER

How do students access the supplemental OER you are using?

- a. URL
- b. OER is found within a course management system
- c. Resource is not electronic
- d. Other

6. Are you currently using OER in lieu of or in addition to an assigned text?

No.

If No:

Have you ever considered using OER for one or more of your courses?

Yes.

No.

I don't know enough about OER to have seriously considered its use.

If Yes to #2.

Why did you decide not to use OER?

Thank you for your time.



Executive Committee Agenda Item

SUBJECT: 2017-2018 Academic Academy		Month: September	Year: 2017
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide guidance to TASSC and EDAC on offering an Academic Academy in 2017-2018	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison and Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2015 and 2016, the Academic Academy has been co-organized by the EDAC and the TASSC. At the June Executive Committee meeting the action was taken for the Transfer, Articulation, and Student Services Committee to bring forward a recommendation to the Executive Committee in August on the Academic Academy dates, modality, and audience. TASSC and EDAC will update the committee on current conversations and seek further guidance.

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



Executive Committee Agenda Item

SUBJECT: ADT Course Substitution Paper		Month: September	Year: 2017
		Item No: IV. F.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will provide direction for TASSC regarding the Course Substitution for ADTs paper written by the C-ID Articulation Officers subgroup and take action to determine if the draft is a white paper or a position paper.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The challenges surrounding Associate Degrees for Transfer (ADT) course substitutions have become very complicated with the number of ADT degrees now available and an ever-increasing number of transfer students desiring an ADT degree. Even with C-ID course descriptors in place now for the ADTs there are still many ADT course substitution challenges associated with C-ID Approved courses. These challenges only increase when the substitution of community college non-C-ID approved courses or comparable courses not from community colleges are proposed for an ADT course substitution. Herein lies the ADT course substitution challenges being faced by articulation officers, transfer center directors, counselors, faculty and, especially, transcript evaluators.

The Academic Senate for California Community Colleges (ASCCC) produced the Reciprocity Document in 2013 to assist colleges with ADT course substitution questions. The Reciprocity Document has been the guide that colleges have used for ADT course substitutions. At the ASCCC Spring 2016 Plenary, a resolution was passed to provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised

Resolution S16 9.11 states the following: “Resolved, That the Academic Senate for California Community Colleges develop by Spring 2017 resources that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred

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

between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised.”

TASSC has reviewed the draft and believes the paper to be largely operational with concrete steps that should be taken when determining reciprocity and substitutions for courses for an ADT. The committee recommends that the Executive Committee take action at the September 7-9 meeting to deem this draft a white paper and conduct a first read. The perfected white paper would be approved at its next meeting, September 29-30th for dissemination to the field.

ADT Course Substitution Effective Practices

C-ID Articulation Subgroup

Deanna Abma, San Francisco City College

Richard Cortes, Glendale College

Bernie Day, Foothill College

Dave DeGroot, Allan Hancock College

June 2017

ADT Course Substitution Effective Practices

I.) Introduction	
A. Problem	p. 4
B. Background	p. 4
C. Best Practice Paper	p. 4
II.) C-ID Designation	
A. Background	p. 5
B. How A Course Receives C-ID Designation	p. 5
C. Receiving A C-ID Designated Courses from Another College	p. 5
III.) Guiding Principles	
A. Legislative and Regulatory Directives	p. 6-7
B. Academic Senate Guidance Documents	p. 7-8
C. Other Guidelines/Considerations	p. 8-10
IV.) Appendix A	p. 11
Reciprocity, Course Substitution, and Credit by Exam—in light of AA-T and AS-T degrees September 2013	
V.) Appendix B	p. 12
S16 09.11 Academic Senate Guidelines on Courses Substitutions for Associate Degrees for Transfer	
VI.) Appendix C	p. 13-23
Appendix C1 - Courses taken before C-ID Approval	
Appendix C2 - Courses from another CCC campus that <u>are</u> C-ID approved and <u>are not</u> part of the other CCC campus' ADT	
Appendix C3 - Courses from local college that <u>are</u> C-ID approved and <u>are not</u> included on the ADT	
Appendix C4 - Courses without C-ID Descriptor in the TMC	

Appendix C5 – Courses from another CCC campus where there
is no C-ID Course Descriptor and “are” part of
that college’s ADT

Appendix C6 - Courses from another CCC campus where there
is no C-ID Course Descriptor and “are not” part of
that college’s ADT

Appendix C7 - Courses from another CCC campus that are not
C-ID Approved and are not on the other college’s
ADT, but where there is a C-ID Course Descriptor

Appendix C8 – Applying courses from non-CCC campuses when
a C-ID Descriptor is used to include courses on a TMC

Appendix C9 - Courses from non-CCC campuses where there
“is not” a C-ID Descriptor

Appendix C10 – Courses with C- grade

Appendix C11 - Courses that are given subject credit via an external
examination score such as Advance Placement (AP),
College Level examination Program (CLEP) or
International Baccalaureate (IB)

Appendix C12 - Courses that are given subject credit via an internal
credit-by examination procedure

Appendix C13 – Course from quarter unit institution with a 4 quarter
unit value approved C-ID descriptor

Appendix C14 – Courses from quarter unit institution that require
two courses to be completed in order to obtain approval
for one C-ID descriptor

Appendix C15 – Use of existing articulation prior to the C-ID process
being in place

Appendix C16 – Using existing CCC-CSU articulation toward the
application of ADT requirements that simply list that
a course should be articulated for a similar major

VII. Appendix D Weblinks and Additional Resources

VIII. Appendix E Intersegmental Committee of Academic Senate's Statement on the Course Identification Numbering System

Introduction

Problem

The challenges surrounding Associate Degrees for Transfer (ADT) course substitutions have become very complicated with the number of ADT degrees now available and an ever-increasing number of transfer students desiring an ADT degree. Even with course descriptors developed as part of the Course Identification Numbering System project (C-ID) in place for the ADTs, there are still many ADT course substitution challenges associated with C-ID-approved courses. These challenges only increase when the substitution of community college non-C-ID approved courses or comparable courses not from community colleges are proposed for an ADT course substitution. Therein lies the ADT course substitution challenges being faced by articulation officers, transfer center directors, counselors, faculty and, especially, transcript evaluators.

Background

The Academic Senate for California Community Colleges (ASCCC) produced the Reciprocity Document in 2013 to assist colleges with ADT course substitution questions (Appendix A). The Reciprocity Document has been the guide that colleges have used for ADT course substitutions for the past several years. At the ASCCC Spring 2016 Plenary, the body passed Resolution 9.01 “Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer” which called for “resources that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised.” (Appendix B). This document has been created to provide a resource on this issue.

How to Use the Document

The purpose of this ADT Course Substitution paper is to provide guiding principles for local academic senates to consider when developing or modifying their course substitution policies and practices in light of the Transfer Model Curriculum (TMC) and ADTs. In addition, this paper will identify and provide guidance for specific ADT course substitution scenarios, such as courses taken prior to C-ID approval, courses that are not C-ID-approved or are from non-California community colleges or universities, advanced subject area courses substituted for respective introductory courses, etc. The following basic principle advocated by the ASCCC 2013 Reciprocity Document will continue to be the foundation for these

guiding principles and practices: **the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs.**

C-ID Designation

Background

C-ID, the Course Identification Numbering System, is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. The C-ID number is a designation that ties a course to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. In the case of associate degree C-ID descriptors in career technical education disciplines, typically only community college discipline faculty create descriptors.

How A Course Receives C-ID Designation

Local college discipline faculty interested in or required to submit their courses for C-ID designation review work with their college’s articulation officer to determine if the course is equivalent to the C-ID descriptor. If the local discipline faculty determine that the course does align with the C-ID descriptor, the articulation officer submits the course outline of record (COR) to the C-ID review process for a determination. If the C-ID review results in a conditional approval or denial, recommendations are provided for modification(s) to make the course approvable. Faculty make the appropriate modification(s) and submit the revised COR to their college’s curriculum committee. When the curriculum committee approves the modifications, the articulation officer submits the revised COR to the C-ID for additional review.

Receiving a C-ID Designated Course from Another College

If a receiving college has the same course C-ID designation as a course coming from the sending college, the receiving college must automatically accept it as equivalent to the local course. The automatic acceptance is required not only for the application of the course within the context of the ADT, but for every application of the local comparable course.

Websites and additional resources for C-ID are available in Appendix D. The Intersegmental Committee of the Academic Senates “C-ID Common Course Numbering” policy statement is available in Appendix E.

ADT Course Substitution Guiding Principles

There are two basic criteria to keep in mind when deciding on Associate Degree for Transfer (ADT) course substitutions: legislative and regulatory directives and academic senate guidance documents. These are summarized below. In addition, there have been several statewide discussions regarding specific applications of the directives and guidance documents. The most common topics and any resulting guidelines or clarification have been included in this section.

Legislative and Regulatory Directives for Course Substitutions in ADTs

The primary criteria for determining course substitution are the legislative and regulatory directives, SB 1440, SB 440, California Education Code (CEC), and title 5. Per the Student Transfer Achievement Reform Act (SB 1440 – Padilla) the Associate Degree for Transfer (ADT) is a community college degree that requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system. SB 1440 established the basic requirements of the ADT:

- Completion of 90 quarter or 60 semester CSU transferable units
- Completion of all courses in the major with a “C” or better (Note: CCCCCO Memo “P” or “CR” acceptable if College defines by “C” or better)
- Completion of either the CSU GE or IGETC general education pattern
- A cumulative GPA of 2.0 (Note: The 2.0 GPA requirement applies to transferable courses only)
- Colleges are not permitted to add “local requirements” when creating the ADT

The purpose of SB1440 was to provide a clear California Community College (CCC) to California State University (CSU) pathway for the attainment of a bachelor’s degree within 120 units. Students complete 60 units at the CCC and an additional 60 units at the CSU, without having to repeat coursework. The CSU and CCC academic senates collaborated to develop Transfer Model Curriculum (TMC) to create a common framework within which community college campuses could develop ADTs. Additional legislation SB 440 (Padilla) further required community colleges to create an ADT in every major and area of emphasis offered by that college for any approved TMC. In addition, California Education Code, section 66746,

states, “Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.” Given this framework, the following criteria supported by legislation should guide college personnel as they make ADT course substitution decisions:

- Accept courses included in another community college’s approved ADT.
- Accept courses from another community college’s ADT if the colleges share the same C-ID number and/or listed in the Transfer Model Curriculum (TMC).
- Accept courses that are not listed in another community college’s ADT if the course fits the intent of the TMC.

Academic Senate for California Community Colleges Criteria for Course Substitutions in ADTs

Additional criteria to consider in approving course substitutions is guidance provided by the Academic Senate for California Community Colleges (ASCCC). The September 2013 ADT “Reciprocity, Course Substitution, and Credit by Exam” statement sets forth the following guidelines:

- Substitute/accept courses that are part of another college’s ADT where deemed reasonable;
- Honor C-ID articulation between California community colleges;
- Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, the discipline faculty should make the decision regarding substitutions;
- Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others);
- Allow substitutions based on external examinations for credit (e.g. AP, IB, CLEP) and apply those substitutions toward GE requirements and major requirements using statewide documents and local policies for such determinations (e.g., CCC GE AP Policy, CSU memo ASA-2017-13 and IGETC Standards);
- Utilize existing local credit by exam policies; and,

- If above options are not applicable, employ local policies and practices for course substitutions.

Regarding the use of external credit, the ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4.01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other degrees and include other methods of earning external credit, such as credit for prior learning (e.g. military service). Recent legislation (AB 1985-Williams) also provides additional regulation for accepting AP scores that may be relevant to course substitution conversations.

Other Guidelines/Considerations

While the legislative directives and ASCCC documents provide broad guidance for making course substitution decisions for ADTs, statewide discussions have delved deeper into the application of the guiding principles for other degrees as well. These discussions have included:

Minimum Grade Requirement for Associate Degree Graduation Requirements in English and Math

and Courses in the Major: California Community Colleges must award a grade of C or better (“P” or “CR” acceptable if College defines by “C” or better) for the Associate Degree graduation requirements in English, Math or toward major courses per Title 5 § 55063 (d). Therefore, California Community Colleges cannot apply (Pass Along) an incoming C- grade from another accredited institution toward satisfaction of the Associate Degree graduation requirements in English, Math or toward major courses. The C- minus grade could be applied toward satisfaction of other graduation requirements wherever a grade of D is permissible.

CSU GE-Breadth and IGETC: The guidelines established by CSU and UC also apply to verifying completion of CSU GE-B and IGETC for ADTs. However, there is an inconsistency between CSU GE-B and Title 5 guidelines when accepting a C- grade for “Freshman Composition” to meet a requirement for

the associate degree. CSU GE-B certification guidelines allow a C- to meet the Area A2 requirement, but Title 5 § 55063 states that the “Freshman Composition” graduation requirement must be completed with a grade point average of 2.0 or better. Because the CSU **will** accept a grade of C- for satisfaction of the Golden Four classes, a student with a C- in those courses could receive CSU GE certification; however, that student could not earn an associate degree prior to transfer (unless the course was subsequently completed with a C or better) because awarding the associate degree is the purview of the CCC, not of the CSU. Please note that a grade of C- still may not be used to satisfy IGETC.

Internal Substitutions: When a course at a college has not been included in an ADT at that college, it may still be possible for it to meet an ADT requirement. This substitution should be done carefully, based on the guiding principles indicated in this document. Allowable course substitutions could include:

- A course approved for a C-ID descriptor that is listed in the TMC.
- A course without a C-ID descriptor and not required in the TMC must fit the intent of the TMC.
- Substitutions must be consistent with Title 5 guidelines

If a course is often used as an internal substitution, the college should revise the ADT to add the course and submit a program non-substantial change proposal to the Chancellor’s Office for approval.

Quarter Units and C-ID Descriptors: C-ID descriptors establish minimum unit requirements in semester units. However, 4-quarter-unit courses are common. While 4 quarter units translates to 2.66 semester units, a 4-quarter-unit course may be substituted for a 3-unit C-ID-approved course as indicated by the following guidance given to C-ID reviewers:

- For the purposes of reviewing courses, you may use the standard application of one additional unit for the quarter than the semester, rather than a strictly mathematical unit conversion.

Referencing Existing Articulation on ASSIST: When uncertain if a course should be substituted, existing articulation may further inform the decision. A substitution should be considered when the following conditions apply:

- A course substitution should be considered if a course was articulated to a CSU identified “similar” major before the C-ID process was in place. A course substitution should be considered if the course is articulated to a CSU identified “similar” degree at the CSU campus where the student has applied for transfer.

The California State University maintains a website to assist articulation officers and faculty to identify TMCs that are similar to existing CSU degrees. See Appendix D for this link to this and other resources.

Upper Division Courses: It is a local Community college’s decision to permit the substitution of upper division courses for lower division requirements for the ADT. Guidelines outlined above should be used to determine allowable course substitutions.

Appendix A

Academic Senate Statements on Reciprocity, Course Substitution, and Credit by Exam—in light of AA-T and AS-T degrees

September 2013

Substitution and Reciprocity

The passage of SB 1440 (Padilla, 2010) and the resulting faculty-designed Transfer Model Curriculum (TMC) system have altered the way colleges operate. Today, a higher level of coordination exists across the community colleges and with the universities. This new system affects traditional practices regarding course substitutions and reciprocity.

In the interest of best serving students and establishing an efficient transfer route, the Academic Senate for California Community Colleges (ASCCC) encourages colleges to apply courses successfully completed as part of a TMC-aligned degree at one college for requirements within their own degrees to the greatest extent deemed possible and reasonable (See ASCCC resolution 15.01 Spring 2011). While course substitution decisions remain a matter of local control, students often earn credit at multiple colleges during the course of their academic careers and, therefore, are best served when courses that are taken in good faith as part of a TMC-aligned degree at one college are accepted as part of a TMC-aligned degree at other colleges. Therefore, **the ASCCC strongly urges community colleges to establish policies to allow and encourage acceptance of the courses students have taken at other colleges in a TMC-aligned degree.** While the C-ID system establishes course-to-course reciprocity, where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, substitution decisions must be informed by the judgment of discipline faculty. When an AA-T or AS-T is being conferred any substitutions made must result in the awarding of a degree that is consistent with the parameters defined by the TMC.

This recommendation is in the spirit of SB 1440 and the TMC-based statewide solution that faculty developed in response to SB 1440. The ideal case is for colleges and universities to widely accept the courses identified in the TMC and contained within TMC-aligned degrees. The TMC process establishes a transfer pathway that is based on the package of courses that comprise a TMC-aligned degree. Furthermore, the C-ID system identifies course content and standards, and most courses specifically identified and required in TMCs have or will soon have C-ID descriptors.

Example: The TMC for psychology includes three courses in List A: Introduction to Biology, Human Biology, and Introduction to Biological Psychology. Students are required to complete one of these three courses. College X may choose to allow all three of these List A options in their local psychology AA-T degree. However, College Y might decide that Human Biology is necessary for all students and thus might eliminate the other two List A options. A student who took Introduction to Biology at College X,

expecting that course to fulfill the List A requirement, but who then enrolled at College Y to complete the associate degree for transfer would have taken a course not included or not fulfilling the same requirements in the local AA-T for psychology at College Y. In such a case, because the student has acted in good faith and the course taken falls within the requirements of the TMC, the ASCCC (and the language of SB 1440) would strongly encourage College Y to accept Introduction to Biology as fulfilling the List A requirement or, at the least, to accept the Introduction to Biology course as fulfilling a List B or C requirement as is allowed by the TMC.

Every TMC (and every discipline) is different, so the extent to which courses can be moved between lists is dependent upon the parameters defined in the individual TMC. The Psychology TMC offers maximum flexibility, permitting any course in the first list of options to be used in one of the later lists, but other TMCs may not permit the same level of flexibility. The Early Childhood Education TMC, for example, specifies all courses in the TMC without options, allowing no substitutions or local variations. Many TMCs fall somewhere between these extremes, allowing flexibility in some areas but not in all. While the ASCCC encourages course reciprocity and substitution where possible and reasonable, substitutions should only be made in instances where the TMC allows flexibility, as the local AA-T or AS-T degree awarded must remain consistent with parameters of the TMC for the specific discipline.

