



**Thursday, September 17 to Saturday, September 19, 2020**

*Zoom Videoconferencing*

*Meeting Registration Link: <https://forms.gle/BoTMbeZV2GoUitXb6>*

**Thursday, September 17, 2020**

1:30 p.m. to 5:00 p.m. | Executive Committee Meeting

**Friday, September 18, 2020**

9:00 a.m. to 1:00 p.m. | Executive Committee Cultural Competency Training

1:00 p.m. to 1:30 p.m. | Lunch

1:30 p.m. to 3:30 p.m. | Closed Session

3:30 p.m. to 5:00 p.m. | Executive Committee Meeting

**Saturday, September 19, 2020**

9:00 a.m. to 1:00 p.m. | Executive Committee Meeting

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

*Public Comments: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: [http://www.asccc.org/executive\\_committee/meetings](http://www.asccc.org/executive_committee/meetings).*

**I. ORDER OF BUSINESS**

**A. Roll Call**

**B. Approval of the Agenda**

**C. Public Comment**

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

**D. [Executive Committee Norms, pg. 4](#)**

**E. [Calendar, pg. 5](#)**

**F. [Local Senate Visits, pg. 13](#)**

**G. [Action Tracking, pg. 23](#)**

**H. One Minute Check-In**

## II. CONSENT CALENDAR

- A. **August 13-14, 2020, Meeting Minutes, Aschenbach, forthcoming**
- B. **[Guided Pathways Task Force paper, May/Fulks, pg. 24](#)**
- C. **[Accreditation Virtual Event, Aschenbach, pg. 89](#)**
- D. **[Part-time Committee Charge Update, Bean/Chow, pg. 90](#)**

## III. REPORTS

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

## IV. ACTION ITEMS

- A. **[Legislative Report – 20 mins., May, pg. 91](#)**  
The Executive Committee will be updated about the 2019-20 legislative session and consider legislative priorities.
- B. **[Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 107](#)**  
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
- C. **[Equity Driven Systems – 15 mins., Davison, pg. 108](#)**  
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
- D. **[Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 109](#)**  
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
- E. **[ASCCC Coaching Model – 15 mins., Davison/Mica, pg. 110](#)**  
The Executive Committee will review the attached proposal and provide feedback and recommendations.
- F. **[Resolutions Packet for Area Meetings – 60 mins., Curry, pg. 114](#)**  
The Executive Committee will consider for approval the resolutions packet to be distributed to the field at the Area Meetings.
- G. **[Honoring Faculty Leaders – 30 mins., Davison/Mica, pg. 115](#)**  
The Executive Committee will consider for approval honoring faculty leaders for the 2020-21 academic year.
- H. **[Title 5 §55063 Ethnic Studies Requirement – 30 mins., May/Roberson, pg. 116](#)**  
The Executive Committee will consider a recommendation for a modification to the Ethnic Studies requirement in Title 5 §55063.
- I. **[Fall Plenary Planning – 60 mins., Davison/Mica, pg. 118](#)**  
The Executive Committee will review the timing and outline of the event.
- J. **[Anti-Racism Education in California Community Colleges: Acknowledging](#)**

[Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development Paper, 2nd Reading – 30 mins., Cruz/Aschenbach/Parker/Lara, pg. 124](#)

The Executive Committee will consider for approval the second read of the paper *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development*.

**K. [Board of Governors Interview - Closed Session, Davison, pg. 184](#)**

The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.

**V. DISCUSSION**

**A. [Chancellor’s Office Liaison Report – 30 mins., Davison, pg. 185](#)**

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

**B. [Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 186](#)**

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

**C. [Online Community College District Board of Trustees Meeting – 15 mins., Davison/May, pg. 187](#)**

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

**D. [Meeting Debrief – 15 mins., Davison, pg. 188](#)**

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

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

**A. Standing Committee Minutes**

**B. Liaison Reports**

- i. [Credit for Prior Learning \(CPL\) Workgroup, Cruz, pg. 189](#)
- ii. [Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 192](#)
- iii. [Diversity Equity and Inclusion Implementation Workgroup-Progress Report to the Board of Governors, Cruz, pg. 198](#)
- iv. [Equal Employment Opportunity \(EEO\) and Diversity Advisory Committee, Cruz, pg. 199](#)
- v. [Pathways to Equity Conference Workgroup, Cruz, pg. 210](#)

**C. Senate and Grant Reports**

**D. Local Senate Visits**

**VII. ADJOURNMENT**

## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

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

### **Practice Self-Awareness, Presence, and Patience**

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

### **Collegiality, Criticism, and Feedback**

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

### **Honor the Space and the Dedication of The Committee**

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



## Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2020-2021 Events •Reminders/Due Dates		Month: September	Year: 2020
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Academic Academy** – Virtual Conference – October 8-9, 2020
- **Executive Committee Meeting** – Virtual Meeting – November 4, 2020
- **Fall Plenary Session** – Virtual Conference – November 5-7, 2020
- **Executive Committee Meeting** – Virtual Meeting – December 4-5, 2020

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

#### Reminders/Due Dates

##### October 16, 2020

- Agenda items for the November 4, 2020 meeting
- Committee reports, if applicable

##### November 16, 2020

- Agenda items for the December 4-5, 2020 meeting
- Committee reports, if applicable

#### Academic Academy Deadlines

#### Fall Plenary Session Deadlines

- Final resolutions due to Krystinne for circulation to Area Meetings **September 30, 2020.**

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

- AV and event supply needs to Tonya by **October 1, 2020.**
- Approval of outside presenters due to Dolores and Krystinne **October 1, 2020.**
- Presenters list and breakout session descriptions due to Krystinne by **October 9, 2020.**
- Deadline for Area Meeting resolutions to Resolutions chair: **October 20, 2020.**

**Rostrum Timeline**

<b>To Krystinne</b>	<b>To David</b>	<b>To Dolores</b>	<b>To Katie</b>	<b>To the Field</b>
September 25	October 2	October 12	October 19	November 4
January 4	January 8	January 15	January 22	February 8
March 8	March 15	March 22	March 29	April 14

## 2020-2021 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Orientation	June 17, 2020		NA	NA
Executive Meeting	August 13-15, 2020		Virtual Meeting	July 27, 2020
Executive Meeting	September 17-19, 2020		Virtual Meeting	August 28, 2020
Area Meetings	October 16-17, 2020		Virtual Meeting	
Executive Meeting	November 4, 2020**		Virtual Meeting	October 16, 2020
Executive Meeting	December 4-5, 2020		Virtual Meeting	November 16, 2020
Executive Meeting	January 8-9, 2021		Hotel Maya, Long Beach, CA	December 15, 2020
Executive Meeting	February 5-6, 2021		Residence Inn San Jose Airport, San Jose, CA	January 19, 2021
Executive Meeting	March 5-6, 2021	AREA C	South	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Los Angeles Marriott Burbank Airport, Burbank	March 26, 2021
Executive Meeting	May 7, 2021		Residence Inn San Jose Airport, San Jose, CA	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>3</sup></b>	
Academic Academy	October 8-9, 2020		Virtual Conference	
Fall Plenary Session	November 5-7, 2020		Virtual Conference	
Part-Time Institute	February 18-20, 2021		Southern California	
Spring Plenary Session	April 15-17, 2021		Los Angeles Marriott Burbank Airport, Burbank, CA	
Career and Noncredit Education Institute	April 30- May 2, 2021		San Mateo Marriot, San Mateo, CA	
Faculty Leadership Institute	June 17-19, 2021		The Citizen Hotel, Sacramento, CA	
Curriculum Institute	July 7-10, 2021		Pasadena Convention Center, Pasadena, CA	

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

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

## Academic Senate

2020 - 2021

### Executive Committee Meeting Agenda Deadlines

#### Reminder Timeline:

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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
August 13 – 15, 2020	July 27, 2020	August 3, 2020
September 17 – 19, 2020	August 28, 2020	September 4, 2020
November 4, 2020	October 16, 2020	October 23, 2020
December 4 – 5, 2020	November 16, 2020	November 23, 2020
January 8 – 9, 2021	December 15, 2020	December 22, 2020
February 5 – 6, 2021	January 19, 2021	January 25, 2021
March 5 – 6, 2021	February 16, 2021	February 22, 2021
April 14, 2021	March 26, 2021	April 2, 2021
May 7, 2021	April 19, 2021	April 26, 2021
June 4– 6, 2021	May 17, 2021	May 24, 2021



## EVENT TIMELINE 2020-2021

**Academic Academy (Virtual): October 8-9, 2020**

**Fall Plenary (Virtual): November 5-7, 2020 | Part-Time Faculty Institute (Virtual): February 18-19, 2021**

**Accreditation Institute: April 20-23, 2021 \*Partnership with ACCJC | Spring Plenary: April 15-17, 2021**

**Career and Noncredit Institute: April 30-May 2, 2020 | Faculty Leadership Institute: June 17-19, 2021**

**Curriculum Institute: July 7-10, 2021**

### July 2020

#### Academic Academy

1. July: Final program to August Executive Committee meeting – July 27, 2020

### August 2020

#### Academic Academy

1. Final program to Executive Director: August 17, 2020
2. Presenter's list to Krystinne and Dolores: August 24, 2020
3. Program to Events Team and Visual Designer: August 24, 2020

### September 2020

#### Academic Academy

1. Presenter's Virtual Event Platform Training: September 22 & 23, 2020
2. Virtual Event Platform goes live for all attendees: September 30, 2020

#### Fall Plenary

1. Pre-Session resolutions due to Resolutions Chair September 18, 2020.
2. First program draft due August 28, 2020 for reading at September 17-19, 2020 Executive Committee Meeting. This draft will be posted on the ASCCC website to provide information for possible participants to determine if they would like to register.
3. Area Meeting information due to Tonya September 17, 2020.