Local policies and practices may need to be revisited in light of the TMC system; senates and curriculum committees should lead such discussions, ensuring that discipline faculty are responsible for making decisions regarding course substitutions within the TMC-aligned degree requirements. While existing practices may permit colleges to substitute (or not) in any way they choose, for the sake of the TMC system and in the spirit of SB 1440, **the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs.**

Once all the specifically identified and required courses in TMCs have C-ID descriptors, all colleges have their courses approved in C-ID, and colleges use E-transcripts, the identification of comparable courses will be much simpler. The complicated aspect of reciprocity will continue to be the substitution of noncomparable courses when permitted by the parameters of the TMC. It should be noted that this document pertains to the courses that are specified in the TMC; existing processes related to determining course applicability for general education are not impacted.

If a student transferring in from another community college took a course required for an AA-T or AS-T, but the course does not have a C-ID number or did not have one at the time the it was taken, local course

substitution processes should be employed. Note that this presumes that the local course does have a C-ID designation. In the event the local course does not have a C-ID number and is in process with respect to CID approval, the local review process should incorporate the C-ID descriptor expectations. For instance, if a local course was submitted to C-ID lacking a required prerequisite the local process for review should incorporate that C-ID descriptor requirement into the local review process.

External Sources of Credit

In addition to allowing reciprocity for courses earned toward a transfer degree at other institutions, colleges should continue to allow students to apply course credit earned through external exams or processes, including AP, CLEP, and IB, to the major requirements for transfer degrees. **Education Code clearly grants the authority to community colleges for the content of the AA –T and AS-T degrees, and this authority extends to community colleges the right and responsibility for granting credit they deem appropriate in the AA/S-T degrees.**

The ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4.01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other applications of their intent and can also include other methods of earning external credit, such as the units often granted to veterans for their experience in military service.

Credit by Exam:

Title 5 provides regulations for community colleges regarding credit by exam (section 55050). Once again, because **Education Code grants community colleges the authority for the content of the AA – T and AS-T degrees, and Title 5 spells out the regulations for credit by exam, colleges retain these authorities when granting AA-T and AS-T degrees.** In other words, **colleges retain the existing authority and responsibility for granting credit they deem appropriate in the AA/S-T degrees, including credit earned through internal credit by exam processes.** In short, the existing credit by exam policies remain in place for the new associate degrees for transfer.

REFERENCES

What SB 1440 said:

CEC section 66746. *Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.*

Reciprocity for TMC Courses in Associate Degrees for Transfer 15.01 Spring 2011

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) mandates the creation of associate degrees for transfer (AA-T and AS-T) that include a minimum of 18 units in a major or field of emphasis, and community colleges throughout California are currently in the process of developing these degrees;

Whereas, The Academic Senate for California Community Colleges, in coordination with California State University, is developing Transfer Model Curricula (TMCs) that local colleges can use in the creation of the AA-T and AS-T degrees in order to provide some consistency and structure, and the TMCs allow local colleges freedom to make appropriate alterations within that structure and to include transferable local courses within the discipline that may not exist at other colleges;

Whereas, Many students take courses at multiple community colleges or start at one college and finish at another, and therefore students may begin a transfer degree at one community college and then find that courses they have taken in good faith toward that degree no longer apply when they move to another college, which is a significant issue given the 60-unit restriction for the AA-T and AS-T degrees; and

Whereas, A reciprocity policy regarding major requirements for the AA-T and AS-T degrees would eliminate unnecessary repetitions of classes and thereby reduce college costs, would allow students broader educational opportunities given that different colleges possess differing course offerings, would reduce the amount of local workload created by the circulation of student petitions, and would help students complete their degrees in a more expeditious and effective manner;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to adopt a reciprocity policy for courses contained in the TMC for the associate degrees for transfer.

Title 5—credit by exam

Article 5. Alternative Methods for Awarding Credit §

55050. Credit by Examination.

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
- (b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- (c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- (d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
- (e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- (f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course.
- (g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.
- (h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

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

Appendix B

INSERT Resolution

<http://asccc.org/resolutions/academic-senate-guidelines-course-substitutions-associate-degrees-transfer>

Appendix C

ADT Course Substitution Scenarios

Appendix C1 - Courses taken before C-ID Approval

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions.

Practice

A course taken prior to C-ID Approval may be allowable for ADT course substitution. The course outline of record at the time the course was taken should be compared to the C-ID descriptor to determine whether the course is comparable and, thus permissible for substitution.

Example- Psychology AA-T List A

A Psychological Research Methods course from College B was taken prior to the time when the College B received C-ID approval for that same course. To further complicate the situation, the course appears comparable to the C-ID course descriptor, except for the fact that the course lacked the required statistics prerequisite requirement. Because the C-ID descriptor includes a prerequisite of statistics the course might not appear allowable; however, student is unable to retake the course because of repeatability regulations. What other options are available:

1. Require the student to attend another college to retake a C-ID approved Psychology Research Methods course with a statistics prerequisite. While this satisfies the letter of the requirement, this also requires the student to repeat coursework already satisfactorily completed, which was not the intent of the legislation.
2. Consider whether the student successfully completed a Statistics course after the Psychological Research Methods course. The legislative directive was to prepare students with statistics for transfer into upper-division coursework and eliminate unnecessary course repetition. Even though the statistics course was completed after the Psychological Research Methods course, it can be argued that the TMC intent of preparing psychology students with statistics for upper division course work has been met. Thus, an argument could be made that even though statistics was completed after the Psychological Research Methods course, it was nonetheless taken and the course in question should be deemed as an appropriate ADT course substitution.

3. Determine whether the course in question is/was articulated as lower division major preparation for any CSU psychology major at the time it was completed. If so, that could serve to justify the substitution as it is reasonable to assume this was within the intent of the TMC.

Appendix C2 - Courses from another CCC campus that are C-ID approved and are not part of the other CCC campus' ADT

Guideline

Honor C-ID articulation between California community colleges

Practice

An incoming C-ID approved course from College C that is not included in College C's ADT in the same major should be applied toward the receiving college's ADT in the same major that the local C-ID approved course is applied. If the receiving college does not have the C-ID approved course or also does not apply it toward the local degree, the incoming C-ID approved course from the College C may be applied toward satisfaction of the ADT if it is identified as appropriate on the TMC.

Example – Business Administration AS-T List A and C-ID MATH 110

A statistics course with the C-ID MATH 110 approval from the College C was not included on the College C Business Administration AS-T degree. In addition, the receiving college does not include a C-ID MATH 110 course on its Business Administration AS-T. However, it is an allowable substitution for List A at the receiving college since C-ID MATH 110 is identified as an option for List A on the Business Administration TMC.

Appendix C3 - Courses from local college that are C-ID approved and are not included on the ADT

Guideline

Honor C-ID articulation between California community colleges. In this case, the local course is C-ID approved and included on the TMC, but was not included on the local college's ADT.

Practice

Allowable as a substitution. However, the course should be submitted to the Chancellor's Office for review and approval on the ADT as soon as possible so that ADT course substitutions for future students with the same situation would not be required.

Example – Administration of Justice List A and C-ID AJ 150

A local course was approved for C-ID AJ 150 after the college submitted its application for the ADT in Administration of Justice (AJ). The degree was subsequently approved without the course. Since C-ID AJ 150 is part of the AJ TMC, the course substitution is allowable because it is consistent with the parameters of the TMC. In addition, the course should be submitted to the Chancellor's Office for review and approval on the ADT as soon as possible.

Appendix C4 - Courses without C-ID Descriptor in the TMC

Guideline

Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others).

Practice

Courses identified on a TMC that do not require C-ID approval are typically identified in categories such as "any articulated major preparation course," "any CSU GE Area specific transferable course" or "any CSU transferable course." In order to permit substitution of a course not listed on the ADT, but permissible based on the TMC, the appropriate ASSIST articulation demonstrating that the course meets the expectations of the TMC should be submitted as part of the course substitution review.

Example – Anthropology List A

The Anthropology TMC List A allows "any articulated major preparation course for an Anthropology major at a CSU campus." ANTR 12, Witchcraft and Religion, is included on the college Anthropology AA-T List A; however, it is not being offered, so a student would need to substitute a List A course for graduation. The course being proposed for substitution is articulated with a CSU anthropology major even though it was not listed on the College Anthropology ADT. The substitution is allowable because it is consistent with the parameters of the TMC. Evidence of the ASSIST articulation should be submitted with the course substitution proposal. The college should consider submitting the course to the California Community Colleges Chancellor's Office for review and inclusion on the Anthropology AA-T so that future ADT course substitutions would not be required.

Appendix C5 – Courses from another CCC campus where there is no C-ID Course Descriptor and are part of that college's ADT

Guideline

In the interest of best serving students and establishing an efficient transfer route, the Academic Senate for California Community Colleges (ASCCC) encourages colleges to “substitute/accept courses that are part of another college’s ADT where deemed reasonable” (see Appendix A - 2013 Reciprocity Document).

Practice

Courses without C-ID Approval may be approved for local ADTs. Numerous TMC’s permit the completion of courses with the proviso that they are “any CSU transferable course articulated for major preparation” or “approved for CSU GE Area C1” for example. When awarding the Associate Degree for Transfer, the receiving college should apply the course in the same manner the sending college did toward the satisfaction of its ADT.

Example – Psychology AA-T List B

The Psychology AA-T List B permits inclusion of “any course that has articulation as lower division preparation for the psychology major at a CSU.”

- Social Psychology is a common example. There is an existing C-ID descriptor; C-ID PSY 170. However, even though the course from the sending college was not approved for C-ID Approved, it was included on the college’s ADT because it was articulated to a CSU for a major preparation requirement, which was permissible. The evidence demonstrating the ASSIST articulation agreement should be included with the degree documentation.

Example – Psychology AA-T List C

The Psychology AA-T List C permits “any courses not selected above, any CSU transferable psychology courses, and/or other courses that are lower division preparation for the psychology major at a CSU or UC- in or outside of the discipline.”

- Abnormal Psychology is a common example. There is no C-ID course descriptor for abnormal psychology and is typically an upper-division course at the CSU and UC. A request for substituting the Abnormal Psychology course should provide evidence via ASSIST demonstrating that the course is CSU transferable and/or articulated as a lower division major preparation at a CSU or UC campus.
- Another example would be a philosophy course in Critical Thinking. Currently, there is no C-ID course descriptor for a Critical Thinking philosophy course. In such cases, a petition could provide ASSIST evidence demonstrating that the course is CSU transferable and/or articulated as a lower division major preparation at a CSU or UC campus.

Appendix C6 - Courses from another CCC campus where there is no C-ID Course Descriptor and are not part of that college's ADT

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions.

Practice

A course from College A where there is no C-ID descriptor and is not part of that college's ADT may still be allowable for substitution. There are very limited options for such substitutions, but keeping in mind the "be as flexible as possible, while remaining consistent with the parameters of the TMC" provide for reasonable substitutions to be made.

Example – Anthropology AA-T List C

The Anthropology AA-T List C permits "any courses not selected from List A or B; and/or any anthropology course; and/or any other non-anthropology course from the humanities or social sciences on cultural diversity." Course examples listed on the Anthropology TMC for List C include Magic, Witchcraft and Religion, Natives People of North America, History of Mexico, Cross Cultural Psychology, etc. In order to award Associate Degree for Transfer, College B should include evidence via ASSIST demonstrating that the course from College A was articulated for the required area.

Appendix C7 - Courses from another CCC campus that are not C-ID approved and are not on the other college's ADT, but where there is a C-ID

Course Descriptor

Guideline

Honor C-ID articulation between California community colleges.

Practice

A student earned credit from College A; however, the course is neither C-ID approved nor included on College A's ADT; however, since there is a C-ID descriptor for the course, it may be allowable. Discipline faculty from the receiving college should review the course outline and compare it to the C-ID descriptor. If the course is determined to be comparable to the C-ID descriptor, the course may be used in the local ADT as indicated on the TMC.

Example – Business Administration AS-T Core

An economics course from College A does not have C-ID ECON 201 approval and is not included on College A's Business Administration AS-T; however, applying it toward the ADT at College B may be allowable. The course would need to be reviewed with the C-ID ECON 201 course descriptor. If the course is determined to be comparable to the C-ID descriptor by faculty at College B, it may be substituted in List A.

Appendix C8 – Applying courses from non-CCC campuses when a C-ID Descriptor is used to include courses on a TMC

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions and;

Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others).

Practice

Substituting courses from non-CCC campuses toward an ADT when comparable C-ID descriptors were required on the TMC may be permissible. When there is a C-ID Descriptor available, the incoming course should be compared to the C-ID descriptor by the appropriate discipline faculty to determine whether the course is comparable and permissible for substitution.

Example – CSU Northridge PSY 245, Psychology of Contemporary Social Issues

CSU Northridge PSY 245, Psychology of Contemporary Social Issues, is an appropriate ADT course substitution for any community college course with a C-ID PSY 170 designation.

Information available at ASSIST.org indicates that CSU Northridge equates C-ID PSY 170 with this course.

Example – Sonoma State PSY 280, Psychological Research Methods

Sonoma State PSY 280, Psychological Research Methods, may be an appropriate ADT course substitution for any community college course for C-ID PSY 200, Introduction to Research Methods in Psychology. Because Sonoma State has not identified any of their psychology courses as equivalent to C-ID psychology courses, the receiving institution reviewer should compare the Sonoma State PSY 280 course to the C-ID PSY 200 descriptor. Alternatively, if the receiving community college course with an approved C-ID PSY 200 has obtained articulation with Sonoma

State's PSY 280 course, then that could also serve as justification for allowing the course substitution.

Example- University of Pacific BUSI 031, Principles of Financial Accounting

A student seeks to apply BUSI 031, Principle of Financial Accounting, she completed at University of the Pacific (UOP) toward satisfaction of the ADT in Business. UOP does not participate in C-ID. She has requested a substitution for C-ID ACCT 110: Financial Accounting. Faculty at the receiving institution should review the course description, syllabus or other supporting documents to ensure that the content and objectives outlined on the C-ID descriptor were satisfied. In addition, faculty may review the course to determine if it was comparable to their Financial Accounting course. If it is determined that the courses are comparable, the substitution should be permitted.

Appendix C9 - Courses from non-CCC campuses where there is not a C-ID Description

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions and;

Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others).

Practice

Courses from non-CCC campuses where comparable C-ID descriptors are not available may be allowable for ADT course substitutions. When there is not a C-ID Descriptor the course should be compared against the approved local ADT course. If there is no comparable approved local ADT course, then the course must be reviewed against the intent of the TMC.

Example Philosophy AA-T List B

An incoming Exploring Religious Issues course completed at a non-CCC campus may be allowable for the Philosophy AA-T List B because the intent of the List B courses includes as an example a Philosophy of Religion course. Clearly the intent of List B is to include religious studies courses that have a philosophical perspective. The course outline of record or syllabus of the course should be reviewed by philosophy disciplined faculty to determine if the approach is a philosophical one.

Appendix C10 – Courses with C- grade

Guideline

California Community Colleges may only apply a grade of C or better (“P” or “CR” acceptable if College defines by “C” or better) toward satisfaction of the Associate Degree graduation requirements in English, Math or toward major courses. (Title 5 § 55063 (d)). Therefore, California Community Colleges cannot award credit (Pass Along) for an incoming C- grade from another accredited institution toward satisfaction of the Associate Degree graduation requirements in English, Math or major courses. The C- minus grade could be applied toward satisfaction of other graduation requirements wherever a grade of D is permissible.

Practice

Courses from any institution, including CCC campuses, with a grade of C- are not allowable for ADT major course substitution. However, the course, if not applied to the Associate Degree graduation requirements in English, Math or toward major course requirements, could be applied to the Golden Four for the CSU GE or as a non-major elective course in the ADT.

Example – Business Administration AS-T List A

A first semester Calculus course comparable to C-ID MATH 210 or C-ID MATH 211 from a non-CCC institution with a grade of C- minus may not be substituted for the fulfillment of the associate degree graduation requirement for Mathematics and is not allowable for substitution as a List A course in partial fulfillment of the Business Administration AS-T. However, if another mathematics course in which a grade of C or better was earned was applied to fulfill the mathematics graduation requirement and another List A in which a grade of C or better course was earned is applied toward fulfilling the List A requirement for the Business Administration AS-T, the course then could be applied to the CSU GE B4 requirement and/or applied as a non-major elective in the ADT degree. (Note: Students who completed a course with a grade of C- or better prior to fall 2009 may apply the grade toward satisfaction of the associate degree requirements for English or mathematics.)

Appendix C11 - Courses that are given subject credit via an external examination score such as Advance Placement (AP), College Level Examination Program (CLEP) or International Baccalaureate (IB)

Guideline

External examinations for credit (e.g. AP, IB, and CLEP): apply toward GE and the major using statewide documents and local policies for such determinations (e.g., CCC GE AP Policy, CSU Memo AA-2015-19 and IGETC Standards);

Practice

Subject and unit credit earned via external examination are allowable for ADT course substitutions.

Example – Mathematics AS-T Core

A student has requested credit be applied toward the ADT for a required calculus course based upon receiving a score of 3 on the AP Calculus AB examination. Per the college AP Equivalency List a score of 3, 4 or 5 is considered equivalent to Calculus 1 course. The ADT course substitution of the AP score of 3 for AP Calculus AB is allowable for the college’s Mathematics AS-T Core requirement for Calculus 1.

NOTE: Students should always be advised to consult with the AP policy at their intended transfer institutions.

Appendix C12 - Courses that are given subject credit via an internal credit-by-examination procedure.

Guideline

Credit by Exam (internal): Utilize existing local credit by exam policies. Grade earned must be a passing grade (C or higher).

Practice

Subject and unit credit earned via internal credit by examination are allowable for ADT course substitutions.

Example – Spanish AA-T Core

In this example, a student demonstrated mastery of the 5-unit second semester elementary Spanish course via the approved college’s credit-by-examination process. The 5-unit first semester elementary Spanish course will be waived because the student subsequently demonstrated an advanced level of Spanish mastery. Both subject and unit credit will be awarded for the 5-unit second semester elementary Spanish and will be permitted as an ADT course substitution. Per Title 5, the minimum requirement for units in the major (18 semester/27 quarter) units must still be met.

Appendix C13 – Course from quarter unit institution with a 4-quarter unit value approved C-ID descriptor

Guideline

Honor C-ID articulation between California community colleges.