### October 2020

#### Part-Time Faculty Institute

1. Program draft due October 16, 2020 for reading at November 4 Executive Committee Meeting. This draft includes topics for posting on the website so that possible participants have an idea about the institute direction. This draft will should also be fully developed with descriptions for approval by the Executive Committee.

#### Fall Plenary

1. Outside presenters due to Dolores and Krystinne by October 5, 2020 for approval.
2. Final Breakout Descriptions due to Krystinne by October 5, 2020.
3. Final resolutions due to Krystinne October 6, 2020 for circulation to Area Meetings.
4. Program to Events Team and Visual Designer: October 12, 2020
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 16, 2020; Area

- C & D October 17, 2020 – DUE October 21, 2020.
6. Presenter’s Virtual Event Platform Training: October 20 & 21, 2020
  7. Resolutions posted to website: October 28, 2020.
  8. Virtual Event Platform goes live for all attendees: October 28, 2020

**November 2020**

**Part-Time Faculty Institute**

1. Final program draft due November 16, 2020 for final reading at December Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

**Accreditation Institute**

1. Program outline due November 16, 2020 outlining partnership with ACCJC to Executive Committee for first reading at December Executive Committee Meeting.

**December 2020**

**Part-Time Faculty Institute**

1. Presenters list due to Krystinne and Dolores by December 18, 2020.

**Spring Plenary**

1. First reading of draft papers due December 15, 2020 for reading at January Executive Committee Meeting.
2. Determine theme. Brainstorm keynote presenters and break out topics with the Executive Committee at January Meeting.

**Accreditation Institute**

1. Program draft to Executive Committee for reading – December 15, 2020 for the January meeting.

**Career and Noncredit Education Institute**

1. Program outline to Executive Committee for first reading – Due December 15, 2020 for January meeting.

**January 2021**

**Part-Time Faculty**

1. Final Program to Krystinne by January 4, 2021.
2. Program to Events Team and Visual Designer January 19, 2021.

**Spring Plenary**

1. Breakout topics due to Krystinne by January 19, 2021 for first reading at February Executive Committee Meeting. The preliminary program will be finalized at the February meeting for posting on the ASCCC website.

**Career and Noncredit Institute**

1. Program draft to Executive Committee for first reading – January 19, 2021 for February meeting.

**Faculty Leadership Institute**

1. Program outline to Executive Committee for first reading – January 19, 2021 for February

meeting.

## February 2021

### **Part-Time Faculty**

1. Presenter's Virtual Event Platform Training: February 2 & 3, 2021
2. Virtual Event Platform goes live for all attendees: February 10, 2021

### **Spring Plenary**

1. Pre-Session resolutions due to Resolutions chair February 16, 2021.
2. Second draft of papers due February 16, 2020 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 26, 2021.

### **Accreditation Institute**

1. Final program draft to Executive Committee for reading – February 16, 2021 for March meeting.

### **Career and Noncredit Institute**

1. Final program draft to Executive Committee for final reading – February 16, 2021 for March meeting.

### **Faculty Leadership Institute**

1. Program draft to Executive Committee for first reading – February 16, 2021 for March meeting.

### **Curriculum**

1. Develop theme and specifications for event.
2. Draft program outline due February 16, 2021 for first reading at March Executive Committee Meeting. Submit possible topics for general sessions and breakouts

## March 2021

### **Spring Plenary**

1. Final resolutions due to Krystinne for circulation to Area Meetings March 8, 2021.
2. AV and Event Supply needs to Tonya by March 19, 2021.
3. Any outside presenters are due to Dolores and Krystinne by March 5, 2021 for approval.
4. Breakout session descriptions due to Krystinne by March 12, 2021.
5. Final Program to Krystinne by March 19, 2021.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
7. Final program to printer March 30, 2021.
8. Materials posted to ASCCC website April 5, 2021.

### **Career and Noncredit Education Institute**

1. Program due to Krystinne – March 19, 2021
2. AV and events supply needs to Tonya – March 31, 2021

### **Curriculum**

1. Program draft to Executive Committee for first reading - due March 26, 2021 for April meeting.

## April 2021

**Career and Noncredit Institute**

1. All hotel rooms requested by April 8, 2021.
2. Final program to printer April 12, 2021.
3. Materials posted to ASCCC website April 19, 2021.

**Faculty Leadership**

1. Final program draft to Executive Committee for final reading – April 19, 2021.

**Curriculum**

1. Presenters list due to Krystinne and Dolores by April 30, 2021.

<b>May 2021</b>
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**Faculty Leadership**

1. Final Program to Krystinne by May 24, 2021.
2. AV and event supplies to Tonya by May 24, 2021.
3. All hotels requested by May 26, 2021.

**Curriculum**

1. Final program draft due May 17, 2021 for final reading at June Executive Committee Meeting.

<b>June 2021</b>
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**Faculty Leadership**

1. Final program to printer June 1, 2021.
2. Materials posted to ASCCC website June 7, 2021.

**Curriculum**

1. Final Program to Krystinne by June 10, 2021.
2. AV and Event Supply needs to Tonya by June 10, 2021.
3. All hotels requested by June 16, 2021.
4. Final program to printer June 24, 2021.
5. Materials posted to ASCCC website June 24, 2021.

## Local Senate Campus Visits 2017-2020

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
<b>Area A</b>			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017	Collegiality in Action
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Executive Committee	3/2/2018	Executive Committee Meeting
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Bruno	4/25/2018	Collegiality in Action

Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stanskas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stanskas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
<b>Area B</b>			
Alameda, College of	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting

Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	Corrina Evett		
	Stanskas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			



Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
Skyline	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
West Valley	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
<b>Area C</b>			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			

Canyons, College of the	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	Davison		Mini PRT
El Camino	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
Glendale	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	May	10/18/2019	Local Senate Visit - AB 705
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor			

LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
LA Trade-Technical			
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting

Ventura	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA			
<b>Area D</b>			
Barstow	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
Chaffey		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stanskas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS

MiraCosta	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	Executive Committee	9/29-30/2017	Executive Committee Meeting
	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
San Diego City	Beach	1/19/2018	FACCC Board

San Diego Cont. Ed.	Foster, Davison		PT Faculty Meeting
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting

Action Tracking as of 9/4/2020										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		Assigned	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	<b>2.7.20:</b> The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding.		

## Executive Committee Agenda Item

SUBJECT: Guided Pathways Task Force paper		Month: September	Year: 2020
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval: <i>Optimizing Student Success: A Report on Placement in English and Mathematics Pathways</i>	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Janet Fulks	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee will consider for approval the Guided Pathways Task Force paper: *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*.

### History:

One of the areas falling under the work of the ASCCC Guided Pathways Task Force includes AB 705 implementation (more aptly described as English and mathematics pathways, onboarding, and placement) and evaluation of that implementation. During the February 28, 2020 Guided Pathways Task Force meeting, the GPTF recommended that the GPTF propose a research project to evaluate the implementation of AB705, with transparency and minimization of bias being essential to this work. This was reported to the Executive Committee during the March Executive Committee meeting. In April 2020, the Executive Committee provided feedback and approval to the GPTF of an outline for a paper on English and mathematics placement evaluation as a first step in a more in-depth research project.

In July 2020, the GPTF sought review and comments from system stakeholders such as faculty, the Chancellor's Office, and the RP Group on the of the resulting paper: *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*. The feedback was incorporated into the draft.

In August 2020, The Executive Committee provided feedback, addressing the following:

- Tone – The goal of the GPTF was to present a neutral report, acknowledging successes and areas for improvement.
- Is there something major missing?

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



- Is something unclear?
- Are there too many, too few, or just enough data tables? Are they clear? There was hope that we would have access to data using CB codes, but alas, that did not pan out, so we used what is publicly available on Data Mart.
- Your thoughts...



Optimizing Student Success  
A Report on Placement in English and Mathematics Pathways  
September 2020 – Draft

This report was prepared by the Academic Senate for California Community Colleges Guided Pathways Task Force with consideration of feedback from various stakeholders throughout the California Community Colleges.

**Table of Contents** – after edits

**Executive Summary** – after edits

## **Introduction**

Guided Pathways increases attention to the individual student journeys through our colleges, intentionally addressing innovations to optimize student success in completing the students' educational goals. This report is primarily about placement and success in English (including reading) and mathematics<sup>1</sup> (including all quantitative reasoning) pathways as it directly relates to AB 705 (Irwin, 2017, codified in California Education Code section 78213) implementation and evaluation of that implementation. While ESL is very important to our student population's success, data regarding implementation of AB 705 in English as a Second Language is not readily available because full implementation will not begin until fall 2021 and ESL implementation guidelines are being updated, as of the writing of this report.<sup>2</sup> AB 705 implementation was mandatory beginning fall 2019, but many colleges were in various stages of using multiple measures to place CCC students since 2017. Due to the COVID-19 pandemic all English and mathematics courses transitioned to online instruction during spring 2020. This created many issues regarding data analyses, particularly in assessing the first full year of implementation and student completion. Therefore, this report only compares trend data from fall term student course-taking and outcomes data, comparing fall 2019, the first term of system-wide implementation, with trends from fall terms 2016, 2017, 2018.

As stated in the CCCCO Vision for Success “With low tuition and a longstanding policy of full and open access, the CCCs are designed around a remarkable idea: that higher education should be

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<sup>1</sup> In this report mathematics is used to include all Quantitative Reasoning in every reference. In California not all quantitative reasoning courses are coded under the mathematics TOP code, but may represent significant numbers of students, such as Behavioral Science Statistics or Biostats and there are numerous others. Without appropriate coding these cannot be counted in statewide data but require individual college analysis.

<sup>2</sup> Memo

available to everyone. The CCCs are equally remarkable for their versatility. They are the state’s primary entry point into collegiate degree programs, the primary system for delivering career technical education and workforce training, a major provider of adult education, apprenticeship, and English as a Second Language courses, and a source of lifelong learning opportunities for California’s diverse communities.”<sup>3</sup> In order to meet this vision, the CCCC addressed 6 goals to be met by 2022, including increasing degree completion, transfer, decreasing accumulated units and reducing equity gaps among under-represented student groups. With any innovative project, especially one that implements system-wide change, both successes and challenges should be analyzed thoroughly. Unintended consequences should be addressed sooner, rather than later, so as not to lose momentum of the positive outcomes. Colleges, using a variety of placement methods, including the current Chancellor’s Office default placement rules<sup>4</sup>, have reported an increase in the number of students placed into and enrolling in transfer-level English and mathematics. There has been an increase in the overall number of students succeeding in transfer-level English and mathematics. Early evidence indicates two areas of concern. First that far fewer students are enrolled in any credit math or English statewide and second that the numbers of students not successful have increased, particularly in historically disproportionately impacted student populations, such as some ethnic groups, foster youth, EOPS and CalWORKs<sup>5</sup>. Equity or achievement gaps are showing an increasing trend for most ethnic groups compared to the White Non-Hispanic and Asian ethnic groups. Data from transfer-level English shows increased throughput<sup>6</sup> and yet also suggests opportunities to improve success strategies to optimize success for all students. Data on transfer-level mathematics shows greater enrollment and success, particularly in contextualized pathways for areas such as behavioral science statistics and liberal studies math; but shows decreased enrollment in STEM (Science, Technology, Engineering and Mathematics) and decreased success in STEM related coursework.

Early CCC outcomes are clear. Individual colleges report that many more students have been placed in transfer-level English and mathematics courses and that more students enrolled in those transfer-level courses. Data also indicate that overall enrollment in “any” credit English or mathematics course has declined and that while more students have completed transfer, more students have also been unsuccessful<sup>7</sup>. The goal of this report is to examine student success, intended and unintended outcomes of the new English and mathematics pathways placement protocols, and examine variables to continue to optimize student success and the student experience.

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<sup>3</sup> Vision for Success

[https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_Exec\\_Summary\\_web\\_2019.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_Exec_Summary_web_2019.pdf)

<sup>4</sup> CCCC Assessment website <https://assessment.cccc.edu/assessment>

<sup>5</sup> Numbers of Special Populations and other student demographics are in Appendix A. Definitions for Special populations are found in Appendix B.

<sup>6</sup> Throughput is cited in Title 5 §55522 and discussed on the CCCC AB 705 Implementation Memo AA 18-40 July 11, 2018:

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

<sup>7</sup> See chart of overall credit enrollment on page 12 (number charts)

With an eye on optimizing student success, this report focuses on data and information about the reform of student assessment and placement practices in the California community colleges in areas including:

- legislation, regulations, and guidance
- early results, including both state-wide and local college analyses
- successes, challenges and
- considerations for evaluating local placement protocols.

This report is not intended to be a position paper on current legislation, nor individual college placement and curricular processes. The goal of this report is to share information on student outcomes and encourage broad and robust dialog about how best to focus on serving local student populations, especially the historically, disproportionately, impacted populations. The CCCCO default placement rules, applied by many colleges, uses only junior year high school GPA and places every student directly into transfer level courses with varying degrees of support. This paper expands considerations and asks whether multiple measures placement, customized to individual students using guided pathways, could enhance and optimize student success with a more customized attention to equity and achievement gaps.

**Discussion questions this report and the data reviewed may stimulate:**

- Should certain placement considerations, particularly within disproportionately impacted populations be more carefully examined to optimize student success?
- How should decreasing success rates whether basic skills<sup>8</sup>, college-level, or transfer-level course work be analyzed, and how are they being addressed?
- How do colleges balance considerations for throughput with other student outcome variables such as success rates, unsuccessful attempt consequences, retention, and persistence?
- What are the specific factors that influence transfer or basic skills success that can be identified within special population strategies e.g. Puente, EOPS, Umoja, DSPS to better optimize success and reduce equity and achievement gaps?
- What has occurred to Statistics and Liberals Arts Mathematics (SLAM) and STEM mathematics enrollment and success and are there any implications for specific student populations?
- Are there opportunities to innovate and serve students, particularly those traditionally underserved, with tailored guidance and support to optimize success from an individual student perspective?

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<sup>8</sup> The term basic skills generally refers to coursework prior to transfer level and is also commonly referred to as remedial coursework in other states. ESL in California is not considered Basic Skills. “Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above. Under AB 705, a student enrolled in ESL instruction will maximize the probability that the student will enter and complete degree and transfer requirements in English **within three years.**” <https://assessment.cccco.edu/esl-subcommittee>

- How are fulltime and part-time students served with newly designed pathways and placement protocols?

### Legislation, Regulations, Guidelines, and Ideas

AB 705 (Irwin, 2017) was enacted with an educational legislative intent to work collaboratively to gain access to high school data and implement processes that integrated high school performance data into placement processes. The goal of the act was to ensure that prepared students are not placed into remedial education unless they are highly unlikely to succeed in transfer-level courses. Thus, providing access to courses for which students are prepared without undo barriers. Readers should reference the actual legislation to understand the goal and thereby evaluate implementation success per the intent of the legislature. Title 5 Regulations for AB 705 implementation were written to ensure that students were not placed into remedial courses that might delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course. It should be noted that the California Community Colleges (CCC) had been working on basic skills or remedial education reform including a more comprehensive use of multiple measures placement for more than a decade. More publications within the last two years (noted in the references) from the Public Policy Institute of California (PPIC), the Campaign for College Opportunity, Community College Research Center (CCRC), and other policy or advocacy groups suggested that community colleges were still placing too many students into remediation and that significantly more students would complete transfer requirements in English and mathematics if enrolled directly into transfer-level courses. Much of the research cited by the articles above and incorporated into the legislation suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; and a student's high school performance is a stronger predictor of success in transfer-level courses rather than standardized placement tests, alone. Two research items, cited below, indicate that the more variables considered in the placement process, the more likely a student is to be successful in their placement.

- “Multiple measures placement systems that use alternative measures alongside the traditional tests will potentially provide more accurate results and better student outcomes.” (Belfield, Crosta, 2012)
- “A number of studies have examined the use of alternative or supplementary information to more accurately place community college students in English and mathematics. These studies generally indicate that high school achievement provides predictions of course outcomes in English and mathematics that are superior to predictions based solely on placement exam scores (Bahr, 2016; Ngo & Kwon, 2015; Scott-Clayton et al., 2014).”

Such conclusions ultimately resulted in AB 705, now codified in California Education Code section 78213, which includes the following language. “A community college district or college shall maximize the probability that a student will enter and complete transfer-level<sup>9</sup>

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<sup>9</sup> It was also included in AB 705 that “for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community

coursework in English and mathematics within a one year timeframe and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

- High school coursework
- High school grades
- High school grade point average

All community colleges were given until fall 2019 to be in full compliance with the new legislation.

Although the use of multiple measures for placement has been required for years, the implementation and results of placement processes left much to be desired. In fact, it would be difficult to find many proponents to argue that prior to 2019, the placement system was working well. Many faculty would agree that many students were taking basic skills coursework unnecessarily and that the long sequence of coursework did little to expeditiously advance students towards their educational goals. But it would be just as difficult for faculty to argue that no students would benefit from gaining knowledge and skills found in basic skills coursework. Rather, colleges should find a solution that balances the interests and needs of all students.

In implementing AB 705, it is important to remember that the legislation was designed to address the historically problematic issue of placement. It does not specify what courses should be developed and offered nor does it prevent any college from offering below transfer-level English or mathematics courses, if necessary, to serve students. Community colleges should offer basic skills coursework designed for those students who need it. In fact, some CTE certificates include basic skills coursework as requirements for completion. Also, working adults who have been out of school for years, frequently benefit from taking appropriate review courses to refresh their skills as do those individuals who never had the opportunity to study the content contained in basic skill courses.

Even though debate over the law still exists throughout the CCCs, the ASCCC has made it clear that once the bill was written into statute, successful implementation was the goal and that the foundational level of agreement was student access and success. Discussion continues around what constitutes “student success” as well as the newly introduced term, “throughput”, not addressed in AB 705 but introduced in Title 5 §55522, yet not defined. From the CCCCO Memo AA 19-17<sup>10</sup>, April 15, 2019 is the following:

Assembly Bill (AB) 705 was unanimously passed by the legislature and signed into law by Governor Brown in October 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor’s Vision for Success:

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college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.”

<sup>10</sup> CCCCO Memo AA 19-17:

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cbf8c2f53450a1e7cb6b605/1556057136228/AA+19-17+AB+705+Adoption+Plan+Submission+Form+Instruction+Memo.pdf>

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.
2. Minimize the disproportionate impact on students created through inaccurate placement processes.
3. Increase the number of students completing transfer-level English within three years.

Section (1)(a)(4) of AB 705 addressed adverse consequences for incorrectly assigning prepared students into remediation and any barriers that excluded students from courses in which they can be successful. The California Community Colleges Chancellor's Office (CCCCO) provided statewide default placement rules for colleges that were unable (or chose not) to create their own placement rules in compliance with the law and based on their local student populations. The default placement rules, founded on predictive analytics, were considered baseline and predictive, and would be evaluated and updated as data is collected on current placement. Page 3 of the July 2018 AB 705 Implementation memo<sup>11</sup> states, "If a college adopts the default placement rules, the college is AB 705 compliant but that is the minimum level of compliance. There are significant opportunities for local customization and innovation in the form, delivery, and/or amount of concurrent support for students enrolled in transfer-level course work."