Practice

If a one quarter 4-unit course is approved for a 3-unit semester system C-ID course descriptor, the substitution is permissible even though the unit conversion would be less than 3 semester units. However, if the total semester unit value for the major is less than 18 units an additional major course will be required.

Example – AS-T Administration of Justice List A

An incoming 4-quarter unit course approved for C-ID AJ 110 is allowable for substitution for the 3-semester unit course which is also approved for C-ID AJ 110 at the receiving college. However, if the unit total for the Administration of Justice AS-T degree is now less than 18 semester units, the student will be required to complete another approved course in order to satisfy the minimum unit requirement.

Appendix C14 – Courses from quarter unit institution that require two courses to be completed in order to obtain approval for one C-ID descriptor.

Guideline

Honor C-ID articulation between California community colleges.

Practice

If two quarter system courses were approved for one C-ID course descriptor, evidence that both were complete must be provided in order to permit a course substitution for the comparable C-ID semester course at the receiving institution.

Example – English AA-T

Two quarter unit courses are approved for the C-ID ENGL 130 course descriptor at College A. However, since the incoming student at College B completed only the first quarter unit course at the College A, the one quarter unit course would not be appropriate for a course substitution. The student would have to complete a comparable C-ID semester course approved for C-ID 130 in order to receive credit toward the ADT.

Appendix C15 – Use of existing articulation prior to the C-ID process being in place.

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions.

Practice

If the course was taken prior to the C-ID process and was articulated to a CSU campus major that is now identified with a “similar” major, the course may be allowable for an ADT course substitution.

Website for CSU ‘Similar’ Majors:

https://eswlprdp.calstate.edu/tmcp/faces/TmcSchP?_afrcWindowMode=0&_afrcLoop=4512653351567867&_adf.ctrl-state=h077n6llg_4

Example – Sociology AA-T List A

Currently, an Introduction to Marriage and Family course is C-ID approved for SOC 130. Prior to C-ID the course was titled “Personal and Family Relationships in the 21st Century” and was articulated to a CSU Sociology major now identified as “similar”. Despite the name change the course content and objectives are essentially the same. Thus, the Personal and Family Relationships in the 21st Century course is an appropriate substitution for the currently approved C-ID SOC 130 Introduction to Marriage and Family course.

Appendix C16 – Using existing CCC-CSU articulation toward the application of ADT requirements that simply list that a course should be articulated for a similar major.

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions.

Practice

If the course is articulated to a CSU major identified as “similar” it may be allowable for an ADT course substitution.

Example – Sending course was articulated

Many ADTs, especially Area of Emphasis degrees, provide for a breadth of course by options by stating that a course needed to be articulated for a similar major. In such instances, the receiving college should determine whether the course(s) completed at the sending institution were articulated for a similar major. This may be done relatively easily by utilizing the Summary of Course

Articulation Option via the ASSIST Information Center. The list of approved related majors is available either on the CCCCO template for the major or on the TMC.

Example – Sending course was not articulated

If the incoming course was not completed at a college that had existing articulation for one of the approved majors, then faculty at the receiving institution should review the course material in an effort to determine if the course is comparable to one of the receiving institution's approved courses.

Appendix D

Weblinks and Additional Resources

Course Identification Numbering System website: <https://c-id.net/>

Course Identification Numbering System website for Articulation Officers: <https://c-id.net/articulation-officers>

California State University website for degrees and TMCs identified as a “similar”

https://esw/prdp.calstate.edu/tmcp/faces/TmcSchP?_afWindowMode=0&_afLoop=4512653351567867&_adf.ctrl-state=h077n6llg_4]

Appendix E

Insert Intersegmental Committee of Academic Senate's Statement on the Course Identification Numbering System <https://drive.google.com/open?id=1SqXv5Q0yuqK9z4XBfKQCbzckg3wXHINWexu9n4fAx1U>



Executive Committee Agenda Item

SUBJECT: Executive Committee Review of Draft Communications Plan		Month: September	Year: 2017
		Item No: IV. G.	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the ASCCC Communication Plan.	Urgent: YES / NO	
CATEGORY:		Action	Time Requested: 20 mins.
REQUESTED BY:	Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Ashley Fisher	Consent/Routine	
		First Reading	X
		Action	X
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The purpose of the strategic communication plan is to support the objectives and goals of the ASCCC and all its subsidiaries through the promotion of the organization’s programs and advocacy efforts. The plan is an internal document and will serve as a guide for ASCCC staff and the Executive Committee to effectively communicate strategic messaging to stakeholders (audience) and the public at large. The goals of the communications plan include fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of ASCCC. All communication processes and initiatives will align with the overall plan’s strategies governing the efforts to communicate messages to various audiences. Specifically, it meets and enhances the overarching strategic goals identified in the 2015-18 Strategic Implementation Plan listed below:

Goal 1: “Assert the faculty voice and leadership in local, state, and national policy conversations.”

Goal 1, Section C: “Develop a public relations campaign to promote the visibility of the ASCCC.”

Goal 4: “Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups.”

Goal 4, Objective 4.2: “Create a communications plan.”

The Executive Committee will review the Communication Plan and provide further suggestions and areas of improvement related to communicating priorities.

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



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Academic Senate for California Community Colleges Communication Plan

DRAFT VERSION 1.0

Erika Prasad
COMMUNICATIONS AND DEVELOPMENT DIRECTOR

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VERSION HISTORY

This dashboard will help to track the revision and approval history of the document. As the draft is reviewed, it should change according to the feedback from ASCCC leadership and staff. It will be useful to reference the reasons for the changes that are being made.

Version #	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	<i>Erika Prasad</i>	8/23/2017	JA	8/23/2017	Internal review of first draft approved to include in Executive Committee Agenda for September 2017.

Introduction

Purpose of Communications Plan

The purpose of the strategic Communications Plan is to support the objectives and goals of the ASCCC and all its subsidiaries through the promotion of the organization's programs and advocacy efforts. The plan is an internal document and will serve as a guide for ASCCC staff and the Executive Committee to effectively communicate strategic messaging to stakeholders (audience) and the public at large. The goals of the communications plan include fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of ASCCC. It serves as the first formal communication plan and provides a framework for the management and coordination of all internal and external communications regarding the organization. The plan further serves as a guide on effective practices to communicate using proper brand procedures, understanding the use of various communication platforms, and engaging with key target audiences.

All communication processes and initiatives will align with the overall plan's strategies governing the efforts to communicate messages to various audiences. Specifically, it meets and enhances the overarching strategic goals identified in the 2015-18 Strategic Implementation Plan listed below:

Goal 1: "Assert the faculty voice and leadership in local, state, and national policy conversations."

Goal 1, Section C: "Develop a public relations campaign to promote the visibility of the ASCCC."

Goal 4: "Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups."

Goal 4, Objective 4.2: "Create a communications plan."

About the Academic Senate for California Community Colleges

Formed in 1970, the Academic Senate for California Community Colleges is a 501(c)6 nonprofit organization. Created for the promotion and advancement of public community college education in California, its general purposes are:

- i. To strengthen local academic senates and councils of community colleges;
- ii. To serve as the voice of the faculty of the community colleges in matters of statewide concern;
- iii. To develop policies and promote the implementation of policies on matters of statewide issues
- iv. To make recommendations on statewide matters affecting the community colleges.

The ASCCC gets its authority to strengthen local senates on California community colleges statewide from the California Code of Regulations Title 5 Section 53206, which says:

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Organizational Mission

The Academic Senate for California Community Colleges fosters the effective participation of 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.

Values Statement

Leadership

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

Empowerment

The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.

Voice

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and

district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

Audience Analysis

The ASCCC has many potential stakeholders (or audience members) both internally and externally. Understanding the different audiences and their relationships to the organization is a key component to the creation and implementation of the communications plan. The following list is by no means exhaustive and is informed by staff interactions within the field. The list may be expanded or revised upon further review from the ASCCC Executive Committee and leadership.

Faculty: Faculty, (for the purpose of this communication) include full-time, tenured track and part-time or adjunct faculty. The ASCCC currently has over 58,000 faculty members that are part of the membership through their college's local academic senates and are a primary target audience for communicating priorities. Faculty members represent a wide range of disciplines and are influential at their local senates, colleges, and in statewide matters. Faculty elect delegates to vote on their behalf and elect the Executive Committee; they also volunteer through the ASCCC and serve as leaders on various committees. At the spring and fall sessions, faculty vote on resolutions which impact the California Community College system. Policies are informed by the body and are advocated at the state level. The primary challenge of reaching this group is that communication channels used by the ASCCC do not always reach all 58,000 members. There is often direct communication to college leadership (senate presidents, administrators, chief instructional officers, etc.) and forwarding the message from the ASCCC directly to faculty is left to the discretion of the college leaders. It is essential that when using communication channels to faculty, the messaging is coordinated and scheduled to ensure that members are not overwhelmed or desensitized to the information they receive. Suggestions to increase deeper engagements will be addressed in the Logic Model.

Administration and Classified Staff: Administrators for the purpose of this communication, include deans, staff from the instructional offices, and others who directly work with faculty or are otherwise associated with the college's instructional offerings. Because of their close relation and support to faculty, administrators are a potential target audience for the ASCCC and some may have been faculty prior to their administrative positions. In addition, administrators are the decision makers at their local colleges and they are also the fundraisers for their institution. Classified Staff are employees of a district not in academic positions, including administrative staff, computer and program technicians, instructional aides, accountants and maintenance personnel; they ultimately hold positions in support of the variety of programs and services offered at local colleges. Many classified staff work in labs and other areas that put them in direct contact with both faculty and students. Classified staff may also be represented on a wide variety of shared governance committees at their local colleges. Though these groups are not directly targeted in messaging efforts, it may be beneficial to target this audience for greater event attendance for such conferences as Curriculum Institute, Accreditation, and plenary

sessions. In return of increased attendance rates, this strategy would support development efforts such as vendor relations where key decision makers are more accessible.

Legislators: As the faculty voice for the entire body, the ASCCC advocates on behalf of the 58,000 faculty members, supports or opposes legislation based on resolutions, and attends hearings to communicate legislative priorities. Because advocacy is a fundamental element to the existence of the ASCCC, it is in the organization’s best interest to develop and cultivate relationships with legislators. Moreover, based on objective 1.1 outlined in the ASCCC Strategic Plan for the 2015-18 year, the charge for the Executive Committee was to “Develop and strengthen strategic relationships between [the committee] and at least five legislators, system partners, or organizations involved in statewide or national education policy.” To fulfill this objective, the ASCCC increased its relationship with legislators and their staff during the year through legislative advocacy days, working with the Chancellor’s office, and making calls to legislative aides to invite legislators to events such as the plenary sessions and the Faculty Leadership Institute.

Partner Organizations: As stated in Objective 4.1 from the Strategic Plan, the Executive Committee is charged to “Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.” The ASCCC is instrumental in engaging with partner organizations by leveraging opportunities in areas of professional development, development resources, and legislative priorities. The ASCCC partnered with Career Ladders Project, the California Community College Chancellor’s Office, RP Group, and others to not only grow attendance at partnered events, but to assist with creating networks amongst faculty and increase the organization’s brand identity. The ASCCC cultivated relationships and worked with lobbyist and representatives from FACCC, CFT, and CCA higher education to communicate priorities, common interests, and mutual alignments to advance policies of the California Community College System.

Communication Vehicles

Digital, Print, and Media Publications:

Media, digital, and print publications serve as a resource to reinforce the authority of local senates in academic and professional matters. Senate papers reflect the official views or positions of the Academic Senate on statewide and local issues. In addition, Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Through regular publications such as the *Rostrum* and the President's Update, the Senate also seeks to keep local senates informed of current issues and to strengthen communication between the Executive Committee of the Academic Senate and local senates. The following table, is a breakdown of the primary communication channels used by the ASCCC to message out to stakeholders.

Type of Communication	Platform Used	Description	Target Audience
ASCCC Website	Drupal	The ASCCC website is the main platform where most	All ASCCC memberships,

		communication channels are housed. It features all forms of publications, the Professional Development College (PDC), and outside links to projects and subsidiaries overseen by the ASCCC.	partner organizations, and the public.
President Updates	Campaign Monitor	A monthly newsletter addressed to the field from the ASCCC President. The newsletter highlights accreditation, legislative updates, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Career Education, Curriculum, Part-Time Faculty
Weekly Updates	Campaign Monitor	A weekly newsletter addressed to the field from the ASCCC office. The newsletter highlights updates from system partners, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Career Education, Curriculum, Part-Time Faculty
<i>Rostrum</i> Articles	Drupal (public site)	The purpose of the Senate <i>Rostrum</i> is to keep members apprised of the latest developments throughout the Academic Senate and the greater field. The publication is shared with college constituents – faculty, administrators, and staff. The publication is available online and is also shipped to colleges in hard copy form.	All Faculty, Administrators, Staff
Printed Publications/Senate Papers	Drupal/Print	Senate papers reflect the official views or positions of the Academic Senate on Statewide and local issues. In addition, Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Printed	All Faculty, Administrators, and Staff.

		publications cover a broad range of topics from curriculum, to specific disciplines that share effective practices and professional development to the field. Publications are typically disseminated at ASCCC events and can be mailed by request.	
Listserves	Listserv 16.0	One-way messaging platform that is intended to deliver timely messages to the entire field.	Over 100 different listserves are available to address specific target audiences based on programmatic and informational needs.
Social Media	Twitter, Facebook, LinkedIn, Instagram	The ASCCC uses social media to promote projects, events, and programs. This channel will further be evaluated in the Social Media Planning section.	All faculty, administrators, partner organizations, students, and the public at large.

Logic Model

The logic model is a visual tool to assist in organizing priorities and understanding the relationships among the operational resources available, activity planning, and track changes or results that the organization measures. The logic model is a product created by ASCCC staff and may be subject to change based on further review from the Executive Committee and leadership.

<p>Need Statement: Foster relationships with stakeholders, promote organizational interests, and assist with the development of priorities for the sustained growth of ASCCC.</p>
<p>Assumptions:</p> <ul style="list-style-type: none"> • One of the challenges in communication is addressing with key stakeholders that the ASCCC is a separate entity from the Chancellor’s Office and other partner organizations such as the Faculty Association of California Community Colleges (FACCC), Foundation for California Community Colleges (FCCC), and others. • Limited reach to our 58,000 faculty that make up the ASCCC membership. • Another challenge is to effectively use existing channels to distribute messages that articulate and support the mission, strategic goals, and objectives.

- Though the ASCCC has existed for nearly 50 years, there has not been a coordinated communications program established. In this sense, the communications plan is not building off of existing content, but has the unique opportunity to establish frameworks.

Key Operational and Communication Priorities:

- Communicate member benefits to reach 58,000 members
- Synthesize and evaluate all communication channels
- Create communication and branding guidelines for staff
- Bring awareness to ASCCC programs and projects
- Increase and diversify event attendance
- Establish a social media presence and unique identity

Inputs (resources available or needed)	Activities (how resources are utilized)	Outputs (direct results from activities)	Short Term goals (objectives and how they will be executed)
Staff	With direction from the Executive Director, and in collaboration with the Executive Committee, staff are responsible for curating, scheduling, and sending messages out to the field.	<p>-Establish and apply a consistent voice to all ASCCC communication efforts.</p> <p>-Expand promotion efforts to key target audiences to increase and diversify attendance at events.</p>	<p>-Provide a reference or guidelines on effective communication practices to create consistency in messaging efforts.</p> <p>-Incorporate marketing and communication activities into calendar of events schedule.</p>
Executive Committee	Executive Committee members are the first point of contact to the field and oversee all programmatic activities.	Create a standing agenda item for Executive Committee to discuss communication priorities for the current year.	With direction from the Executive Director and the Executive Committee, staff will curate frameworks to message out to the field based on specific and measurable priorities discussed with ASCCC leadership.
Various communication channels	The ASCCC has diverse communication channels from digital to print publications/media.	-Various channels are used to target specific audiences. Weekly newsletters keep members apprised of ASCCC	-Coordinate efforts to merge all email contacts from the Listserv 16.0 into Campaign Monitor to keep subscribers in the platform current.

		<p>news/events, but also report on updates from the field and system partners.</p> <p>-The President’s updates are a way to engage and address members on behalf of ASCCC leadership. It also includes legislation that the ASCCC is tracking and updates on accreditation, governance, etc.</p> <p>-Print publications are significant resources for faculty and administrators to reference from and utilize as they reflect the official views of the body.</p>	<p>- Promote publications through social media platforms and in newsletters sent to the field.</p> <p>-Create focus groups to survey and gauge what communication channels are being used by faculty members to increase efforts in engagement.</p> <p>-Research Association Management Software (AMS) to streamline communications, increase member engagement, and reduce operational costs.</p>
Communications plan	The development of the communications plan will serve as a guide for staff and leadership to progress in areas of relationship building, promotion, and development.	<p>-Establish effective communication practices.</p> <p>-Promote and schedule event marketing materials.</p> <p>-Strengthen relationships with key stakeholders by providing marketing collateral (or informational material) to increase awareness of ASCCC programs/activities.</p>	<p>-Fulfill objective 4.2.A by completing the communications plan.</p> <p>-Actively use the plan as a guideline for all communication activities and assist in establish frameworks for the various priorities under the communications program.</p>
Reputation and lengthy history	With over 50 years in existence the	-A strong talking point for potential	-Create a digital or print media to highlight the

	<p>ASCCC has established long standing relationships with partner organizations, legislators, and faculty. Additionally, a lengthy history is appealing to funders as it often correlates to fiscal responsibility and reputation.</p>	<p>grantors that are looking to invest in research projects.</p> <p>- Use historical content to create anecdotal stories to increase engagement from potential stakeholders including the press/media.</p>	<p>milestones/accomplishments of the ASCCC.</p> <p>-Create frameworks from historical content to assist in member engagement by storytelling through various platforms from social media, to event materials.</p>
<p>Key Evaluation Questions: How will the development of a Communications Plan guide and inform messaging priorities for the organization? Will it assist in breaking down strategies by year? Will it help to establish a unique identity?</p>			

Social Media Planning

There has been much discussion on the topic of social media platforms and how they can be used to benefit and progress communicating priorities. Many organizations (such as CCCCCO, FACCC, FCCC) are using the platforms effectively to engage and network with their key target audiences. The ASCCC has existing platforms, but further analysis from the Executive Committee and staff should be performed to identify potential benefits as well as pitfalls. The goal of such analysis and/or research should be to determine if the difficulty involved in developing and maintaining this channel is justified by the potential progress made to communicating priorities. The following is a table analysis of the current social media platforms that are in use by the ASCCC.

Key Evaluation Questions	Facebook (FB)	Twitter	Instagram	LinkedIn
What is the unique purpose of this platform?	<ul style="list-style-type: none"> • Reaches a variety of segments of an audience with one post • Offers opportunity to create ads to drive traffic to website/blog • Encourages dialogue and depth with a customer base • Ideal for sharing personal stories, testimonials, detailed information about the organization. 	<ul style="list-style-type: none"> • Serves people looking for quick info, company news, and immediate response to questions about products or events • Focuses on dialogue creation and starting conversations with members • Best platform for PR/publicity purposes when traditional media does not respond 	<ul style="list-style-type: none"> • Provides brand image. • Is a tool used in conjunction with FB • Can be a space for products and sponsor highlights. • Highlights for members, attendees, and staff. 	<ul style="list-style-type: none"> • Grows professional connections between businesses. • LinkedIn Groups can provide a place for professionals to network, share content, post/view jobs. • Can use Slideshare to promote organizational events/trainings which provides high impact exposure with images and video.
Do its attributes relate to communication needs of the ASCCC?	<p>-Yes, it assists with growing reach to faculty, assists with event promotion, and shares media coverage of the ASCCC.</p> <p>-Currently, the ASCCC has 525 followers with the latest message reaching over 900 people.</p>	<p>-Yes, it can provide an update to the field when Executive Committee members are in the field, at partner events, or in various advocacy positions.</p> <p>-ASCCC has 250 followers with the most popular post reaching over 400 impressions.</p>	<p>A platform was created for the ASCCC in the 2016-17 year, but was not utilized. There is potential to market events, engage attendees, and advance storytelling through visual media.</p>	<p>Yes, the platform assists in strengthening partnerships with organizations that share interests, professional development purposes, and to recruit/vet dedicated staff for the organization.</p> <p>-There are currently 50 followers on the LinkedIn page, but no active communication on the page since its inception in</p>

				October 2016. The most popular post reached 136 impressions.
Which target audience does this platform serve?	Faculty, Partner organizations, public	Faculty, Partners, Legislators, students, local senates, the public	Event attendees, vendors, sponsors, speakers, faculty	Partner organizations, faculty who desire to be professionally affiliated with the ASCCC, potential staff/volunteers.
How much time on this network is necessary to have the best impact?	1-2 messages per week	3-5 messages per week	2 posts per event	1 message per week

In summation, the time commitment, maintenance, and analysis of social media platforms should be weighed and considered by the staff, the Executive Committee and leadership. In order for the platforms to be conducive to the ASCCC, an essential component would require participation from the committee to keep staff apprised of activities for content upload.



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Step-By-Step Communication Guidelines for ASCCC Staff

DRAFT

Guidelines for Effective Practices in Messaging

The following section will assist staff and the Executive Committee in the most effective practices in the creation and dissemination of messaging materials. It will further assist in establishing consistency in communication.

Formal Letters

Source: <https://en.oxforddictionaries.com/writing-help/how-to-lay-out-a-letter>

This page includes guidelines for composing letters according to various formats and degrees of formality.

Formatting your letter

Letters typically follow one of three formats: *block*, *modified block*, or *semi-block*:

Block format is generally perceived as the most formal format. For semi-formal letters, you may wish to use *modified block* or *semi-block* format. For informal letters, use *semi-block* format.

Most business letters, such as [cover letters](#) for job applications, [insurance claims](#), and [letters of complaint](#), are *formal*. Business letters addressed to recipients you know very well (e.g., a former boss) may be *semi-formal*. Social letters to less familiar recipients (e.g., a professional colleague) may also be *semi-formal*. *Informal letters* are reserved for personal [correspondence](#).

Most formal and semi-formal letters should be typed. Informal letters may be handwritten. If you are typing, use 10- to 12-point font and single line spacing for composing your letter. Include a [margin](#) of one to one-and-a-half inches around each page.

If you are writing your letter as an email, use block format, regardless of formality. Omit the sender's address, date, and recipient's address.

Date

The date indicates when you composed the letter. Type it two lines below either your stationery's letterhead or the typed sender's address. For informal letters, it may go at the top of the page.

In the US, the date format is **month-day-year**:

July 1, 2014

In block format, the date is left justified; in modified block or semi-block format, it begins one [tab](#) (five spaces) right of center.

Recipient's address

The recipient's address, also called the **inside address**, includes the name and address of the recipient of your letter. It may be omitted in informal and social semi-formal letters. For other letters, type it two lines below the date. In all formats, it is left justified.

Your letter should be addressed to a specific person, if possible. Include a [courtesy title](#) (i.e., Mr., Mrs., Miss, Ms., Dr.) for the recipient; confirm what title the person prefers before writing your letter. Only omit the title if you do not know the person's gender (i.e., for unisex names). If you are unsure of a woman's marital status or title preference, use *Ms*:

Mr John Smith
10 Utopia Drive
Toronto
M4C 1a7

or

Mr John Smith
1000 Utopia Drive
San Francisco, CA 94109

If you do not know the person's name, include the title of the intended recipient (e.g. Hiring Manager, Resident) or the name of the company:

Human Resources Director
Acme Corporation
246 Looney Tunes Lane
Oxford
OX1 2CL

or

Human Resources Director
Acme Corporation
246 Looney Tunes Lane
Hollywood, CA 90078

Salutation

The salutation is your letter's greeting. The most common salutation is *Dear* followed by the recipient's first name, for informal letters, or a courtesy title and the recipient's last name, for all other letters.

The salutation is left justified, regardless of format. Type it two lines below the recipient's address (or date, for informal letters). In formal and semi-formal letters, it ends with a [colon](#). In informal letters, it ends with a [comma](#).

Formal letters *Dear Ms Smith:*
 or
 Dear Ms. Doe:

Informal letters *Dear Jane,*

Body

The body includes most of the content of your letter. In block or modified block format, each paragraph begins at the left margin. In semi-block format, the paragraphs are still left justified, but the first line of each paragraph is indented by one tab (five spaces). Include a line of space between each paragraph.

In the first paragraph of your letter, you should introduce yourself to the recipient, if he or she does not know you, and state your purpose for writing.

Closing and signature

The closing is your final sign off: it should be brief and courteous. It begins two lines below your final body paragraph. Common closings include *Best regards*, *Sincerely*, and *Yours truly*. Capitalize only the first word of the closing, and end with a comma.

The signature includes your handwritten and typed name. For *formal* and *semi-formal* letters, add four lines of space below your closing, and then type your name. In formal letters, you should include your full name; in semi-formal letters, you may use only your first name. Sign your name in the space.

For *informal letters*, you may omit the typed name; you only need to sign your name below the closing.

For *letters written as email*, you may omit the signed name; you only need to type your name below the closing. In block format, the closing and signature are left justified. In modified block or semi-block format, they begin one tab (five spaces) right of center:

Best regards,

Sample ASCCC Letter with Formatting Instructions



President
Julie Bruno
Sierra College

Vice President
John Stanskas
San Bernardino Valley College

Secretary
Dolores Davison
Foothill College

Treasurer
John Freitas
Los Angeles City College

Area A Representative
Ginni May
Sacramento City College

Area B Representative
Conan McKay
Mendocino College

Area C Representative
Rebecca Eikey
College of the Canyons

Area D Representative
Craig Rutan
Santiago Canyon College

North Representative
Cheryl Aschenbach
Lassen College

North Representative
Carrie Roberson
Butte College

South Representative
Randy Beach
Southwestern College

South Representative
Lorraine Slattery-Farrell
Mt. San Jacinto College

Representative at Large
Sam Foster
Fullerton College

Representative at Large
LaTonya Parker
Moreno Valley College

Julie Adams, Ph. D.
Executive Director

June 27, 2017 date

The Honorable Benjamin Allen
Senate Education Committee Chair
State Capitol Room 2054
Sacramento, CA 95814

inside address

Include the recipients office position

subject line

Subject: AB 705 (Irwin), as of 05/30/17 Position: Oppose Unless Amended

Dear Senator Allen: salutation

body

The Academic Senate for California Community Colleges is writing to express our reluctant opposition to AB 705 (Irwin, as of May 30, 2017). While we recognize the role of innovation and the importance of multiple measures for accurate placement of students, the current language of AB 705 seriously limits the ability of the colleges to recognize and respond to the needs of the diverse student populations we serve. The selection of appropriate multiple measures is dependent on the circumstance and life experience of each student. AB 705 limits the ability of colleges to select the most appropriate measures to best reflect the needs of the individual student by subjecting all students to the same measures. For example, older adults who comprise a significant population of students served by the California community colleges and have been out of public education for a decade or more are not well served by using high school data as a measure of potential success. Advisement to ascertain student motivation, prior military experience, and guided self-assessment may be better predictors of the ability for an older adult to succeed in the college's curriculum.

In addition, the current language of requiring the attainment of "transfer-level" does not recognize the various goals of students who may not wish to transfer but instead seek to earn an associate's degree and enter the workforce. The California community colleges exist to serve not only the needs of transfer students but also to respond to regional industry needs at the associate's degree level. The current language, again, presumes all students have the same educational goals. As a specific example, college-level mathematics can fulfill the requirements for associate's degrees in career technical education fields with courses such as algebra or geometry that is most appropriate to fields such as architectural drafting or electronics. Attempting to steer these students toward a transfer-level mathematics course is a disservice to those students and the value of their goals and role in California's economy.

The Academic Senate for California Community Colleges asks that the bill be amended to remove the specific focus on transfer level coursework and, while still encouraging the use of multiple measures, to insert language that would give each college the flexibility to employ its placement processes in the ways most

We us block-style formatting - date, inside address, salutation, body, signature block, courtesy copy, and enclosure notation are all left-aligned

One Capitol Mall • Suite 340 • Sacramento • California • 95814

← only include footer on first page

The Honorable Benjamin Allen
June 27, 2017
Page 2

1" margin



appropriate to its specific student population and to individual student needs. Were such amendments adopted, we would be happy to remove our opposition.

For these reasons, the Academic Senate for California Community Colleges opposes unless amended Assembly Bill 705 (Irwin, as of May 30, 2017). We would be willing and happy to consult with the bill's author to develop amendments that would ensure the ability of our colleges to best serve the needs of all of students as individuals with unique abilities and needs. Should you have any questions, please feel free to contact us.

Sincerely,

Julie Bruno

President, Academic Senate for California Community Colleges

signature block

pc: Assemblymember Jacqui Irwin
Members, Senate Education Committee

courtesy copy

Formal letters sent on behalf of the ASCCC should always include the letterhead. To access the letter head follow the path: X:\Operations\Forms (NEW and READY kl)\Letterhead. Once the letterhead is merged, begin drafting correspondence.

If the correspondence is longer than a single page, it must be reformatted to ensure the letterhead format is not carried over. Follow these steps:

1. Put your cursor on the last word of the first page of the document.
2. On the ribbon, click "Layout" and click "Breaks."
3. Choose the option "Next Page" to insert a section break and start the new section on the next page.

Note: The recipient's full name, date, and page number should be left aligned at the top of each corresponding page after the first page.

B. Email Message Format

Professional etiquette should be applied to all email communications that are sent to the field on behalf of the ASCCC. As a representative of the organization, it is important to reflect a strong sense of writing skill to ensure messages are up to the standards of academic professionalism and ethic. Below are guidelines on effective practices in sending emails through Gmail.

All ASCCC communications via email should have the following components:

- i. Subject line:

The subject line should be a synthesis of what is included in the body of the email. Additionally, when sending a communication to the Executive Committee or staff, you will include if your email requires an action or if it is informational. **For example:** FYI: Please see memo from the Chancellor's Office re: Budget.

ii. Logo:

In order to increase and uniquely identify the ASCCC identity, the organizational logo should be included in all correspondences that go out to the field.

To access the logo go to: X:\Academic Senate\Marketing

Select the "Academic Senate Vector Logo."

See page 23 for further instructions on how to upload logos using Gmail.

iii. Greetings/Closing Salutations:

Apply greetings appropriately when messaging to the field and ASCCC leadership. Greetings do not need to be formal as in a written letter when corresponding to direct emails. Examples include: Good morning, Good afternoon, Hello, Dear, Warm regards, Best regards, Thank you, Sincerely, etc.

iv. Body of the Message:

The body of the email correspondence should be concise and free of grammatical errors. Professional and academic standards should be applied to the body of the email. When applicable, all files, images, and other documents should be included in the attachments. If there is more than one thought or request, separate the body by indicating another paragraph (without indentation).

v. eSignatures

After the closing greeting, an eSignature must be included in every email. An email signature should include the following contact information:

Name

Title

Organization

Address

Phone: Fax:

Organizational logo that is hyperlinked to the ASCCC site.

The font used for the eSignature should be Sans Serif, which is relative to Helvetica, the primary font used for branding the public website.

See example below:

Erika Prasad

Communications and Development Director
Academic Senate for California Community Colleges
One Capitol Mall, Suite 340, Sacramento, CA 95814
Phone: 916.445.4753 Ext. 110 Fax: 916.323.9867



Additionally, the eSignature may be used as an opportunity to highlight upcoming events, promotional campaigns, etc.

For instructions on how to set up an eSignature in Gmail, see page 29.

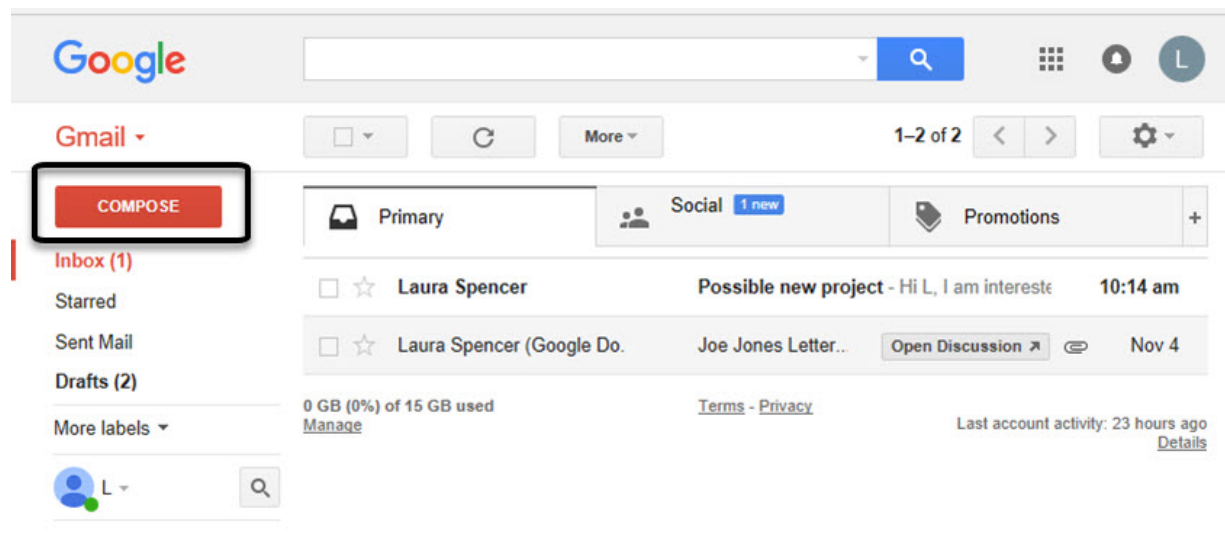
Gmail Tutorial

The following section is a step-by-step tutorial on creating and sending correspondences through Gmail.

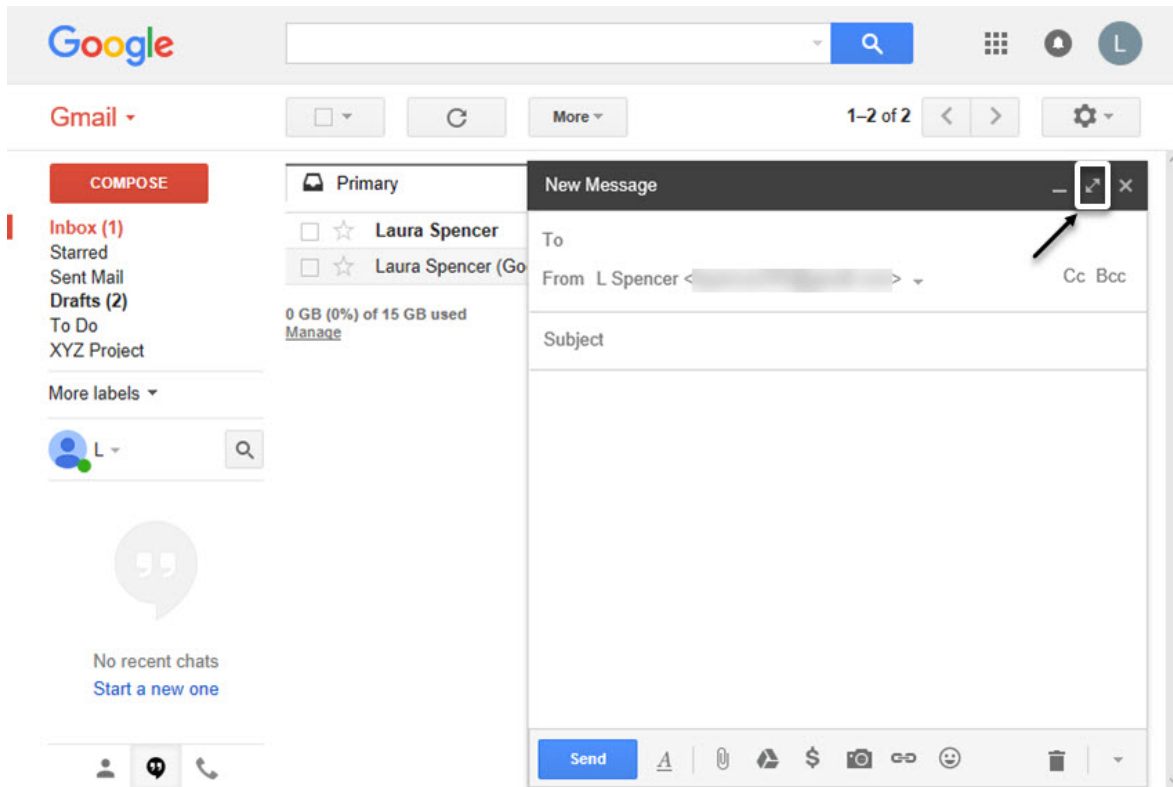
Create a New Gmail Message

From the open Gmail inbox, click the **Compose** button in the upper left of the screen.