Passing transfer-level English and mathematics is not the sole goal of the changes taking place in higher education both statewide and nationally in regard to placement. Guided Pathways reform is about providing access to the courses that will enable students to be successful in completing their educational endeavors, without putting up unnecessary roadblocks, such as requiring prepared students to take remedial coursework in which they have already demonstrated success while being responsive to students that may choose or need to fill gaps in their education in order to avoid unintended consequences later down their educational pathway. Examining current data will enable colleges to modify placement as part of the continuous quality improvement efforts and identify student goals to better serve each student's ability to complete a program of study and optimize their educational goals consistent with Guided Pathways. The letter of the law is to "maximize the probability that a student will enter and complete transfer-level (or the required college-level) course work with a one-year timeframe". The ASCCC recognizes that individualized education goals, variations in resources, tools, available time, income, and many other factors make it incumbent to rely on individual plans aligned with the student's education goal to optimize success. Faculty should take seriously the outcomes of the default placement rules based on predictive analytics for maximizing "throughput," by rigorously collecting and analyzing data and implementing iterative placement and possibly programmatic changes, as necessary.

Colleges that have completed their own data for the fall 2019 term have varying outcomes in regard to course success. A limitation of this report is that gathering statewide data for the

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<sup>11</sup> Assembly Bill (AB) 705 Implementation memo AA 18-40:  
<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

overall success has been complicated due to coding.<sup>12</sup> The CCCC0 provided a two-year opportunity to implement specific local strategies. Identifying and validating these strategies are dependent on coding implementation and analysis. Reliance on the default placement rules alone does not relieve colleges from the need to analyze and improve practices.

Colleges were to provide reports on their first year of AB 705 implementation in regard to student placement and throughput. With spring 2020 turned upside down as a result of the COVID-19 epidemic and shift to remote learning, data may not be indicative of the success or lack thereof of a college's placement protocols. However, after colleges collect and analyze the data, be careful not rush to sweeping conclusions. Due to COVID-19, the fall 2020 term will be very different in format from the fall 2019 term, and some are predicting that this will continue into spring 2021. Many are predicting that education may be entering a new normal, at least for a year and maybe more. The CCCC0, in consultation with the ASCCC will continue to provide guidance to colleges on reporting requirements and implementation. In addition to ASCCC support for faculty, the CCCC0 encourages colleges to contact them with questions or concerns, and the CCCC0 is here to assist the colleges.

## Methodology

The methodology for this report included inquiries to colleges, primarily through local academic senate presidents and discipline faculty, for local data and case studies and to the CCCC0 for statewide data discussion and collaboration. Statewide data, pulled from Data Mart<sup>13</sup> was examined using the number of students enrolled, success counts and rates in English and mathematics courses for the fall 2019, fall 2018, fall 2017, and fall 2016 terms (disaggregated by ethnicity and special populations). Only fall data were used since data from spring 2020 was unavailable at the time of writing of this report and due to the disruptions caused by the COVID-19 pandemic. Again, it should be noted that when it becomes available careful considerations should be made when comparing to other spring terms due to the COVID-19 pandemic and eventual college closures and shift to online education. Although courses were examined for course basic (CB) coding (using COCI 2.0) to specify transfer-level English and

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<sup>12</sup> Statewide data is based on TOP code (taxonomy of program) which include all courses within a program of study, not just transfer-level freshman English or mathematics, these data cannot be generalized. For example, the mathematics TOP code 1701.00 includes all courses in the engineering calculus series, biological science calculus series, business calculus, differential equations, linear algebra, finite math and a host of other higher-level mathematics courses – not just the beginning transfer-level courses often considered to be college algebra, trigonometry, and sometimes pre-calculus, etc. Additionally, not all colleges include statistics under this TOP code. Closely examining the success of placement will require a focus on those typically freshman-level courses. The CCCC0, WestEd and ASCCC collaborated to create previously nonexistent course basic (CB) codes to identify the courses necessary to evaluate placement and success. To date, use of these codes has not been broadly implemented impacting correct course interpretation, alternatively, this study uses a report that occurred prior to full implementation of AB705 MMAP and information from individual colleges to focus on specific courses and examined student success.

<sup>13</sup> California Community Colleges Management Information Systems Data Mart:  
<https://datamart.cccco.edu/DataMart.aspx>



mathematics courses (CB 25), there was no way to connect success based on these codes as they were not accessible in Data Mart and CCCC representatives have been unable to provide access to such data. For this paper, statewide success rates are based upon the broad taxonomy of programs (TOP) codes which include some coursework not relevant and may exclude other coursework that is relevant. Without better coding by colleges<sup>14</sup> and data accessibility through the CCCC, specific analysis is only available at local levels: districts or colleges. Success was defined as the number of students receiving an A, B, C or Pass (P). In addition, analysis included data from a pre-AB705 Research and Planning (RP) Group Multiple Measures Assessment Project (MMAP) report which identified both access and success in percentages and numbers including disaggregation by ethnicity. Even with these limitations, there is adequate data to consider areas of opportunity to optimize placement by examining potential unintended consequences particularly in relation to other research nationwide and included in the reference section.

### **The Challenge**

The Academic Senate for California Community Colleges (ASCCC) has consistently recommended that implementation of AB 705 be based upon the needs of each college's student population, student's educational goals and student needs such as constraints on time, finance, educational background, family/work obligations, and the like. For colleges that were not able, or chose not to, customize placement to their student populations, the default placement rules (or chancellor's office placement method) could be used as an immediate methodology. Because student populations, educational programs, and curriculum vary across colleges and regions, the ASCCC supported colleges through guidelines and creation of the Title 5 Regulations to design, evaluate, and adjust placement within a two-year time span that would best serve their students while meeting the requirements of the law.

Currently, it is unclear the number of colleges opting to rely primarily upon default placement rules. But the data is clear that AB 705 implementation greatly decreased number of sections, depth, and breadth of basic skills, preparatory, or pre-transfer course offerings and increased demand for transfer-level course offerings along with concurrent support methods. AB 705 did not require elimination of prerequisites, courses below transfer, nor require that all educational goals begin with transfer-level English and mathematics within the first term. Implementation was further complicated by confusion with the new Student-Centered Funding Formula (SCFF) that provided incentives to the colleges for students passing both transfer-level English and mathematics within the student's first year<sup>15</sup>. Some colleges substantially reduced or

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<sup>14</sup> Particularly updated CB 21, CB 25, and CB 26 coding which differentiates basic skills courses, relevant transfer courses and support or co-requisite courses. This coding was collaboratively developed with the CCCC but has not been implemented.

<sup>15</sup> The Student Centered Funding Formula (SCFF) identified transfer level math and English completion as a performance funding metric using the student headcount by district successfully completing both a transfer-level mathematics course and a transfer-level English course with grades equivalent to C or better during the student's first academic year excluding special admit students. Only TOP codes were used to identify courses (ECS

eliminated remedial course sections overall which has been a measure of implementation success by PPIC (Public Policy Institute of California)<sup>16</sup>, Campaign for College Opportunity and CAP (California Acceleration Project) articles<sup>17</sup>, although neither the ASCCC nor the CCCCCO recommended any percentage reduction. Colleges should evaluate their own implementation based upon student population needs and California Ed code section 66010.4 (a)(2)(A)<sup>18</sup> – which requires remedial instruction be provided for students that need it.

A large challenge for both local and statewide data will be the fact that coding that specifically references the courses has not been implemented broadly. Reliance on program coding for a legislation that is focused on courses will not provide the detailed data colleges will require to make improvements. In addition, lack of access to statewide CB coding will impact English but will also cause many problems with regard to accurately assessing mathematics and quantitative reasoning outcomes.

English composition course placement, designed primarily to help students achieve college-level writing, research and analytical skills, is complicated by inherent complication of reading and writing skills that provide building blocks for the transfer level composition courses. Mathematics placement is nuanced by a variety of disciplines that require mathematical or quantitative reasoning skills that branch into several pathways before and after reaching transfer-level coursework. Regardless of the challenges, placement into the appropriate and most beneficial coursework begins with an understanding of the student’s educational goal, incorporates multiple measures to determine the appropriate pathway which identifies the best course options, and provides support for students to be successful. Enrolling more students in transfer-level courses results in more students successfully completing transfer-level courses. Prepared students should be able to “get through”, especially when support is provided. For students that desire or need more preparation, there should be reasonable pathways and supports available, that meet their needs, thus meeting students where they are. In a nutshell, the best placement optimizes student success.

In an effort to provide “the opportunity for educational success, for all qualified Californians” as stated in CA Ed Code section 66010.2<sup>19</sup> this paper selectively uses the term “optimize” to reflect

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84750.4(f)(1)(C) <https://www.cccco.edu/-/media/CCCCO-Website/Files/Finance-and-Facilities/Student-Centered-Funding-Formula/A4-scff-201920-metric-definitions-v21222019ADA.pdf>

<sup>16</sup> What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California’s Community Colleges Mejia, M.C., Rodriguez, O., Johnson, H (Oct 2019) <https://www.ppic.org/publication/what-happens-when-colleges-broaden-access-to-transfer-level-courses-evidence-from-californias-community-colleges/>

<sup>17</sup> Hern, K. (2019). Getting there: Are California community colleges maximizing student completion of transfer-level math and English? A regional progress report on implementation of AB 705. Sacramento, CA: Campaign for College Opportunity & California Acceleration Project. Retrieved from <https://collegecampaign.org/wp-content/uploads/2019/09/Getting-There-FINAL-small.pdf>

<sup>18</sup> California Ed code section 66010.4 (a)(2)(A) [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4)

<sup>19</sup>Ca Ed Code Section 66010.1-66010.7 [https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2.](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2.)

a student-centered consideration of throughput, access, and success. A simplified example of this can be seen in a business model where the main goal is to optimize (maximize, in this case) profit while constraints on the variables significantly impact outcomes. Profit = Revenue – Cost. To optimize or maximize profit, it seems that one would simply maximize revenue and minimize cost, and that is true, but they must be done at the same time. As profit increases subsequent to increased production, so does cost. Revenue is based on many variables such as price of the commodity, which is based on demand. As the price goes up, generally, demand will go down and vice-versa. Cost is based on the cost of labor, cost of overhead, cost of materials, and such. Thus, equilibrium points need to be determined. Setting up an optimization problem with human subjects (students) is much more complicated. Optimizing (maximizing, in this case) student success includes maximizing pass rates and numbers, minimizing unsuccessful attempt rates and numbers, maximizing retention, minimizing (and hopefully eliminating) equity and achievement gaps, maximizing the probability that a student enters and completes transfer-level (or college-level) within a one-year timeframe i.e. maximizing throughput. As one will notice, this becomes complicated quickly; something that appears simple, such as maximizing throughput is quite complicated when optimizing student success.