Source: <https://business.tutsplus.com/tutorials/how-to-compose-and-send-your-first-email-with-gmail--cms-27678>



The **New Message** form displays.



Before you begin filling out the **New Message** form, you can maximize it on your screen by clicking the **Maximize** icon in the upper right corner of the screen (it looks like two diagonal arrows).

Fill Out the New Message Form

On the **New Message** form, there are four basic areas to fill out:

- the **To** field
- the **From** field
- the **Subject** field
- the body of the message

There are also links in the upper right corner of the New Message form that allow you to copy others on the message.

1. How Fill Out the To Field

The first field to fill out is the **To** field.



Type the email address of the individual you want to receive your message. The email address needs to be exact.

2. How to Fill Out the From Field

The **From** field defaults to the Gmail address you are using to create the message. You cannot change it unless you have combined your email address with other email addresses.

3. How to Fill Out the Subject Field

The next field to fill out is the **Subject** field.



The **Subject** field is a brief description of the message. It displays in the recipient's inbox before they open the message.

Be careful what you type into the **Subject** field. Typing an unprofessional subject line or leaving the subject line blank could get your message filtered to your recipient's Spam folder.

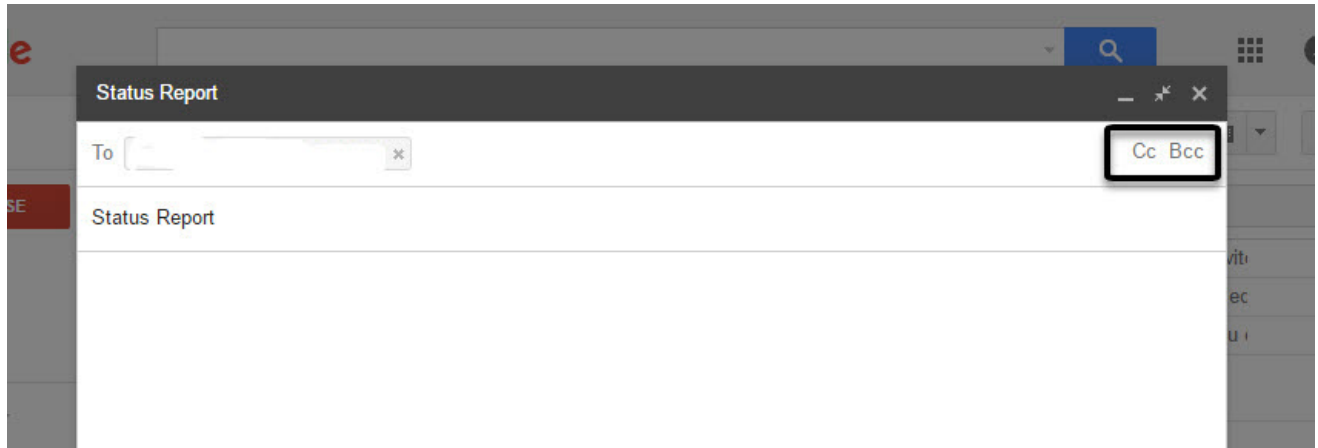
4. How to Send Copies on Gmail

You can send a copy of your message to additional recipients. There are two ways to do this:

- **By adding Cc recipients.** Cc recipients are often added to a message for informational purposes only. For example, if ABC project affects your project you may be a Cc recipient to messages about ABC project even when there is no need for you to respond to those messages.

- **By adding Bcc recipients.** Bcc stands for blind copy. When you blind copy a recipient onto a message, no one will be able to tell that they are receiving a copy of the message but you and that person.

To activate the **Cc** and **Bcc** options, place your cursor in the **To** field. The **Cc** and **Bcc** options appear in the upper right corner of the **New Message** form.

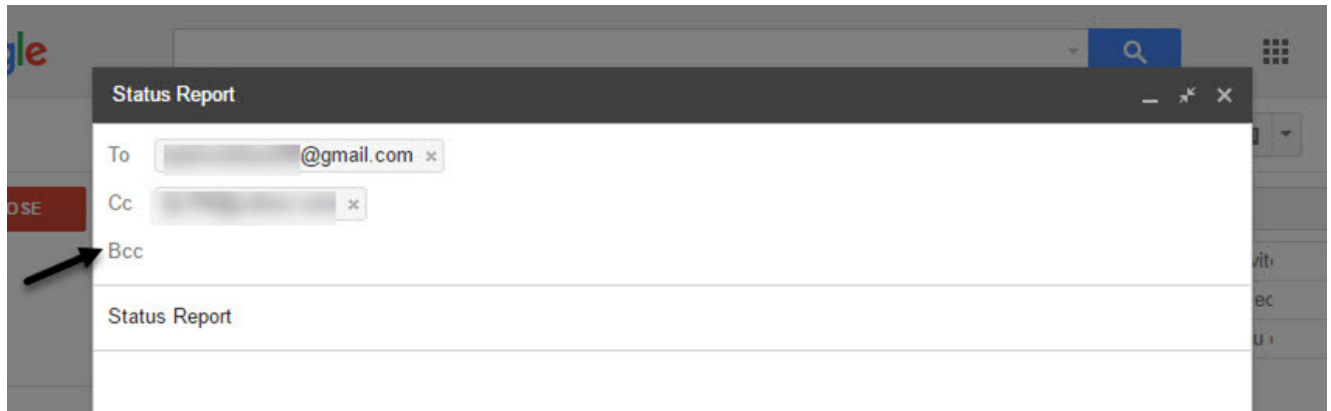


To open the **Cc** field, click the **Cc** option. The **Cc** field displays below the **To** field.



Type the email addresses of any individuals you want to receive a copy of the Gmail message into the **Cc** field.

To open the **Bcc** field, click the **Bcc** option. The **Bcc** field displays below the **Cc** field.



Type email addresses of any individuals you want to be blind copied onto the Gmail message in the **Bcc** field.

You are now ready to start building the body of your new Gmail message.

Build Your Message

In addition to typing the text of your message, you can control the way your message looks. You can send attachments or even money with your message.

Start by typing the text of your message below the subject line.

Type the body text of your message.

1. How to Incorporate Formatting in Gmail

Gmail's formatting options appear in a menu at the bottom of the **New Message** form. If they are not visible, click the **Formatting options** icon (it looks like an underlined Capital A) next to the **Send** button.

To format the body of your message, use the **Formatting** menu.

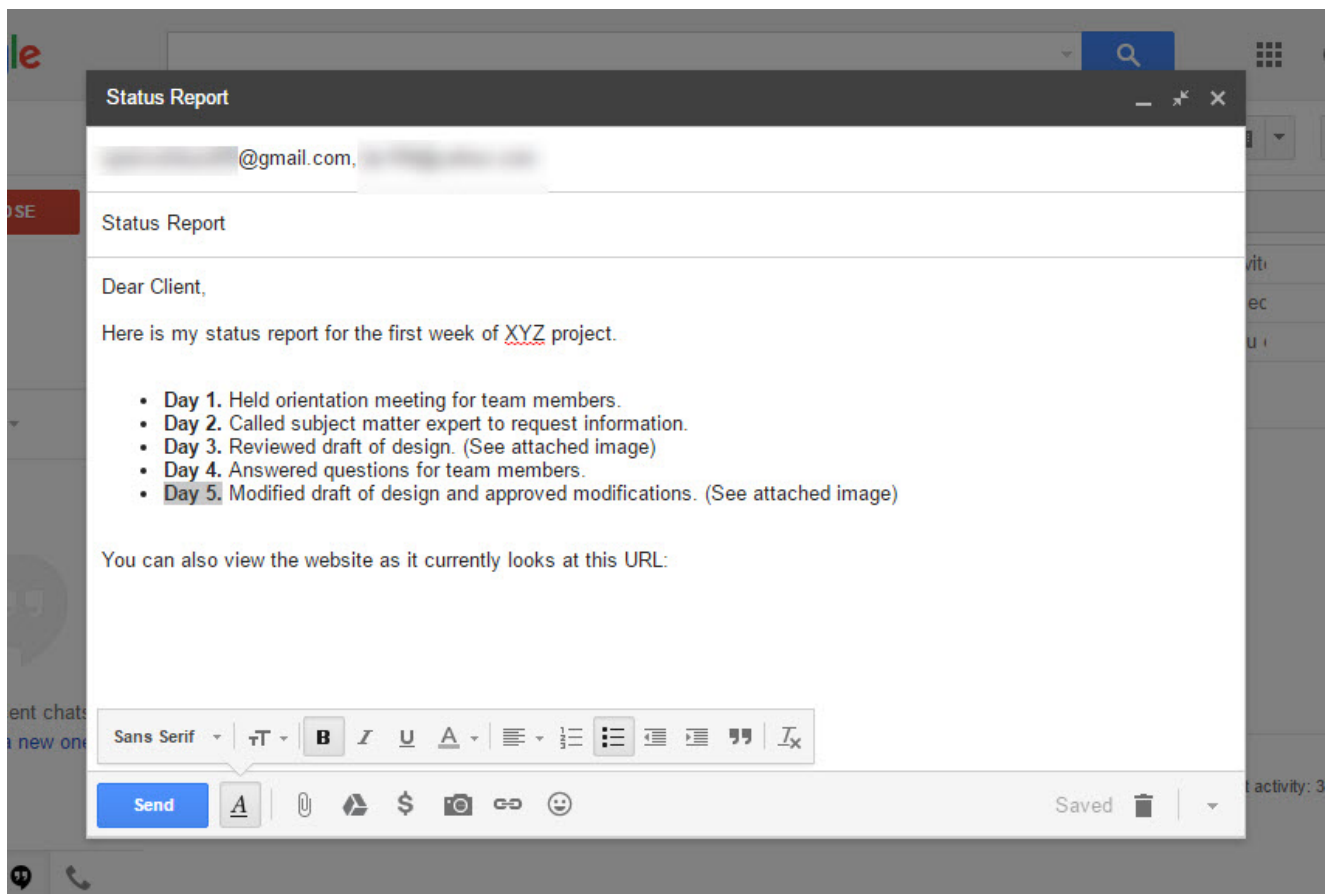
From left to right, the **Formatting** options are:

- font
- size
- bold
- italic
- underline
- font color
- align font
- numbered list
- bulleted list
- indent less
- indent more

- quote
- remove formatting

To apply a **Formatting** option, place the cursor next to the text you want to format. Drag the cursor across the text to select it. Once your text is selected, click the **Formatting** option you want to apply to the selected text.

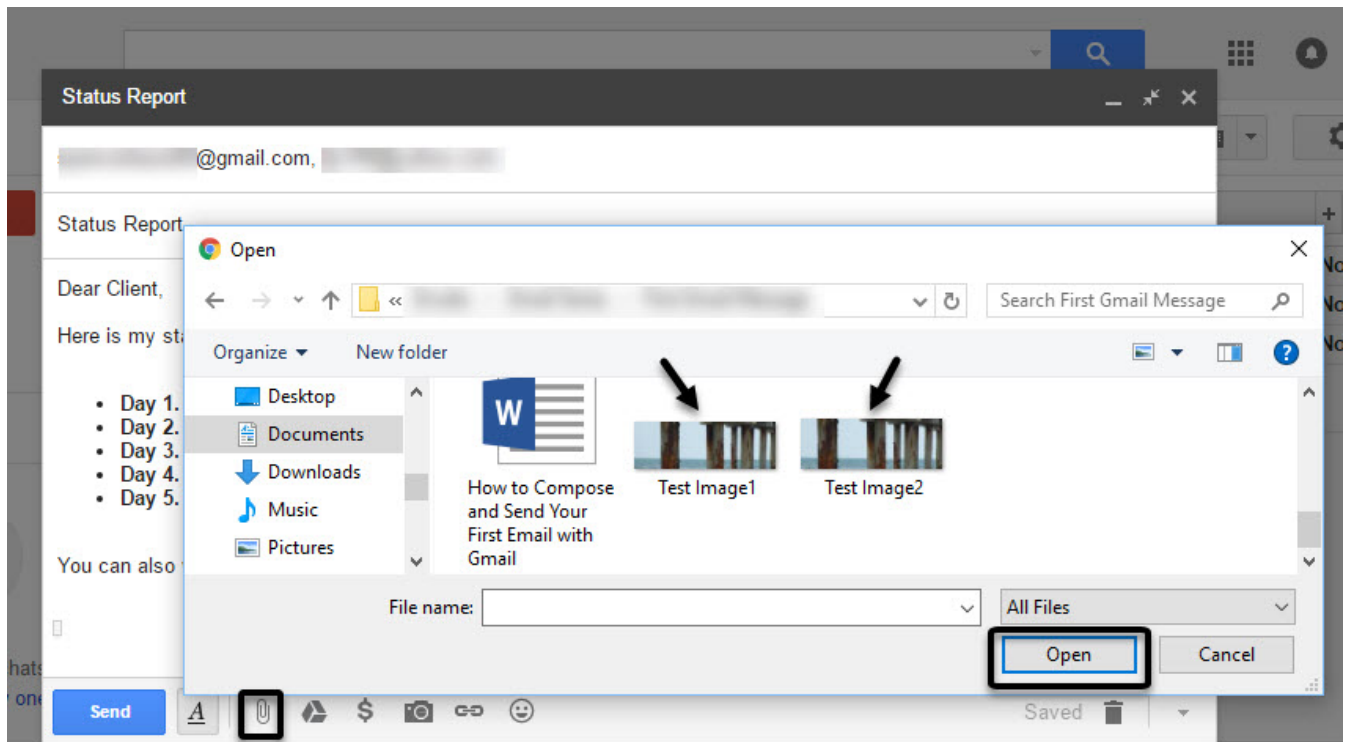
As an example, I'm going to apply bold and bullets to parts of my message. Here's what the formatted Gmail message looks like.



You can format the body of your new Gmail message.

2. How to Attach a File from Your Computer

To attach a file from your computer or from Google Drive, click the **Attach files** icon (it looks like a paperclip) at the bottom of the **New Message** form. Windows explorer opens.

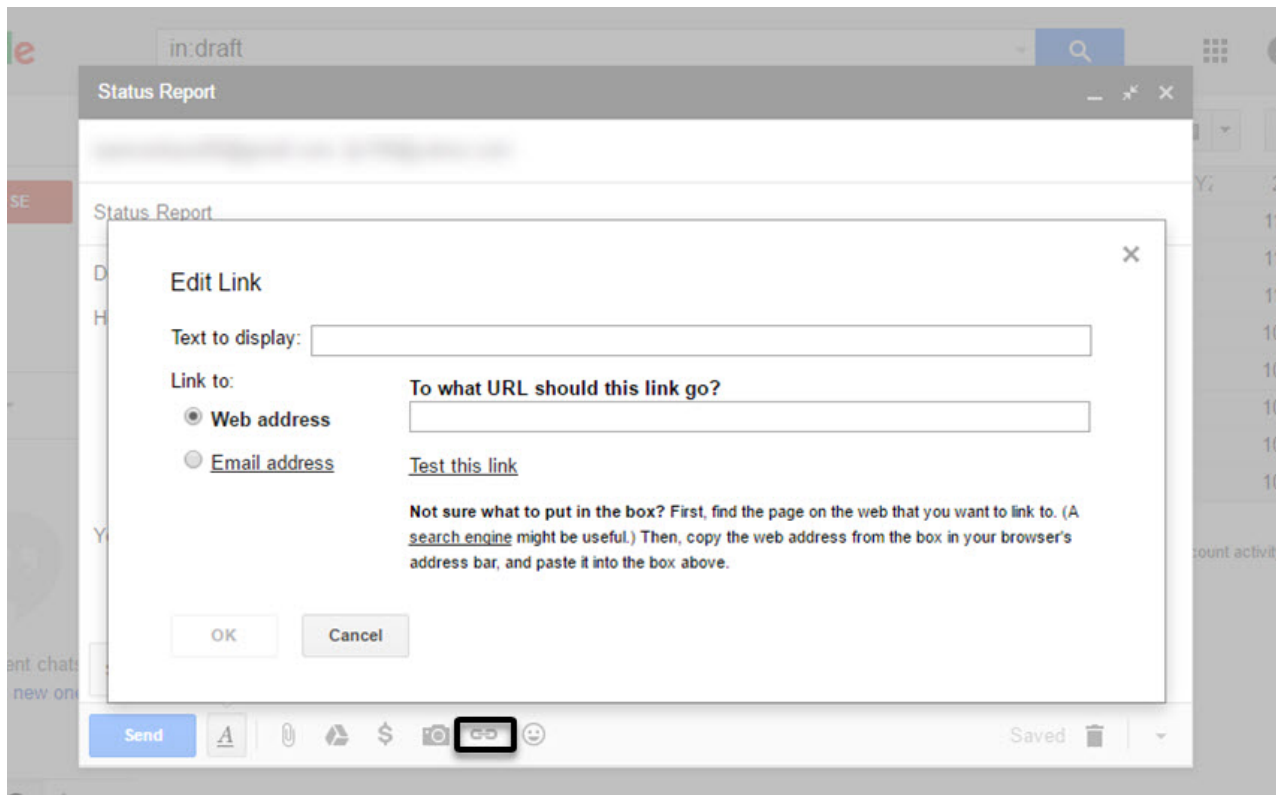


To select an image click on it and then click the **Open** button.
Select the file you want to attach to your message. Click the **Open** button to attach it.

***Note:** There is an attachment size limit in Gmail. Your attached files cannot have a total size of over 25 MB. That means a single file cannot be over 25 MB in size, or a group of files cannot add up to over 25 MB. Also, you cannot attach files with a .exe extension since this type of file may contain a virus. There are, however, multiple effective methods for sending large files outside of Gmail.*

3. How to Insert a Link into Your Gmail Message

You can also insert an email link or a URL into your email message. To insert a link, place your cursor in the text where you want the link to be and click the **Insert link** icon (*it looks like a chain*) in the **Formatting Options** menu. The **Edit link** box appears:



To insert a link into your Gmail message, click the Link icon.
In the **Text to display** field, type the text you want to appear over the link.

Next, choose whether the link should be a web address or an email address:

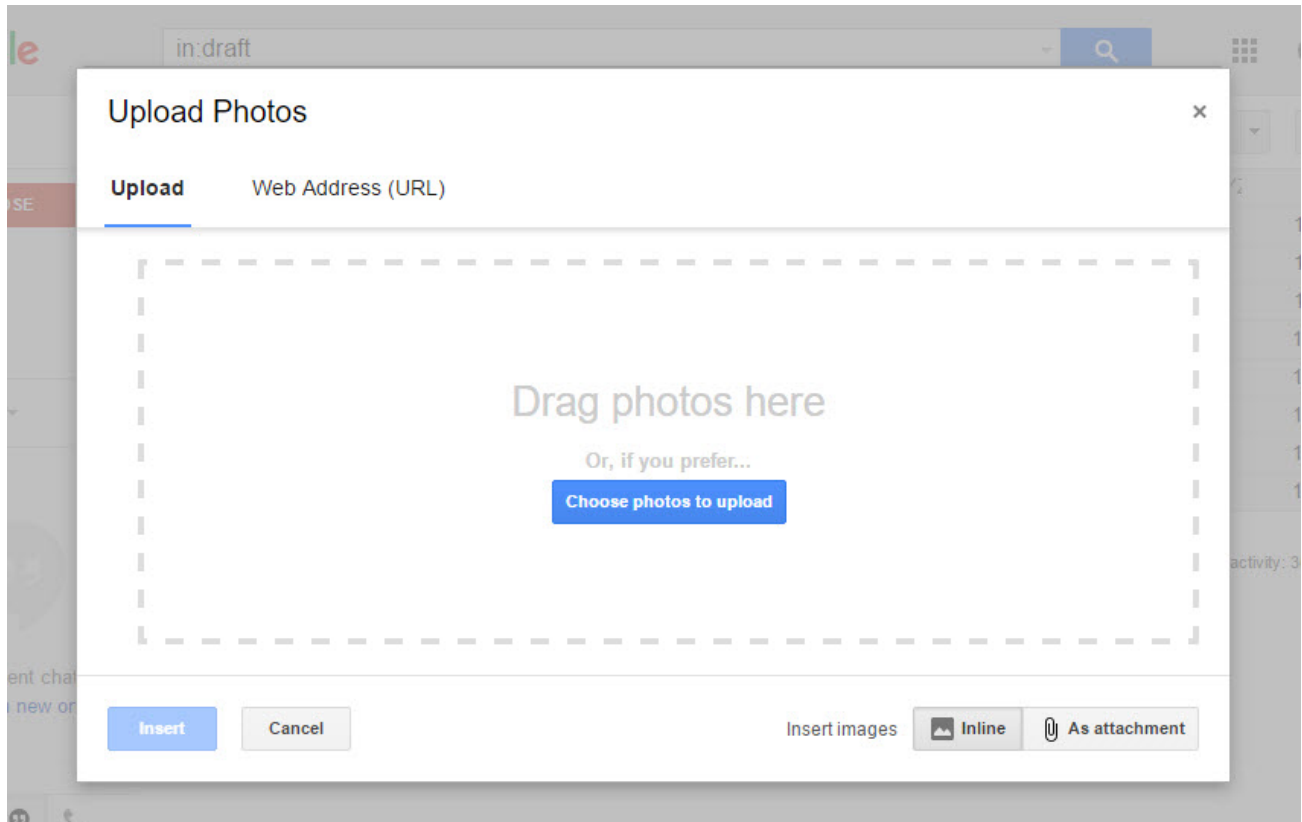
- To choose a web address, click the circle next to **Web address** and type the URL.
- To choose an email address, click the circle next to **Email address** and type the email address.

If you want to, you can test the URL address by clicking **Test this link**.

Click the **OK** button when you are done. The hyperlink is inserted into your message.

5. How to Incorporate a Photo into the Message

You can include a photo in the body of your message. To display the **Upload Photos** box, click the **Insert Photo** icon (*it looks like a camera*) on the **Formatting options** menu.



Adding a photo to your new Gmail message.

There are three ways you can select a photo to insert into your message:

1. upload the photo using Drag and Drop from your desktop
2. choose the photo through Windows explorer
3. use an image URL (web address)

Once you've selected an image, click the **Insert** button in the lower left corner of the **Upload Photos** box.

Review Your Message

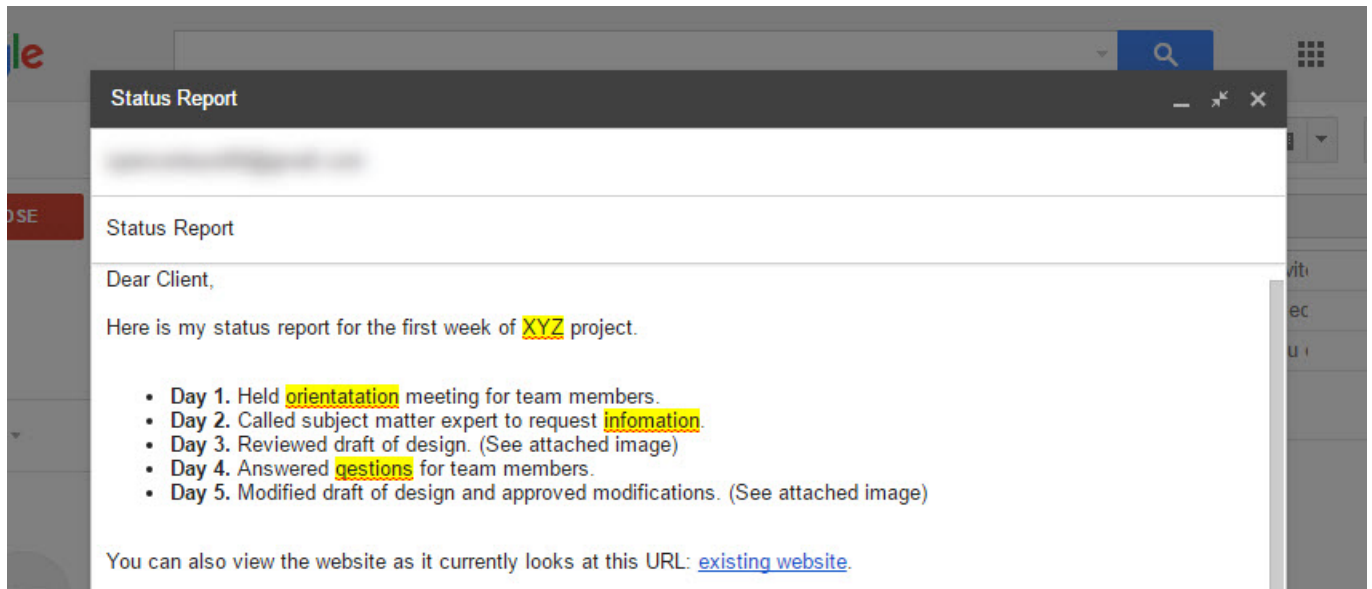
Before you send your new Gmail message you should review it carefully. Make sure that it says what you want it to say and that the information is correct. Gmail also provides a way for you to check spelling errors.

If your message is not quite complete you can save it as a draft. If you decide not to send the message you've created, you can save it as a draft as well.

1. How to Check Spelling in Gmail

To check the spelling in your message, click the down arrow in the lower right corner of the **New Message** box. The **More options** submenu displays. Click **Check spelling**:

Errors in your message are highlighted in yellow.



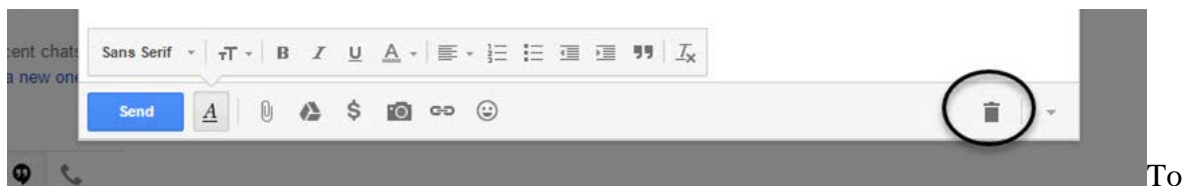
Correct your errors. Click the **Recheck** button after you're done.

How to Save as a Draft in Gmail

Simply click on the **X** in the upper right corner of the **New Message** box. Your message is saved in the **Drafts** folder and the **New Message** box closes.

How to Discard a Message with Gmail

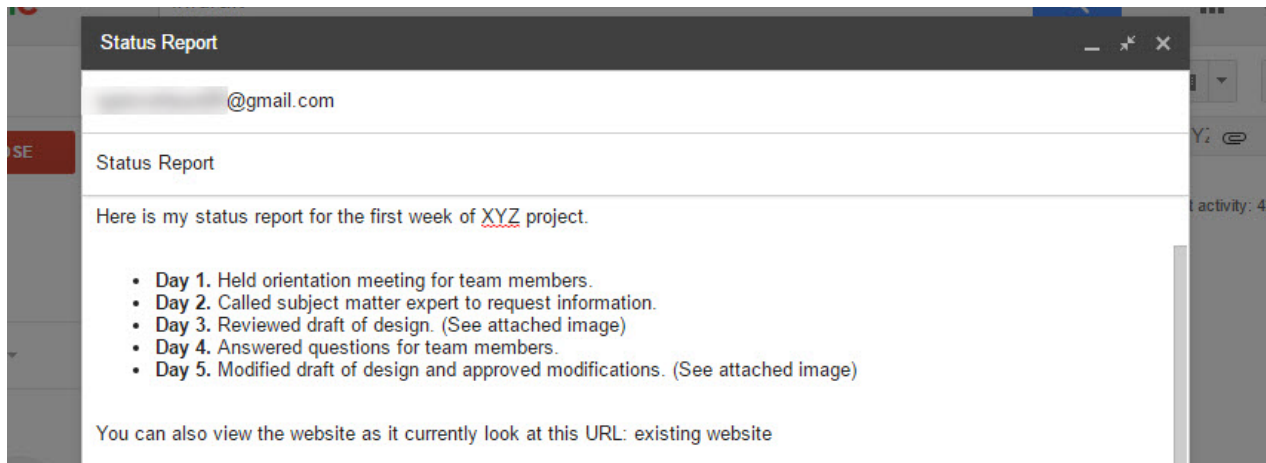
If you decide to not ever send your new Gmail message, you can discard it. Click the **Discard draft** (*it looks like a trashcan*) icon in the lower right corner of the **New Message** box.



Send Your Message in Gmail

You are now ready to send your message.

1. How to Send a Gmail Message

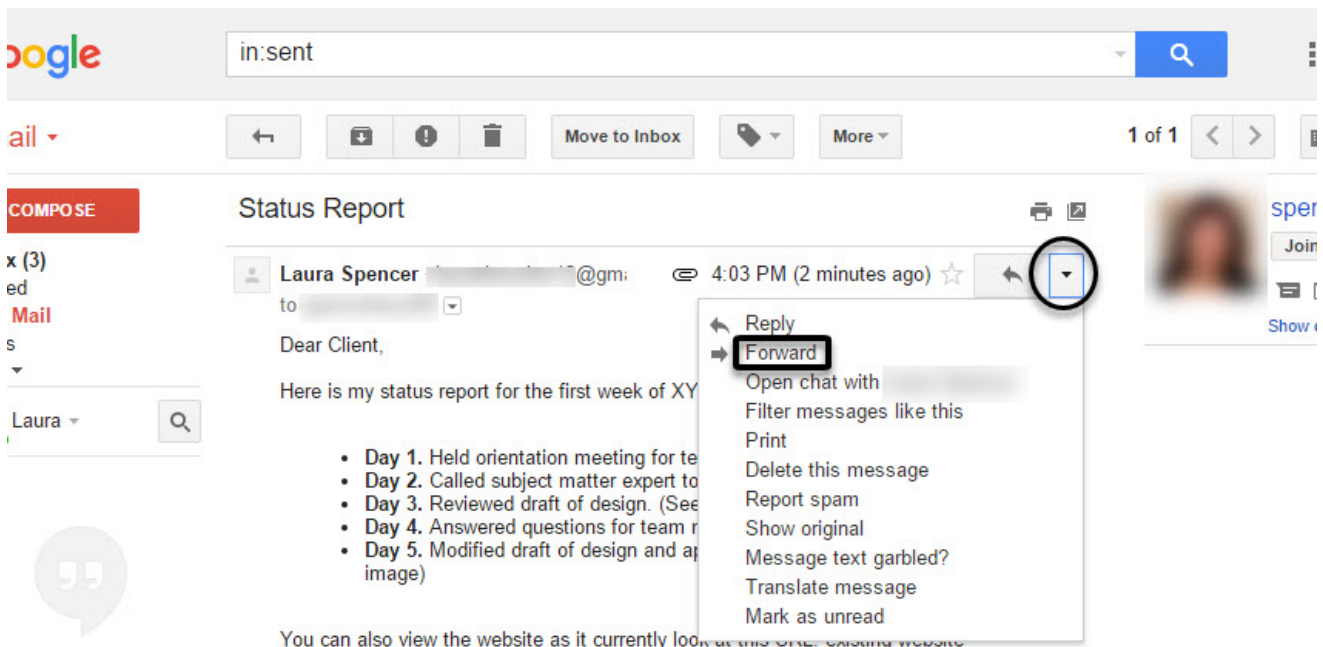


Click the **Send** button in the lower left corner of the **New Message** box. A message displays notifying you that your message has been sent.

2. How to Forward a Message on Gmail

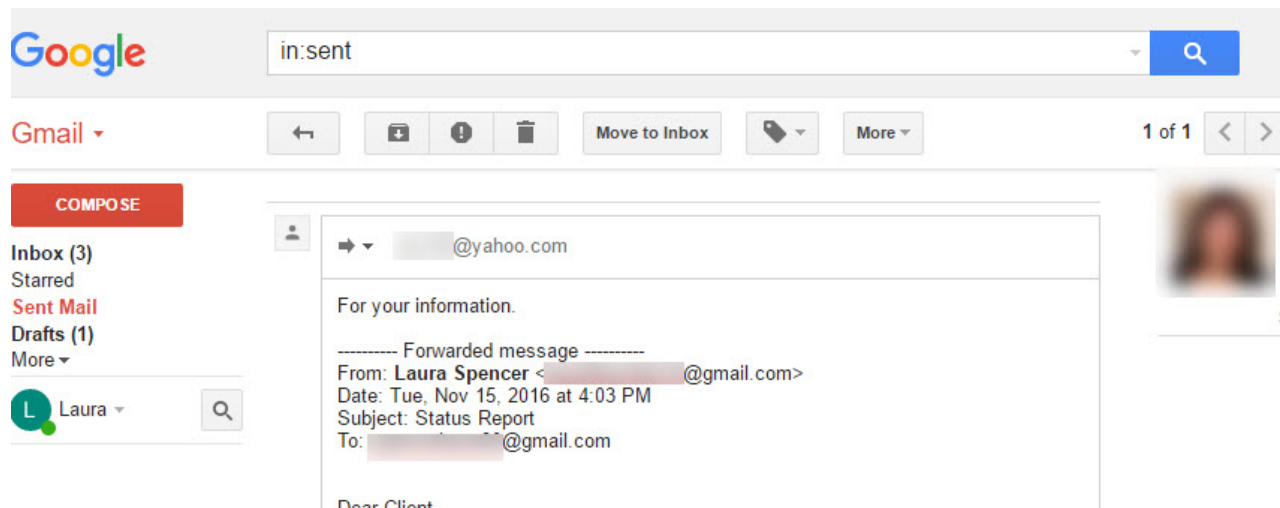
A variation of sending a message is forwarding a message. You can only forward a message that you have already sent or that you have received. You can find messages you have already sent in your **Sent Mail** folder.

Open the message you wish to forward. Click the arrow in the right corner of the message.



A drop-down menu displays. Click the **Forward** option. Type the email address of the person you wish to forward the message to in the **To** field. Type any additional information you wish to include in the body of the text.

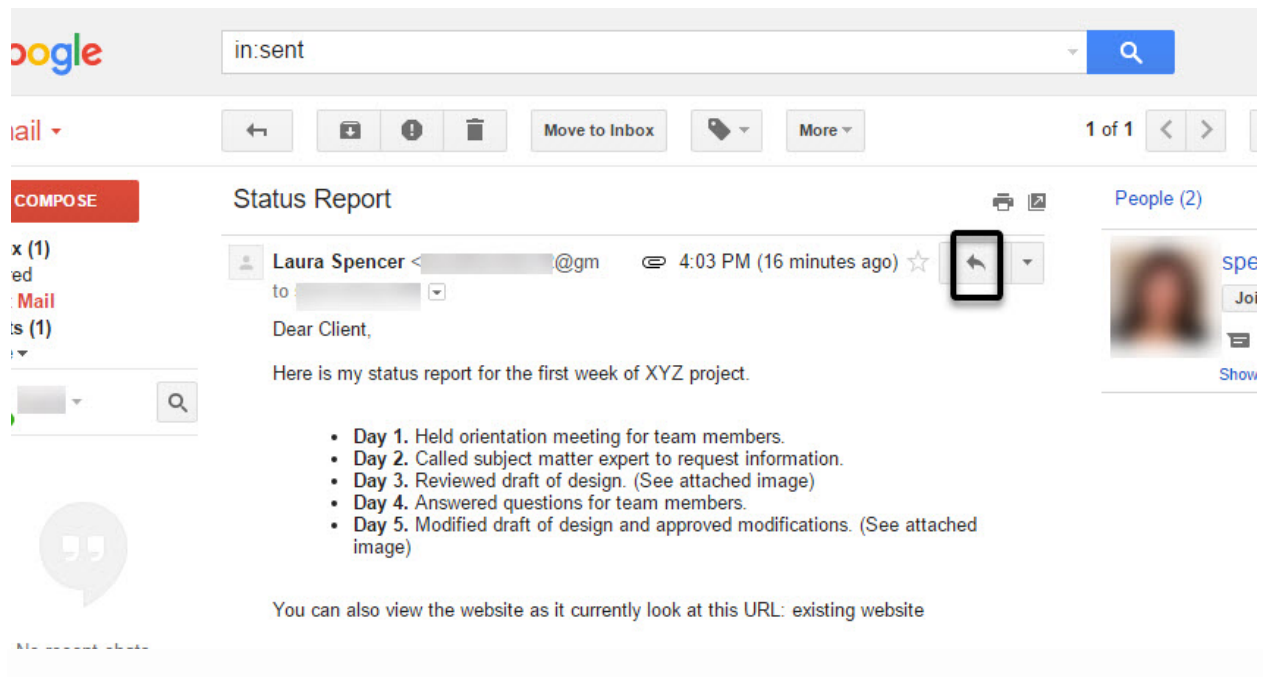
Notice that Gmail adds a header to the original message that includes the email address of the original sender as well as the date and time it was sent.