The current CCCC default placement rules<sup>20</sup> are based on a single variable: High school GPA through the 11<sup>th</sup> grade. Some argue that GPA alone is a multiple measure, consisting of multiple grades, and is the best predictor of student success when using a single variable. Others have noted that GPA is much like a Likert Scale and alone, does not indicate where a student has excelled or may benefit from support or additional preparation.

While AB 705 does not prohibit assessment instruments for placement<sup>21</sup> it prohibits colleges from using such assessment instruments that have not been approved by the Board of Governors. Currently, the Board of Governors has not approved any assessment instruments for placement. Furthermore, Title 5 section 55522<sup>22</sup> states that “The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in English, mathematics or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.”

At this time, no skills assessment for English nor mathematics has been approved or permitted for course placement. However, since some guidance may be beneficial in helping students and determining their placement, AB 705 Guided and Self Placement Guidance and Adoption Plans

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<sup>20</sup> CCCC AB 705 Implementation Memo AA 18-40, July 11, 2018:

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

<sup>21</sup> AB 705, Irwin. Seymour-Campbell Student Success Act of 2012

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

<sup>22</sup>California Code of Regulations § 55522. English and Mathematics Placement and Assessment

[https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\) \)](https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default) ))

Instructions AA 19-19<sup>23</sup> provided provisional approval by the Chancellor for the following Title 5 Regulations 55522:

“District placement methods based upon guided placement, including self-placement, shall not:

- Incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
- Request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

The purpose of a placement process is to place students in a course or pathway of courses where the student will have the best opportunity for success based upon the student’s educational goals, preparation, and individual circumstances. Placing students too low can add a single term to several years of work on to their educational timeline that is not necessary, provide too many opportunities for the student to exit their educational path, or make the student feel as though they have been deemed not college-ready. Placing a student too high can leave gaps in a student’s trajectory, add a single term or more on to their educational timeline by having to repeat courses or back up and begin earlier in the sequence, or simply cause the student to be discouraged and feel as though they are not college material and leave altogether. The goal for colleges is to determine optimal placement and allow students course taking options.

Placement recommendations based upon all available measures to assess a student’s educational background, goals, and experiences represent the most equitable and well-designed placement model optimizing the student’s potential to succeed not only in a single course, but within their educational pathway. Assessing a student’s preparation to assess where the student is, based upon course work, experiential skills, employment skills, College Level Examination Program (CLEP), Combined English Language Skills Assessment (CELSA), Advanced Placement (AP) exams, and others create the optimal situation for aligning appropriate placement and the likelihood of success. Additional measures to be considered beyond student past experiences, are the students’ educational goals, fields of study, family responsibilities, noncognitive measures, time commitments and financial obligations. Thus, a student-centered placement process, meets the students where they are, sets the student squarely in the middle of the decision-making based upon all available data combined with student self-assessment.

As defined by the CCCCO (<https://assessment.cccco.edu/assessment>), “Assessment is one of the major components of the community college process known as matriculation, which was created in 1987 by the California legislative mandate Assembly Bill (AB) 3. Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum. Examples

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<sup>23</sup> CCCCO Guided Self Placement Memo A19-19 April 15, 2019  
<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cbf8cccf9619a79feeaa657/1556057292927/ES+19-19++Memo+AB705+GSP+Guidance+and+Adoption+Plan+Instructions.pdf>

of this information include the students' English and math skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services."

The guidelines and default placement rule memo, acknowledged that colleges should be given the ability to place their students based on their local student needs. The default placement rules were intentionally not included in Title 5 Regulations so that the CCCC through established consultative processes in regard to academic and professional matters and curriculum and instruction could regularly evaluate the effectiveness of the default placement rules or chancellor's office placement method and update them as needed to meet broad needs of students statewide. In creating the default placement rules, it was acknowledged that colleges should be given the ability to place their students based on their local student needs. The default placement rules were a starting point and provided for colleges use if they chose not to determine their own placement method or if they were unable to conduct the research necessary to validate custom placement models. It should be noted that Title 5 section 55522 requires the CCCC to regularly publish throughput rates based upon the best available research at the time of publication. Colleges should consider this information in determining the best placement protocols for their student populations to truly optimize student success.

### **Placement for General Education Requirements vs Placement Required for Majors**

When considering student success there is a difference between English and mathematics placement based upon what requirement is being met. General education requirements in English and mathematics seek to expose students to wide and broad topics in English and mathematics that provide students with a well-rounded educational base. This contrasts with a pathway that includes English or mathematics as a major requirement. If the course is a major degree requirement, the study is deep, not broad, the foundational course often includes topics needed for many courses throughout major and may branch into areas uncommonly pursued by other majors and not found in General Education coursework. Examples include, but are not limited to differential equations for engineers, finite mathematics for business and computer science majors, and liberal studies mathematics for teachers. Colleges should consider that guidance and placement focused on simply getting students through English and mathematics to meet an institutional metric and complete a single course requirement, may steer students into courses not in their educational pathway. Completing an institutional *throughput* check box can add time and coursework within a student's pathway. The pressure to have student's complete English and mathematics within the first academic year (fall to spring), before they have settled on a major, may lead to benefitting the institution more so than the student.

CCCs have been actively collaborating to address these issues through other statewide initiatives such as C-ID (Course Identification Numbering System), ADT's (Associate Degrees for Transfer) and UC Transfer Pathways. The C-ID process provides a mechanism to identify comparable transfer courses and communicate expectations for courses to students and institutions and primarily identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities such as University of California (UC), California State University (CSU), and California's independent colleges and

universities). ADT's are "degrees with a guarantee"<sup>24</sup>, providing a streamlined pathway to transfer to a participating four-year institution, placing students on the most direct path to a baccalaureate degree. UC Transfer Pathways provide clear and specific curricular guidance on 20 of the "most sought-after UC transfer majors" describing necessary courses and preparation, as well as, providing a competitive edge for entry into a UC campus.

**Statewide Data in Transfer-level English (TOP code 1501.00) and Mathematics (TOP Code 1701.00)**

As noted earlier in this report, the data that was available is not the best data, as some courses included are not the first transfer-level course a student would take and then some courses that would be a first transfer-level course are not included. Examples:

- A psychology statistics course that meets the mathematics/quantitative reasoning general education requirement, but is not coded with a TOP Code of 1701.00
- An English course that meets a requirement for majors, but is not a general education course
- An ESL equivalent to transfer-level English

College researchers have access to the data for their colleges. Hopefully broad access through the CCCCO Data Mart will be available soon, as new course codes to access the pertinent data were designed and implemented in spring 2019<sup>25</sup>.

**Change in Overall Enrollment**

One area that should be examined includes the overall reduction in student enrolled in any credit English or mathematics courses, which includes courses that are both basic skills and transfer-level. While the overall enrollment in CCC's fell 1.7% from fall 2016 to fall 2019, credit Mathematics course enrollment dropped 17.66% and credit English 9.74%, during that same time period. In addition, with added transfer sections and additional co-requisites or synchronous support it would appear that an even trade in either sections or enrollment did not occur. Is this the result of inadequate sections or students opting out? Are we continuing to serve students looking for course preparation prior to transfer level courses? Have students met English and mathematics requirements already, thus reducing the numbers of students needing to take those courses?

*Table 1 – Comparison of Statewide Enrollment Number Change in all Credit Courses, to Credit Mathematics and Credit English Enrollment from fall 2016 to fall 2019*

Fall Terms	Credit Enrollment Mathematics – (1701.00)	Credit Enrollment English - (1501.00)	Overall CCC Credit Course Enrollment	Student Count
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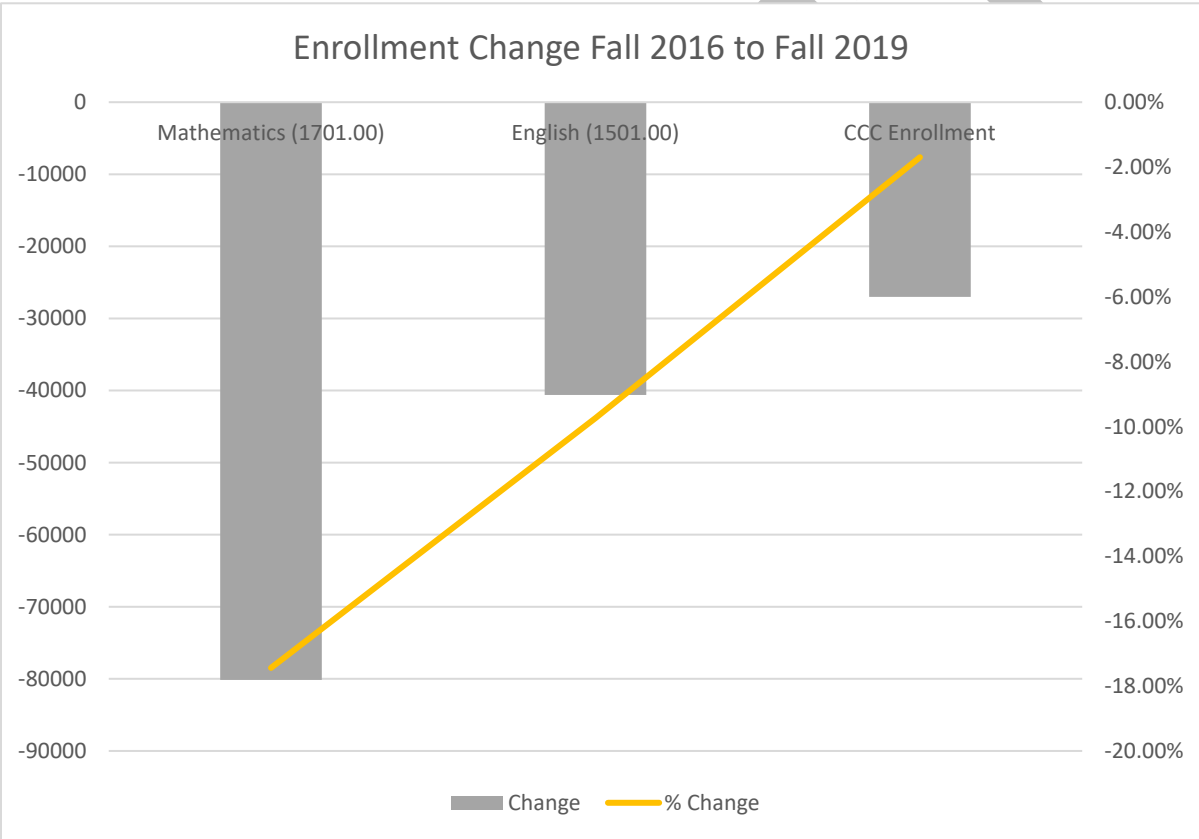
<sup>24</sup> A Degree with a Guarantee: <https://adegreewithaguarantee.com/en-us/>