When you are ready to send the forwarded message, click the **Send** button in the lower left corner.

3. How to Reply to a Message in Gmail

A variation of sending a message is replying to a message. You can only reply to a message that you have already sent or that you have received. You can find messages you have already sent in your **Sent Mail** folder.

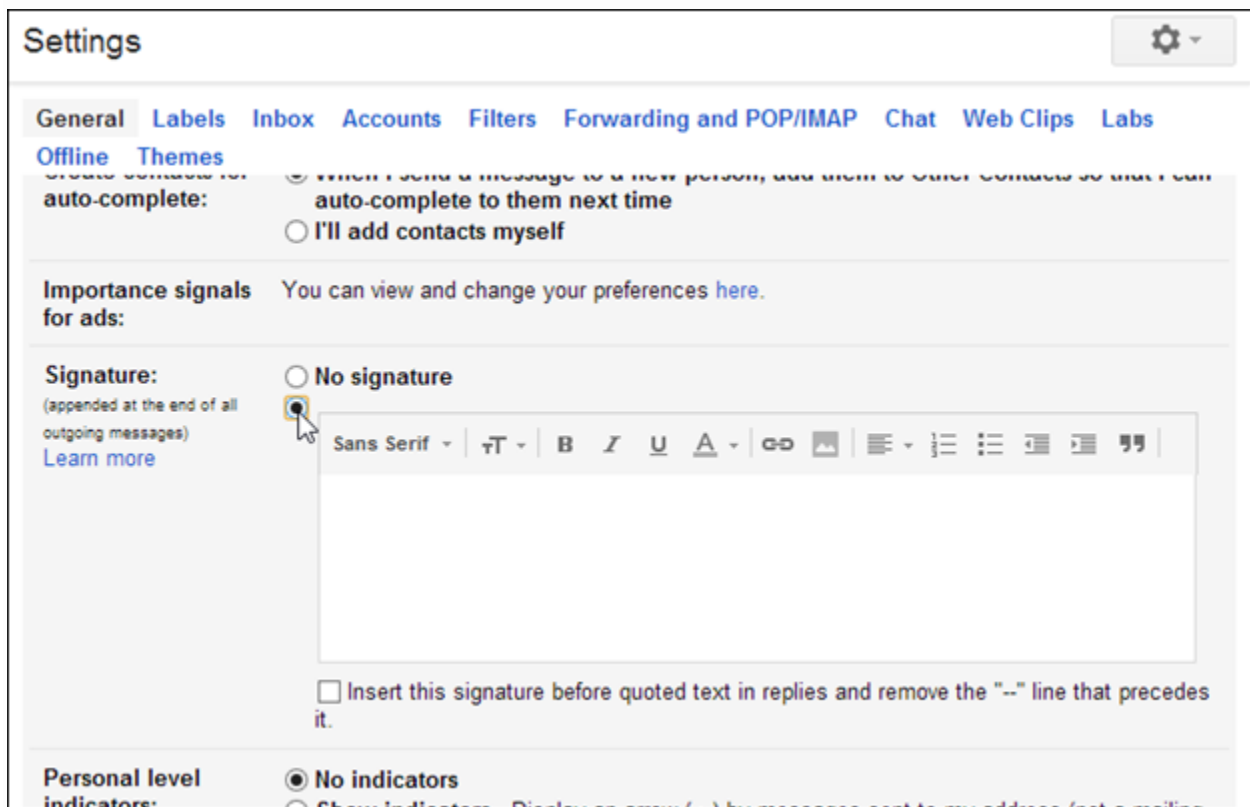


Type any additional information you wish to include in the body of the text. Click the **Send** button in the lower left corner.

Note: Carefully review the original recipients of the message. Unless you manually delete those recipients, you do not want to respond to, they will all receive your message reply.

4. Uploading eSignatures

To set up a signature that will be automatically added to any emails you compose in Gmail, click the settings gear button and select “Settings” from the drop-down menu. Stay on the “General” tab, scroll down to the “Signature” section and select the option below the “No signature” option to turn the feature on.



Enter the text you want to use as your signature. Insert the logo as an image and add hyperlinks to the image in your signature, by selecting the image for the link and clicking the “Link” button on the toolbar.

Surveys- To be developed

Campaign Monitor- To be developed

Drupal- To be developed

Publication Guidelines

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide statewide communication between ASCCC and local academic senates or other equivalent organizations in order to coordinate the actions and requests of the faculty of the California community colleges and to reflect the official views or position of the Academic Senate on statewide and local issues.

Purpose

Publications, written or electronic, are designed:

- To improve and strengthen communication;
- To showcase academic research;
- To highlight the many creative talents of community college faculty;
- To promote discussion on academic and professional topics; and
- To ensure clarity and professionalism, especially of adopted papers.

Development of a Position Paper

All position papers must originate by a resolution or ASCCC paper adopted during a plenary session. Resolutions can be generated by the Senate standing committees, Executive Committee, Senate grant advisory groups, or the ASCCC Foundation. Once initiated, these steps will be followed:

1. The Executive Committee shall review the resolution for feasibility. On rare occasions, if the call for a paper is deemed not feasible, the Executive Committee shall report its decision and rationale to the delegates via *Rostrum* article, President's Update, or breakout. If deemed feasible, the Executive Committee shall assign the position paper to a standing committee, task force, ad hoc committee, ASCCC grant advisory group, or ASCCC Foundation.
2. After appropriate study and deliberation, the assigned group shall communicate to the Executive Committee using the Prompts for Paper Development (See Appendix 1). These paper prompts provide background information including resolutions, feasibility, research required, as well as a proposed approach or direction for the paper. Once the Executive Committee approves the approach, the next step is for the group to propose an outline for the paper and include any significant background information. Drafts require at least two readings before approval by the Executive Committee. All drafts must be submitted through the normal agenda process.
3. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the outline. It is important for Executive Committee members to provide detailed feedback

on the outline as this document will drive the work of the group. The group will not be well served if significant changes in direction are provided at a later date or during the next reading. Input from appropriate persons in the field on draft position papers may also be sought. Draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field. However, the president may allow papers to be shared with others if necessary to inform the paper.

Three actions are likely at the first-reading stage: (1) A vote will determine if the paper is ready to advance for a second reading. (2) If the suggested changes are substantive enough, the paper will be returned to the group for additional revision and then resubmitted to the Executive Committee for further review. Only when approved will a paper be advanced to a second reading and its consideration by the field and proposal for adoption. (3) The general direction or findings of a paper may call for radical revision, necessitating a delay in its progress.

Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such sections are to be marked "Draft for Discussion Only; Not an Official Position Paper of the Academic Senate" and shall bear the name of the writing group, the chair, and contributors to the draft.

4. At the second reading, a position paper shall be reviewed only for minor technical changes. Approval by majority vote is required to advance the paper for adoption at the next plenary session.
5. Position papers that have been approved by the Executive Committee must be included in the information sent to the Area meetings before they will be considered for adoption. The vote of approval by the Executive Committee constitutes a resolution for adoption of the position paper by the plenary body. Papers will be considered the position of the Academic Senate only when adopted by a plenary body. These papers are marked "for adoption..."

Authority/Responsibilities

The Executive Director is responsible for the publication and distribution of all Academic Senate publications, i.e. journals, newsletters, or articles, printed or electronic, representing the viewpoint of the Academic Senate. After adoption of the paper, the Executive Director will review the document and work with the chair of the group to finalize the document for publication. At this point only typographical corrections or clarification can be made. Any changes other than these types will need to be reviewed by the Executive Committee and may ultimately need to go back to the body for correction. Layout and production decisions will be the responsibility of the Executive Director working in conjunction with the Creative Director.

The Executive Director works with the Creative Director to develop timelines for submission, production, and distribution. The responsibilities include:

- Developing timelines for submissions.
- Making recommendations on printing and distribution process.

- Making recommendations for layout and design.

Editorial Guidelines for the *Rostrum*

- The *Rostrum* is a quarterly publication of the Academic Senate, which provides content to inform faculty about statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the Academic Senate. The Executive Committee submits the majority of contributions for each edition and these articles primarily reflect statewide activities and issues. *The Rostrum* reflects the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication
- Articles are on topics that concern the academic and professional life of California community college faculty.
- Articles are short and clearly written, usually of no more than 1500 words.
- All articles must be of general interest to community college faculty.
- The *Rostrum* content editor (faculty Executive Committee member) or the copy editor (Executive Director), in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes will be cleared with the author before publication.
- Letters to the ASCCC and unsolicited articles by faculty members are welcomed.
- Manuscripts will be evaluated for appropriateness and interest.
- There will be four (4) *Rostrums* produced and distributed each year.
- Each issue of the *Rostrum* will be published to the ASCCC website.

Other Official Documents

Recommendations for the development of “other” official documents must be considered by the Executive Committee for publication. The Executive Committee may direct the initiator to take a resolution forward to delegates for deliberation. In rare instances, the Executive Committee can consider other official documents that are not adopted positions of the Senate. In this case, an agenda item will be brought forward to the Executive Committee with a rationale about why the information should be an official document of the Senate without a resolution.

The Executive Committee will use the following criteria when considering if an “other” document should be an official document of the Senate:

- Impact on resources
- Potential for eliciting confusion (duplicating or contradicting)
- Contrary to an existing ASCCC position
- May undermine the work of the Senate with system partners
- May be prescriptive in nature and undermines the principle of local control
- Timeliness or timelessness of issue or topic

APPENDIX 1:

ASCCC Prompts for Paper Development September 25, 2013

The purpose of this paper:
Proposed completion date:

1. Is this a new paper, a revision of, or an update to an existing senate paper?
2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.
3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?
4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes No
 - If no, why do you believe the paper is not feasible?
 - Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?
 - If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?
5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?
6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.
7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.
8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?
9. Do you have other information, comments, questions, or concerns?

Branding

Further Branding Guidelines will be developed in collaboration with Runyon and Associations.

Academic Senate Branding Guidelines

for use by ASCCC staff and vendors



Pantone color values for the new ASCCC identity. These colors or their CMYK and RGB equivalents should be used when reproducing ASCCC identity.



This is the **standard, preferred** ASCCC logo with the tagline. This two color variation should be used on any full color printed piece.



One color treatment. This one color variation should be used only when a full color piece is not an option due to budget or printing constraints.



Black treatment. This is the black version of the ASCCC logo. This one color variation should be used when printing materials in black ink only or reversed out of another color.



Vertical treatment. This is the vertical version of the two color version. This version should only be used when there are space constraints and the horizontal version would not fit in the space available.

For questions regarding the use of ASCCC identity please contact Rita Sabler, the Academic Senate Creative Director at rita@asccc.org



Executive Committee Agenda Item

SUBJECT: Succession Planning and Next Steps		Month: September	Year: 2017
		Item No: IV. H.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the next steps in succession planning.	Urgent: NO	
		Time Requested: 30 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

On Thursday, the Executive Committee participated in a presentation on the role of the executive director in a nonprofit organization and discussed the succession planning for the position of executive director. The Executive Committee will consider for approval the next steps in succession planning.

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



Executive Committee Agenda Item

SUBJECT: Vision for Success		Month: September	Year: 2017
		Item No: IV. I.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the Vision for Success goals and commitments and determine actions to be taken.	Urgent: NO	
		Time Requested: 30 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the July retreat, the Board of Governors formed task forces that would explore the goals and commitments outlined in the Chancellor's Vision for Success report. Executive Committee members who attended the task forces' meetings will report the outcomes of the meetings. Members will discuss next steps and determine if action is warranted.

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: September	Year: 2017
		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: 1 Hour	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	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: September	Year: 2017
		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: 20 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stankas will highlight the Board of Governors and Consultation meetings for July and August. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

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



Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: September	Year: 2017
		Item No: V. 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: YES	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

With \$150 one-time allocation in the 2017-2018 budget, the Governor and Legislature created the CCC Guided Pathways Award Program designed to support colleges in implementing the principles and elements of an integrated approach to serving students in a way that significantly improves outcomes. The program falls within the Chancellor’s Office Institutional Effectiveness division and is connected to the Institutional Effectiveness Partnership Initiative. More information on the program including statute language defining the program, information on the guided pathways framework and resources for colleges may be found at <http://iepi.cccco.edu/Guided-Pathways>

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 provide guided pathways workshops, capacity building at colleges, and an Applied Solutions Kit.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program 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: <i>University of California Transfer Pathway Degree Pilot</i>		Month: September	Year: 2017
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	Discussion of Progress	Urgent: Maybe	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senates of the University of California and California Community Colleges agreed to pilot a guaranteed admission program for transfer students. Community college students must complete an associate’s degree with the UCTP (UC-Transfer Pathway) core as the major’s preparation courses for Physics or Chemistry. The general education component of the degree is a modified IGETC pattern with two social sciences and two humanities courses delayed until transfer. Students who complete such a degree with a defined GPA will be guaranteed admission to the UC system in the major program completed and expected to graduate within two years of transfer. There is additional discussion about other major’s and pathways.

DESIRED OUTCOME:

The Executive Committee will be updated on the progress of the two system offices to generate a template for the degrees that will facilitate transfer.

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



Executive Committee Agenda Item

SUBJECT: Executive Committee Debrief		Month: September	Year: 2017
		Item No: V. E.	
		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: 1 Hour	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	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.



Academic Senate for California Community Colleges

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Accreditation Committee

August 17, 2017

8:15 am

(update phone call at 4:00 pm for those unable to make 8:15 call)

CCC Confer

Dial your telephone conference line: 1-913-312-3202*

Presenter Passcode: 6874826 (at 4:00 pm: 3624084)

Participant Passcode: 484885 (at 4:00 pm: 802556)

*Toll free number available: 1-888-886-3951

MINUTES

Members Present: Ginni May (chair), John Freitas, Misty Burruel, Christy Karau

Members Absent: Debbie Laffranchini, Deborah Wulff, Irat Gat

Guests:

1. Select note taker— John Freitas.
2. Approval of Agenda - approved
3. Approval of minutes – no minutes to approve
4. Overview of Accreditation Committee and expectations of committee work this year

The Committee Charge is as follows:

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

More information about the committee can be found at <http://asccc.org/directory/accreditation-committee-0>.

The committee charge was noted and members were encouraged to review it and the committee web page. Ginni stated that she planned to have at least one phone meeting per month, but no more than two meetings per month, leading up to the institute. Committee members will either be breakout presenters or breakout facilitators. Ginni also noted the resolutions assigned to the committee (see bottom of agenda) and asked that committee members review them before the September 16 meeting. Ideas for addressing the resolutions will be discussed at that meeting.

The Accreditation Committee will work with the Curriculum Committee on an SLO paper via a special task force. Committee members may volunteer for it.

Accreditation Institute:

February 23-24, 2018 (Pre-session February 22), Wyndam Anaheim, Garden Grove

<http://asccc.org/events/2018-02-23-160000-2018-02-24-230000/2018-accreditation-institute>

The committee's responsibility for planning the Accreditation Institute was noted and the membership was informed that the cost of committee member attendance is covered by the ASCCC. It is expected that the AI program should be developed by the end of September.

The pre-session was briefly described. There will be a training for faculty on visiting teams, and training for ALOs. The limit for the faculty session is 60.

Ideas for institute strands/breakout sessions:

- Other types of accreditation (programmatic accreditors, WASC schools and noncredit, relationship of programmatic accreditation and senate engagement).
- The Four Standards
- Changes on the Horizon/What does the future hold?
- Multi-college districts
- Quality Focus Essay and faculty role, relation to institutional planning, sustaining the momentum of the QFE

If there are any other ideas, send them to Ginni.

5. Breakout Topics for Fall Plenary Session

Breakout topic ideas are due by August 21. Please send ideas for topics to Ginni before then.

6. Resolution Ideas for Fall Plenary Session

Pre-session resolutions are due by September 12. Please send ideas to Ginni before then.

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

Area Meetings: October 13-14, 2017

Fall Plenary Session: November 2-4, 2017, Irvine Marriott

Upcoming events were announced. For additional information go to <http://asccc.org/calendar/list/events>.

8. Future Meetings

September 16, 2017 – Chaffey College, 11:30-3:45 (<http://asccc.org/resources/forms>)

Ginni noted the flight times to and from Sacramento. The meeting will include a working lunch. A lunch menu will be sent out and committee members to send in lunch selections to Misty by September 14 at 12:00.

9. Adjourn – adjourned at 9:07 am.

Status of Previous Action Items

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

ASCCC Resolutions

S15 2.01 [Disaggregation of Learning Outcomes Data](#)

Research has been completed and presented at the ACCJC Conference in April 2017 and Spring 2017 Plenary Session. An annotated bibliography was provided to the Academic Senate and the ASCCC Foundation as part of the SLO Disaggregation project funded by the Foundation. 2017 - 18: The Committee will discuss next steps for the use of the research information.

- S15 2.02 [ACCJC Written Reports to Colleges on Sanction](#)
2017 - 18: The committee to consider how best to respond to this resolution.
- F16 2.01 [Local Recruitment and Nomination Processes for Accreditation Teams](#)
2017 - 18: The committee chair to discuss with the president how best to accomplish this resolution.
- S17 9.01 [Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes](#)
2017 - 18: The Chairs of the Curriculum and the Accreditation Committees will identify committee members to sit on a task force to accomplish this resolution.