<sup>25</sup> Data Element Dictionary: CB25 and CB26: <https://webdata.cccco.edu/ded/cb/cb.htm>

<b>Fall 2016</b>	459,606	416,982	3,955,418	1,591,276
<b>Fall 2019</b>	379,452	377,069	3,934,659	1,568,640
<b>Change</b>	-80,154	39,913	20,759-	27,003
<b>% Change</b>	-17.4%	-9.57%	.52%	-1.70%

There are many potential questions that should be asked regarding this decline in enrollment in two key higher education fundamental skills. Are colleges meeting the local population needs and the CCC mission to meet students where they are, being student-ready? How will these trends effect Guided Pathways and overall completion?

Figure 1 -- Comparison of Statewide Enrollment Change (by count and percent) in all Credit Courses, to Credit Mathematics and Credit English Enrollment from fall 2016 to fall 2019



**English**

Further analysis of transfer-level English (TOP code of 1501.00) success changes from fall 2016-2019, disaggregated by ethnic group (defined by the CCCCO) are shown in the chart below. Although indicated in decimal points these represent percentages, success rates, and show a declining success rate for all ethnicities which may be balanced for enrollment and throughput in transfer-level courses. However, specific ethnic groups (African American, Native American, Hispanic and Pacific Islander) have more rapidly decreasing success rates than others. The

difference in success rate between White Non-Hispanic groups and other groups is often referenced as the equity gap. Even if more students from other ethnic groups are getting through, with declining success rates, the equity gaps will remain. Where the rate of decline is greatest the equity gaps will become larger. Figure 2 below displays the trends in success and Figure 3 displays the widening equity gap when defined as success rate difference between White Non-Hispanic and other groups. Because Asians are the only group increasing in success rate, their numbers fall below the axis, exceeding White Non-Hispanic success. For context, a 5-point gap in an election cycle refers to 5% difference between two candidates or 0.05 when represented in decimal form. In the English gaps below, success equity gaps are growing larger for all ethnic groups except Asian and the largest gap occurs in fall 2019. The point gap for African Americans have grown from 14  $\frac{3}{4}$  points in fall 2016 to 18  $\frac{1}{2}$  points in 2019 (Figure 3).

*Figure 2 Comparison of Statewide Success Change (percentage points) in Transfer-Level English Courses from fall 2016 to fall 2019 Disaggregated by Ethnicity*

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### Transfer-level English (TOP Code 1501.00) Fall Terms 2016-2019



Figure 3 Trends in Statewide Success Rate Gap (as defined by the difference in success rates between the White Non-Hispanic ethnic group and each of the other ethnic groups) in Transfer-Level English Courses from fall 2016 to fall 2019, Disaggregated by Ethnicity.

### Equity Gap - Transfer-level English (TOP Code 1501.00) fall terms 2016 to 2019

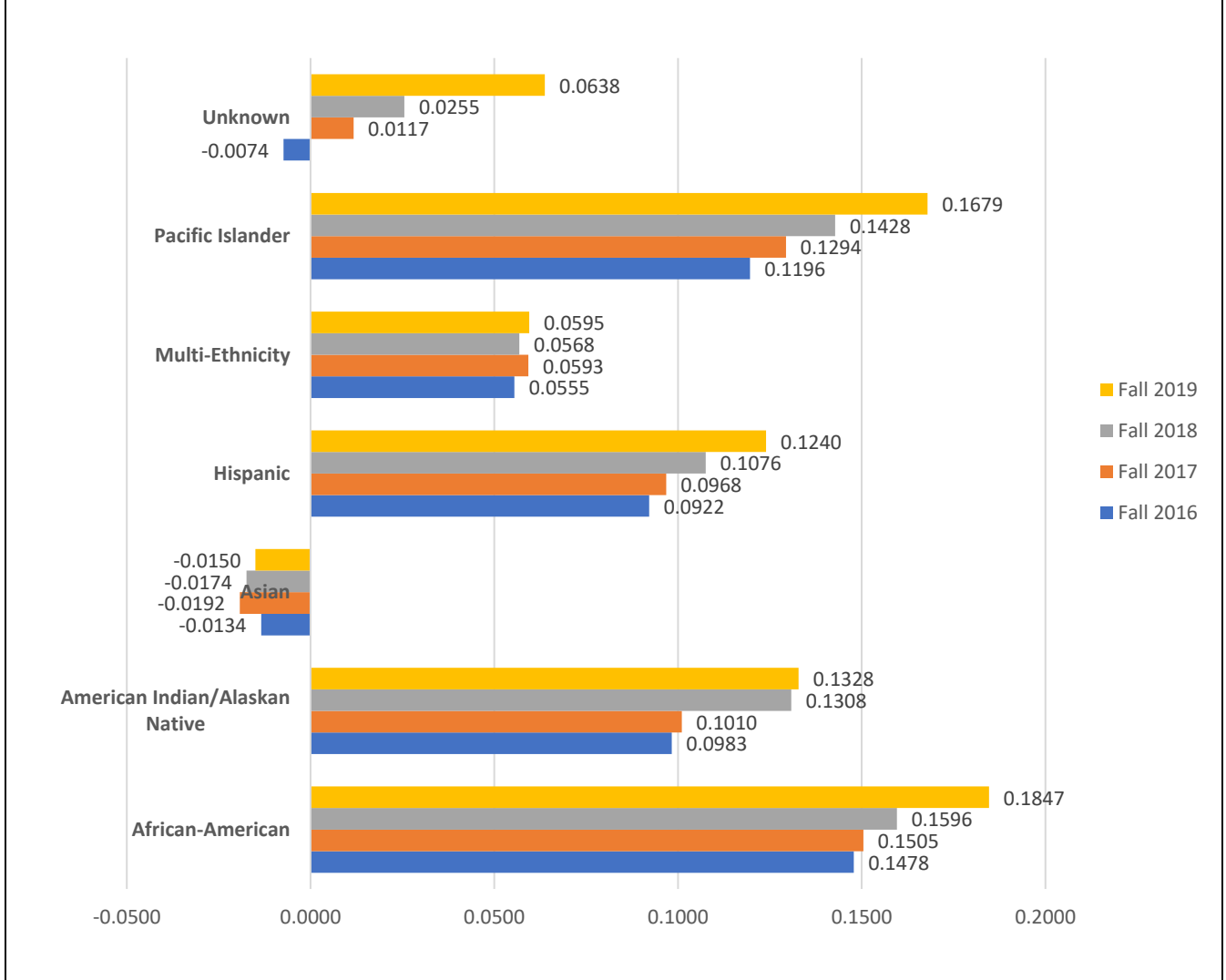


Figure 4 below describes the factors behind the declining success rates. This figure indicates the percent changes in enrollment count, success count, and unsuccessful attempt count by ethnicity between fall 2016 and fall 2019. In the African-American ethnic group, enrollment increased by 16%, the numbers of success increased by 9%, and the number of unsuccessful attempts increased by 29%. In the White Non-Hispanic ethnic group, both the numbers of enrollment and successes decreased by 6% and the number of unsuccessful attempts decreased by 4%. As unsuccessful attempts outpace successful attempts equity gaps enlarge even with the increased throughput. These data should lead us to celebrate the increased enrollment and throughput numbers while challenging us to address the unsuccessful attempts that are outpacing success increases.