Papers/Rostrums

- S17 9.01

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



Academic Senate for California Community Colleges

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Transfer, Articulation, and Student Services Committee

Wednesday, August 15, 2017

1:00 PM -2:00 PM

Dial your telephone conference line: 1-719-785-4469*

Participant Passcode: 560858

*Toll free number available: 888-450-4821

Participant Conference Feature

*6 - Mute/unmute your line

MINUTES

I. Call to order at 1:03. Present: Randy Beach (Southwestern/EXEC/Chair) Dave DeGroot (Allan Hancock) Maurice Geddis (Sacramento City), Julie Land (El Camino), LaTonya Parker (Moreno Valley/EXEC), Jackie Stahlke (Victor Valley) Not Present: Clarisa Veras (Sacramento City)

II. Logistics:

Randy explained the processes and rules for travel and requesting reimbursement.

III. [17-18 Meeting Schedule](#)

Phone meetings

Tuesday, August 29, 4-5 PM

Tuesday, September 12, 4-5 PM

Tuesday, Nov. 14, 4-5 PM

Tuesday, Feb. 13, 4-5 PM

Tuesday, March 13, 4-5 PM

Tuesday, April 10, 4-5 PM

Tuesday, May 8, 4-5 PM

Face-to-Face meetings

Oct. 13, 2017 at El Camino College (Location Pending approval)

January 26, 2018, location TBD

Randy will send meeting notices as soon as possible

IV. ADT Course Substitution Paper

Committee discussed the status and approval timeline for the paper. The committee agreed to request the ASCCC Executive Committee to consider the paper to be a white paper rather than a position paper. Randy will take agenda item to Exec for Sept 7 meeting. Randy and Dave will clean up paper (add appendices/grammar). Committee members should review paper for any problems with clarity or inaccuracies and let Dave and/or Randy know at the August 29 meeting.

V. Resolution Assignments for 2017-2018

Committee discussed the spreadsheet with the committee's resolution assignments and other assignments. The committee will review the spreadsheet in more detail at the August 29 meeting. [TASSC Resolutions and Strong Workforce](#)

VI. Resolutions and Breakouts for Fall Plenary

Committee discussed the deadlines for submitting resolutions for the fall plenary and the role the committee plays in crafting resolutions. Members should bring new ideas for resolutions to the August 29 meeting.

VII. [Survey on Existing Services for Disenfranchised Students](#)

No committee discussion due to lack of time. Randy will reach out to prior TASSC chair for more info on the survey.

VIII. Announcements and Events

- a. ASCCC Executive Committee Meeting, September 7-9, 2017
- b. ASCCC Executive Committee Meeting, September 29-30, 2017
- c. ASCCC Area Meetings October 13 and 14, 2017
- d. ASCCC Executive Committee Meeting, November 1, 2017
- e. ASCCC Fall Plenary, November 2-4, 2017

IX. Adjournment

Meeting adjourned at 2:00 PM

Next Meeting Tasks:

1. Review ADT paper for inconsistencies, inaccuracies, anything unclear
2. Suggest resolutions for fall plenary
3. Suggest breakouts for fall plenary
4. Review Resolutions and Assignments spreadsheet
5. Review survey for disenfranchised students



Academic Senate for California Community Colleges

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NONCREDIT COMMITTEE

Friday, August 18, 2017

9:00-10:00 AM

Zoom

(See end of agenda for teleconference information)

MINUTES

- I. Call to Order: 9:05 am. In attendance Cheryl Aschenbach, Randy Beach, Bernie Rodriguez, Donna Necke, John Freitas (chair); Not in attendance: Ginni May and Curtis Martin

- II. Introductions and selection of note taker
 - a. Randy will take notes. Past Chair Cheryl Aschenbach joined
 - b. Committee members introduced themselves
 - c. John explained the charge of the committee.

- III. Action items
 - a. Committee discussed the noncredit regional meetings. Proposed dates are October 20 and 21. Committee noted that there is a significant amount of professional development on noncredit happening. The “noncredit community of practice” is doing a lot including monthly webinars and the “New World of Noncredit” Conference in San Diego. Suggestion to offer technical support for specific colleges who wish to better integrate noncredit and credit. suggestion to work with existing noncredit entities (ACCE (?), Glendale, Mt. Sac, North Orange, San Diego and San Francisco to offer events rather than regionals. Connecting these colleges with other colleges should be based on where those colleges are in their programs. Consensus that we do not need regional meetings.
 - b. John will continue to find a time for an in-person meeting. If we don’t hold regional meetings, this face-to-face meeting may be less urgent.

- IV. Discussion items
 - a. Noncredit community of practice. John would like for members of the committee to attend regularly the monthly webinars. Cheryl will reach out to planning committee to see what the webinars and other events will look like in the coming year. Randy and Donna will be points to work with steering committee for that purpose.
 - b. The ASCCC will pay for committee members who wish to go to the “The New World of Noncredit” Conference. John will discuss registration procedures with the ASCCC office. Proposed breakout topics to submit for the conference would be: “what resources do you need from the ASCCC for noncredit?” a Q & A, noncredit representation in senate work (possibly for plenary). John will submit proposal to present what the ASCCC has done with noncredit, resources provided, and the future of noncredit. The breakout would be an opportunity for Q&A and request for feedback from the field on how the ASCCC can support the field.
 - c. The committee reviewed the committee priorities spreadsheet.
 - i. Cheryl will send draft of noncredit paper next week (resolution 13.02).

- ii. The “noncredit at a glance document is in flux.
- iii. Guidance on using noncredit as prerequisites coming out soon.
- iv. Modification of CCCApply for noncredit and adult ed students. Deemed not feasible for making the change. CCCCCO hasn’t made any decisions. Unsure where we are on it. John will bring it up at TETAC. Follow up with Chancellor’s office is needed.
- v. Strong Work Force
 - 1. Effective practices for streamlining for CTE pathways using prior learning. Cheryl reported that few conversations happened on it. Dolores Davison was involved with prior learning. John will follow up with Dolores. We may want to focus on credit-noncredit articulation agreements. Look at credit to noncredit metrics with the CCCCCO. Could this be a resolution?
 - 2. Resources and practices for for using noncredit to support CTE students to build skills and knowledge. Could be a rostrum article or a white paper on effective use of noncredit to support skill building for CTE students.
 - 3. Plenary breakouts focus on leadership and making sure noncredit is involved in senate activities and is represented. Any other ideas please send to JF as soon as possible.
- d. Committee discussed a possible joint CTE/Noncredit meeting in spring. John, Cheryl and Lorraine Slattery-Farrell will be meeting to discuss the idea. John will bring back the conversation at a future meeting.

V. Announcements

- a. Next meeting – TBD
- b. ASCCC Area meetings October 13 and 14, locations vary. Contact your area representatives.
- c. ASCCC Fall Plenary Session, November 2-4, Irvine Marriott Hotel.

VI. Adjourned at 10:13 am

Zoom Call-in/Login Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5041541143>

Or iPhone one-tap (US Toll): +14086380968,5041541143# or +16465588656,5041541143#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 504 154 1143

International numbers available:

<https://cccconfer.zoom.us/join?m=RPRDiLJnvAXlIrhz1Y6c9MTmTIPFu7z5>

Or Skype for Business (Lync):

SIP:5041541143@lync.zoom.us



Academic Senate for California Community Colleges

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IEPI ASK Leads Retreat
Saturday, August 19, 2017
11:00 am – 4:00 pm
Sheraton San Diego Hotel & Marina
1380 Harbor Island Drive, San Diego, CA 92101

AGENDA

Invited:

RP Group: Adore, Brad, Mike
Design Media: Pam, Nancy, David, Thomas, Scot, Anthony
PLN: Kevin
Change Leadership: Keren
Data Disaggregation: Craig
Guided Pathways: Alyssa, Rogéair, Kris, Chase
Integrated Planning: Al, Barbara
Strategic Enrollment Management: Michelle B.
CCCCO: Jeff
ASCCC: Virginia, Julie A.

Agenda Items

11:00 - 11:10 am -- Welcome & Introductions (*Mike & Brad*)

11:10 - 11:15 am -- ASK Project Evaluation (*Jeff*)

11:15 - 11:30 am -- ASK Lead Updates (*3 minutes each*)

- Status update on current phase of work (7/1/2017 - 6/30/2018)

11:30 - 12:00 pm -- ASK Technical Assistance (*All*)

12:00 - 12:15 pm -- Lunch

12:15 - 1:00 pm -- Relation and Organization of ASK Topic Areas (*All*)

- Goal: Develop a conceptual model for how the various ASK topic areas relate to each other, support each other, and fit together.

- 1:00 - 1:15 pm -- Review of Wireframes (*All*)
- Goal: Get feedback on current design direction.
- 1:15 - 1:45 pm -- Review and Refine ASK Task Path List (*All*)
- Goal: Review and discuss current 'Task Path' task list. Collect ideas for and revisions to list.
- 1:45 - 3:00 pm -- Breakout Session (*All*)
- Goal: Small groups break selected tasks into steps and map those steps to existing of planned ASK resources.
- 3:00 - 3:40 pm -- Report Out from Groups (*All*)
- Goal: Capture results from small group activity.
- 3:40 - 4:00 pm -- Wrap Up and Next Steps: (*All*)
- Summarize accomplishments and plan next steps.
 - Schedule next ASK Leads Retreat.

ASK Leads RETREAT

Saturday, August 19, 2017
San Diego, CA

THE INTEGRATION LIGHTNING ROUND!

HOW DO THESE ASKS FIT TOGETHER?

Value to the COMMUNITY

INTEGRATED PLANNING

Systematic COMMUNITY of PRACTICE



"NOT JUST ANOTHER FLAVOR" ... OF INITIATIVE



"INTEGRATED"

SPOKES in a WHEEL...



CHANGE LEADERSHIP

THERAPY...

It's not being done TO THEM.

DESIGNED BY AND FOR THE COLLEGE ... and STUDENTS



STRATEGIC ENROLLMENT MANAGEMENT

KEY ELEMENTS...

STUDENT

INSTITUTIONAL EFFECTIVENESS...

EQUITY...

A HOUSE... Different ROOMS but under ONE ROOF...



TRANSFORMATIONAL CHANGE!

SOLUTIONS "Malleable - NOT ONE SIZE FITS ALL!"

COHERENCE... RELEVANCE...

CULTURE SHIFT!

BREAKING DOWN OF SILOS

EVIDENCE-BASED.

LEARNING for ACTION.

Success!

IMPACTFUL RESOURCE and SUPPORT CLEARINGHOUSE.



PROMISING PRACTICES.

"THE MOTHERSHIP"



WE NEED A LOT OF PEOPLE!



- EXPERTS...
- PEOPLE WHO WANT TO LEARN...



GUIDED PATHWAYS

OTHER COLLEGES CALL GUIDED PATHWAYS DIFFERENT THINGS.

USEFUL TO ALL!

"EVERY STAKEHOLDER CAN USE IT!"

- CIO
- BOARD of TRUSTEES
- PRESIDENT
- FACULTY

"IT'S ALL LEADING TO GUIDING PATHWAYS!"
Connections - It's POLITICAL.

Preliminary TASK LIST

- Implement **GUIDED PATHWAYS** — WHAT'S PUSHING THE USER?
- Prepare for **ACCREDITATION**
- Maximize **STUDENT ENROLLMENT**
- Prepare for **SLO/SAO ASSESSMENT**
- Develop a **STRATEGIC PLAN**
- Integrate **SSSP, STUDENT EQUITY, and BSI PLANS**
- Develop an **ENROLLMENT MANAGEMENT PLAN**
- Integrate **COLLEGE PLANNING PROCESSES**
- Assess **DISPROPORTIONATE IMPACT**
- Resource **DEVELOPMENT**
- Forecast and Account for **ATTENDANCE**
- Visualize **EQUITY DATA**

FOR US!
NOT TO US...

HOW WELL does the LIST represent the TASKS that users would be coming to ASK to accomplish?

Consider the "LAW OF THE VITAL FEW"...

Are the TASKS phrased in a way that users would **RECOGNIZE**?

...using the LANGUAGE they would USE?

CHANGE TO: OPTIMIZE student enrollment.

CHANGE: UPDATE and OVERHAUL?

EVALUATE and REVISE?

INVIGORATE?

HELP WITH? BUILD CAPACITY?

ADD: PREPARE FOR A GRANT...

CHANGE: PEOPLE and FINANCIAL RESOURCE DEVELOPMENT

ADD: UNDERSTANDING BUDGET, SCHEDULING, and FTES.

CHANGE: FORECASTING, MONITORING, and REPORTING ENROLLMENTS

ADMIN-CENTRIC LANGUAGE...



HOW DEEP DO I WANT TO GO?

30,000 FOOT VIEW or **BRASS TACKS**?
WHAT DO PEOPLE NEED and CAN WE DELIVER BOTH?

WHERE CAN PEOPLE FIND **LEARNING RESOURCES**?

A LEARNING TAB?

WHAT **KNOWLEDGE** WILL USERS HAVE?

THINK ABOUT THE **STUDENT EXPERIENCE** to FRAME and FOCUS TASKS.

UNDERSTAND the **STUDENT EXPERIENCE**

"WHEN DO WE **ENGAGE STUDENTS** HOW?"

"**ASSESS** and **BUILD** my **CAPACITY** to **LEAD CHANGE**?"

FOUR PILLARS

"HOW DO I INVOLVE/ENGAGE OTHERS in my EFFORTS?" ...or "I'M OVERWHELMED and I NEED HELP!"

HOW DO I INVOLVE/ENGAGE OTHERS in my EFFORTS? WHO?

...and WHO?

HOW DO WE GET PEOPLE TO **THINK MORE BROADLY**?

FOCUS TEST THIS WITH REAL USERS!

- THIS AFFECTS OWNERSHIP and ENGAGEMENT.
- WHO ARE THE ADVOCATES/SUPER-USERS/INFLUENCERS?

Questions about the WIREFRAMES

MAKE IT **flexible**...
...and **adaptable**...



THE LANDING PAGE:

- WHERE DO I LOOK FIRST?
- WHERE DO I FIND THE PATH FOR TASKS?
- A SHORT VIDEO?
- WHERE do I go if I WANT TO KNOW MORE?

● **IMAGERY:** What will we use to REPRESENT COMPLEX IDEAS, like DATA DISAGGREGATION...



- SIMPLE.
- CLEAN.
- INTUITIVE.

More NARRATIVE?

ORGANIZATION:

...by **TASK**...
...by **TOPIC**...
...by **SEARCH**...

INTEGRATION of RESOURCES and TOOLS...
GET THE ASKS through the TOPICS...



NO SCROLL, SCROLL, SCROLL!

! DEMONSTRATE **BRAND CONSISTENCY** on the site...



NO LONG LAUNDRY LISTS!

SYNERGY.

COLLABORATION.

FIRST TIME HERE?

IS IT CLEAR WHERE I'M SUPPOSED TO GO and WHAT TO DO HERE?
...especially if I'm a FIRST TIMER.

WHAT DO YOU NEED?

NAVIGATION

- Not PRESCRIPTIVE or LINEAR!
- "MODULES", not STEPS.

...or a SHOPPING CART?

- WHERE ARE THE **SYNERGIES**?
- HOW DO WE **INTEGRATE** and **COLLABORATE**?

IF YOU WANT TO KNOW MORE...
...CLICK HERE!

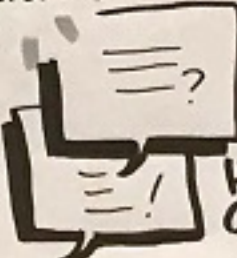
OTHER PEOPLE FOUND THIS USEFUL...

DEFINITIONS & MENTAL MODELS:

- SWOT
- APPRECIATIVE INQUIRY
- SOAR

● Be CAREFUL about assumptions and mental models that may be EMBEDDED in the ASK!
i.e. CHANGE LEADERSHIP and LEADERSHIP

HOW DO WE COLLECT COMMENTS and **FEEDBACK**?



TASK MAPPING...

- WHAT'S THE TASK?
- WHAT ARE THE STEPS/MODULES?
- HOW DO THEY MAP to EXISTING or PLANNED RESOURCES?

- WHAT DO YOU NEED TO KNOW FIRST? WHY?
- WHAT'S THE SCALE?

WHAT DOES IT MEAN?
WHAT ALREADY EXISTS?

★ STRATEGIC PLANNING

The INTEGRATED PLANNING MODEL

DISCOVERY:

- What are you DOING?
- Why are you doing it?
- What is your FRAMEWORK? MODEL?
- Scanning/Assessment...

Gather PLANS
Address NEEDS

DEVELOP:

- Structure... and Involvement
- What does it LOOK like?
- WHO should be there?
- What INPUT do you need?

SURVEYS
TOWN HALLS
INTERVIEWS

IMPLEMENTATION:

EVALUATE:

★ HOW DO WE INTEGRATE OUR PLANNING PROCESSES?

EXAMINE CURRENT PLANNING STRUCTURE WITH A PLAN TO REVISE AS NECESSARY

- Gantt Chart
- Matrix
- Collaborative Inquiry Process
- Inventory Existing Processes
- Qualitative Research

DEVELOP A PLAN OF ACTION

- Living Document/Logic Model
- Determine reporting structure
- IP Visualization and reporting
- Tips for Facilitation
- Leadership principles

IMPLEMENTATION

- Implementation Tools

CONTINUOUS IMPROVEMENT

- Evaluation Tools
- Model for continuous improvement

YOUR PLANS NEED TO BE PART OF YOUR INSTITUTIONAL STRUCTURE!

What does your LEADERSHIP expect?



NEXT STEPS...

GOVERNANCE
RESOURCE ALLOCATION

WHAT OTHER ASKS should be DEVELOPED?

LEVERAGE ED INSIGHTS?

GOOGLE DOC for AMENDING the TASK LIST.

AUG 26
... Within the next week?

WHAT TOOLS NEED TO BE DEVELOPED NEXT?

HOW DO WE GET TO STEPS/MODULES?
What's the PROCESS?
WHO will do the work?
WHO are the SMEs?

Developing STEPS...

WHO are the USERS

We can TEST with?

How do we RECRUIT THEM?

ADVISORY COMMITTEES?

Go to a COLLEGE that will actually USE IT and PLAY with IT?

HIGH LEVEL PROTO-TYPE by

SEPT 15

"WE WANT A CROSS SECTION of POTENTIAL USERS!"

Sustained process over TIME.

Is there another STEP?
HOW DO YOU KEEP THE CONVERSATION ALIVE?
What happened?