Figure 4 Transfer-level English (TOP code 1501.00) change in count percentages from Fall terms 2016 to 2019 in Enrollment Success, and Unsuccessful Attempts

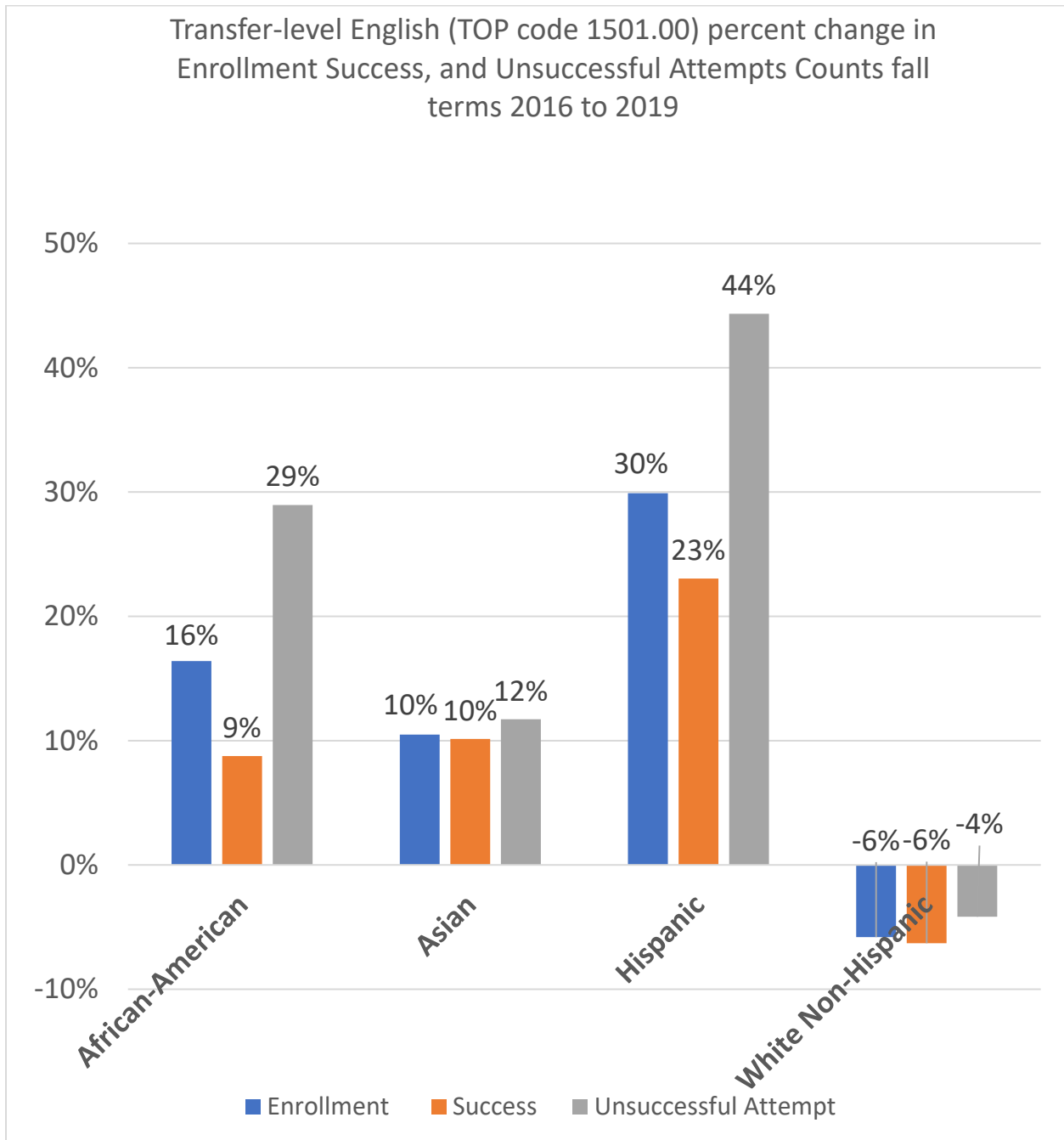


Figure 5 African Americans Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.

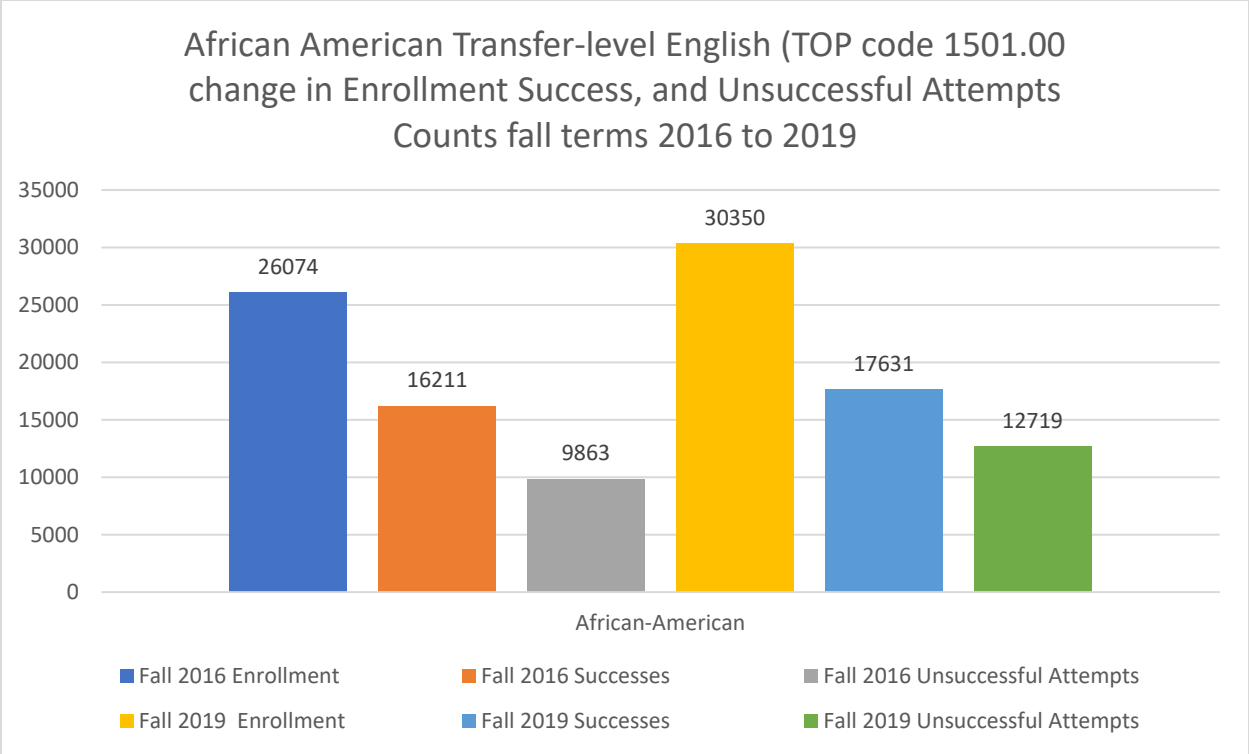


Figure 6 Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.

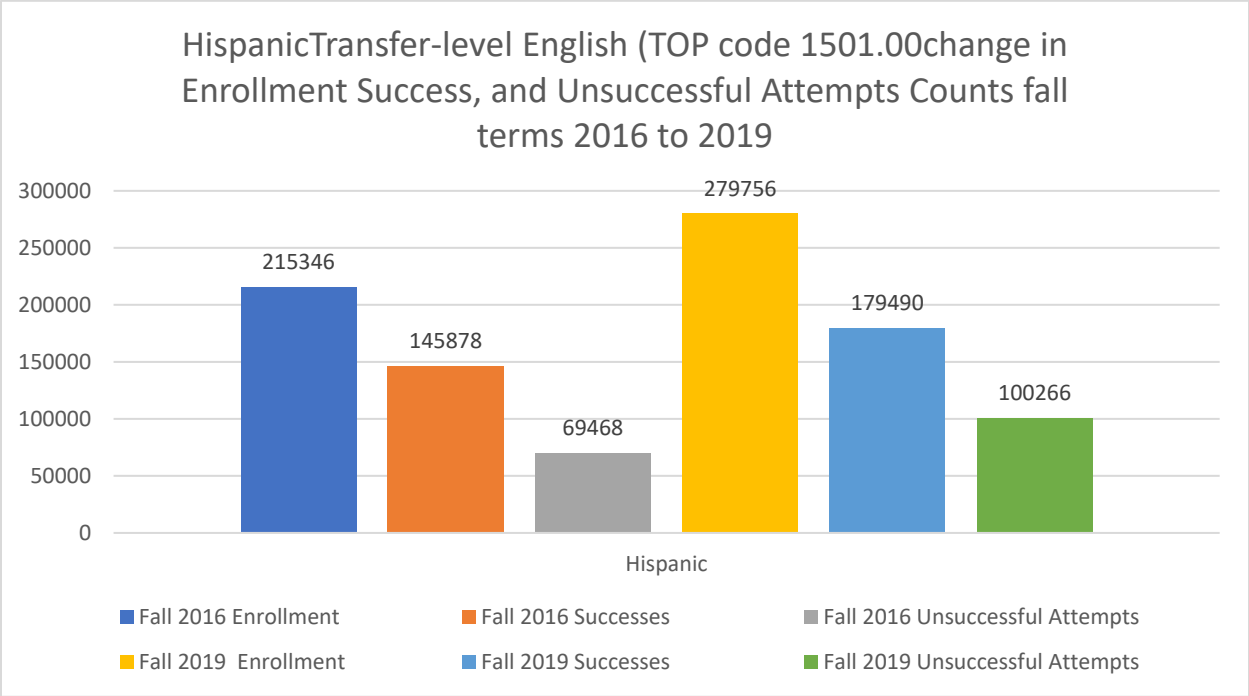
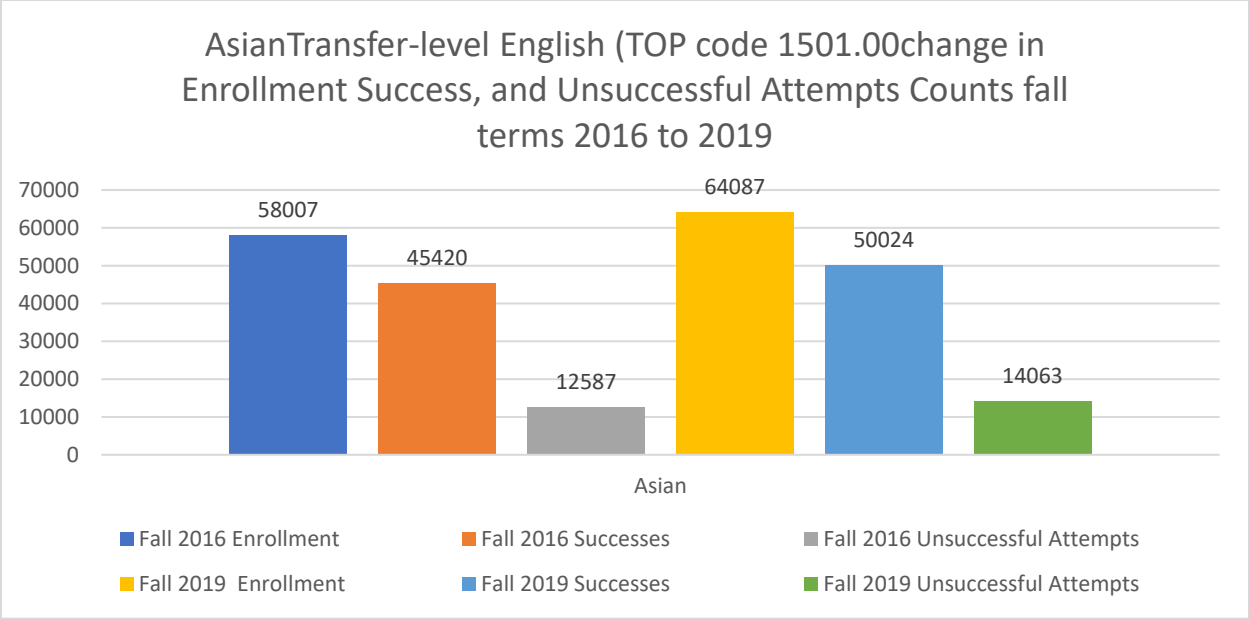
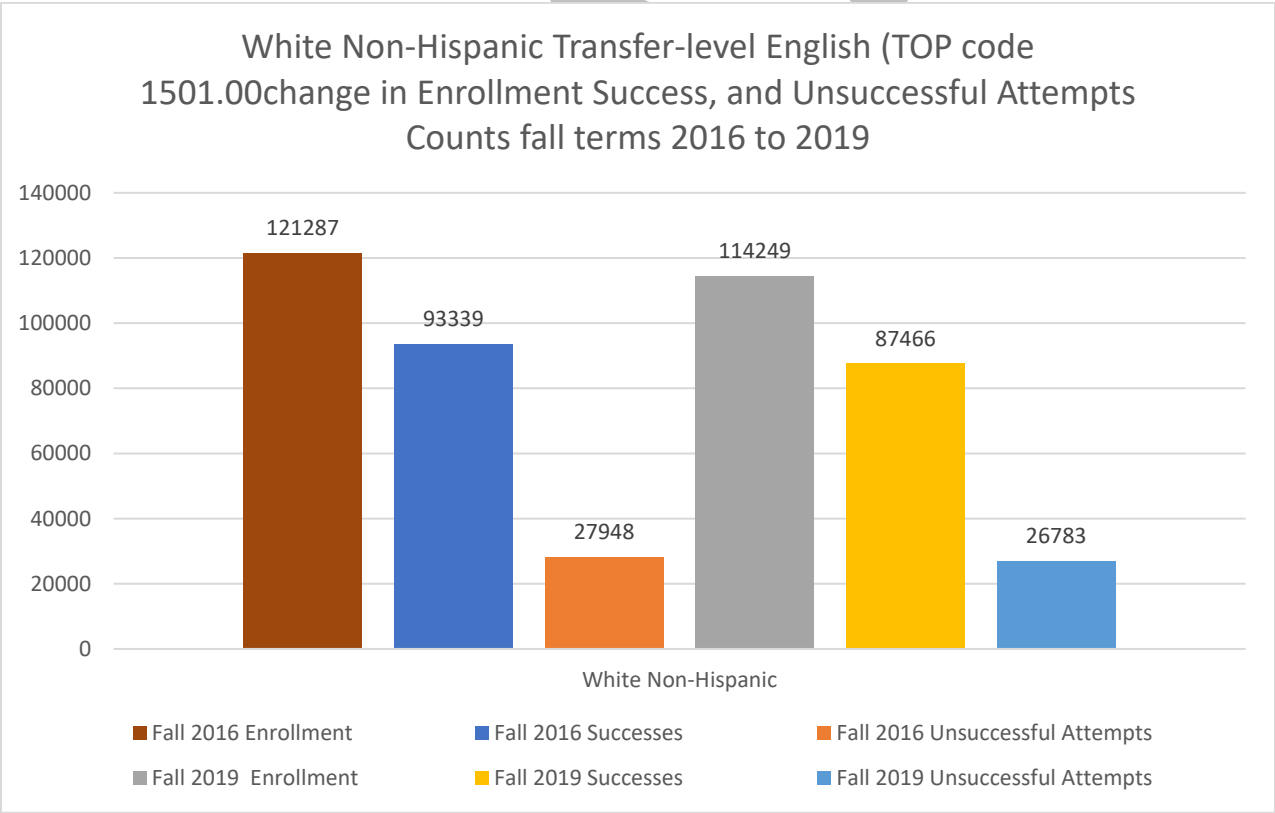


Figure 7 Asian Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.



*Figure 8 White Non-Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.*



**Mathematics**

Further analysis of transfer-level Mathematics (TOP code of 1701.00) success changes from fall 2016-2019, disaggregated by ethnic group (defined by the CCCCCO) are shown in the chart below. Although indicated in decimal points these represent percentages, success rates, and show a declining success rate for all ethnicities which may be a trade-off for more enrollment and throughput in transfer-level coursework. However, specific ethnic groups (African American, Native American, Hispanic and Pacific Islander) have more rapidly decreasing success rates than others. The difference in success rate between White Non-Hispanic groups and other groups is often referenced as the equity gap. Even if more students from other ethnic groups are getting through, with declining success rates, the equity gaps will remain. Where the rate of decline is greatest the equity gaps will become larger.

Figure 9 Comparison of Statewide Success Change (percentage points) in Transfer-Level Mathematics Courses (TOP code of 1701.00) from fall 2016 to fall 2019 Disaggregated by Ethnicity

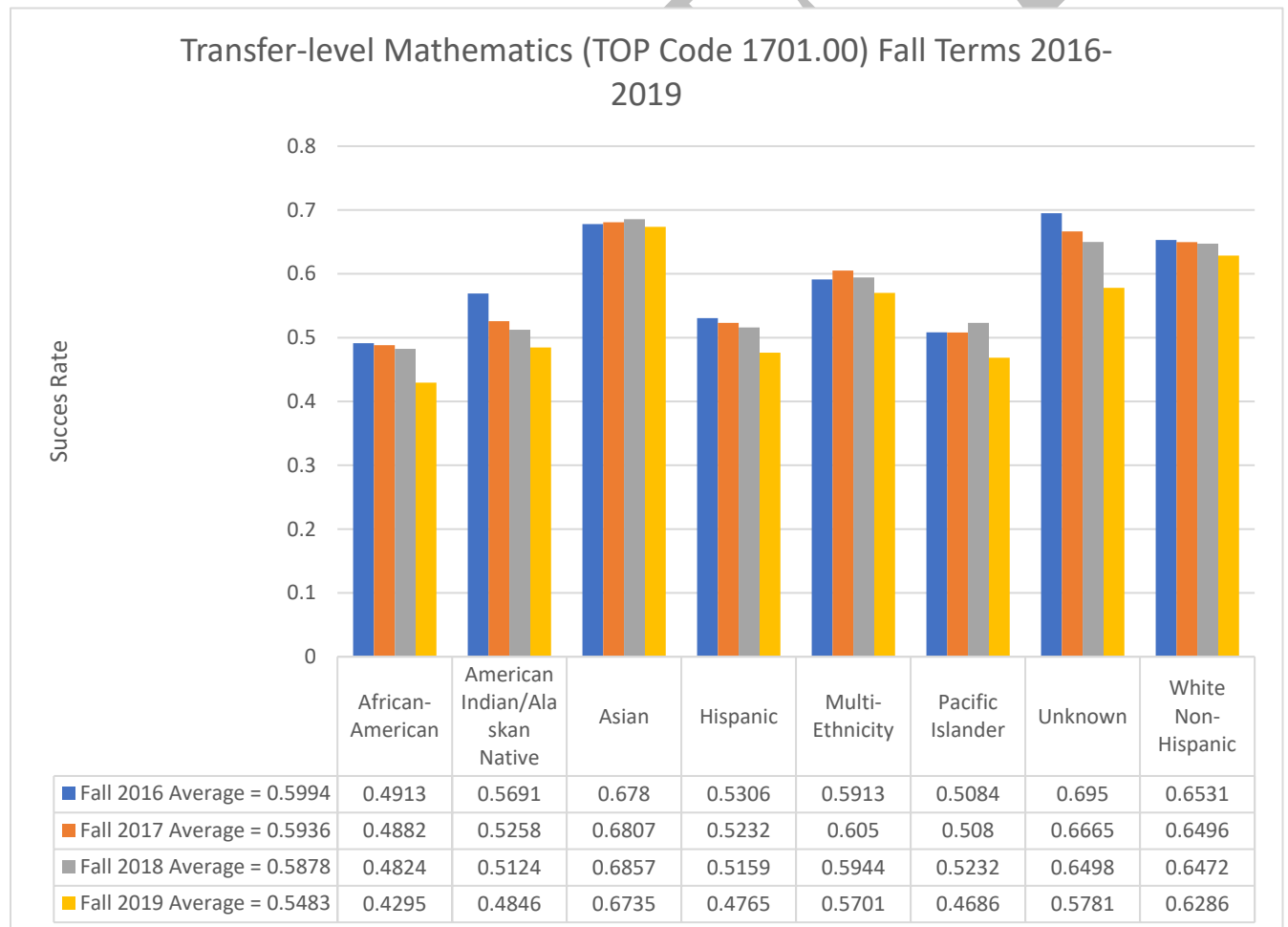


Figure 10 Trends in Statewide Success Rate Gap (as defined by the difference in success rates between the White Non-Hispanic ethnic group and each of the other ethnic groups) in Transfer-Level English Courses from fall 2016 to fall 2019, Disaggregated by Ethnicity.

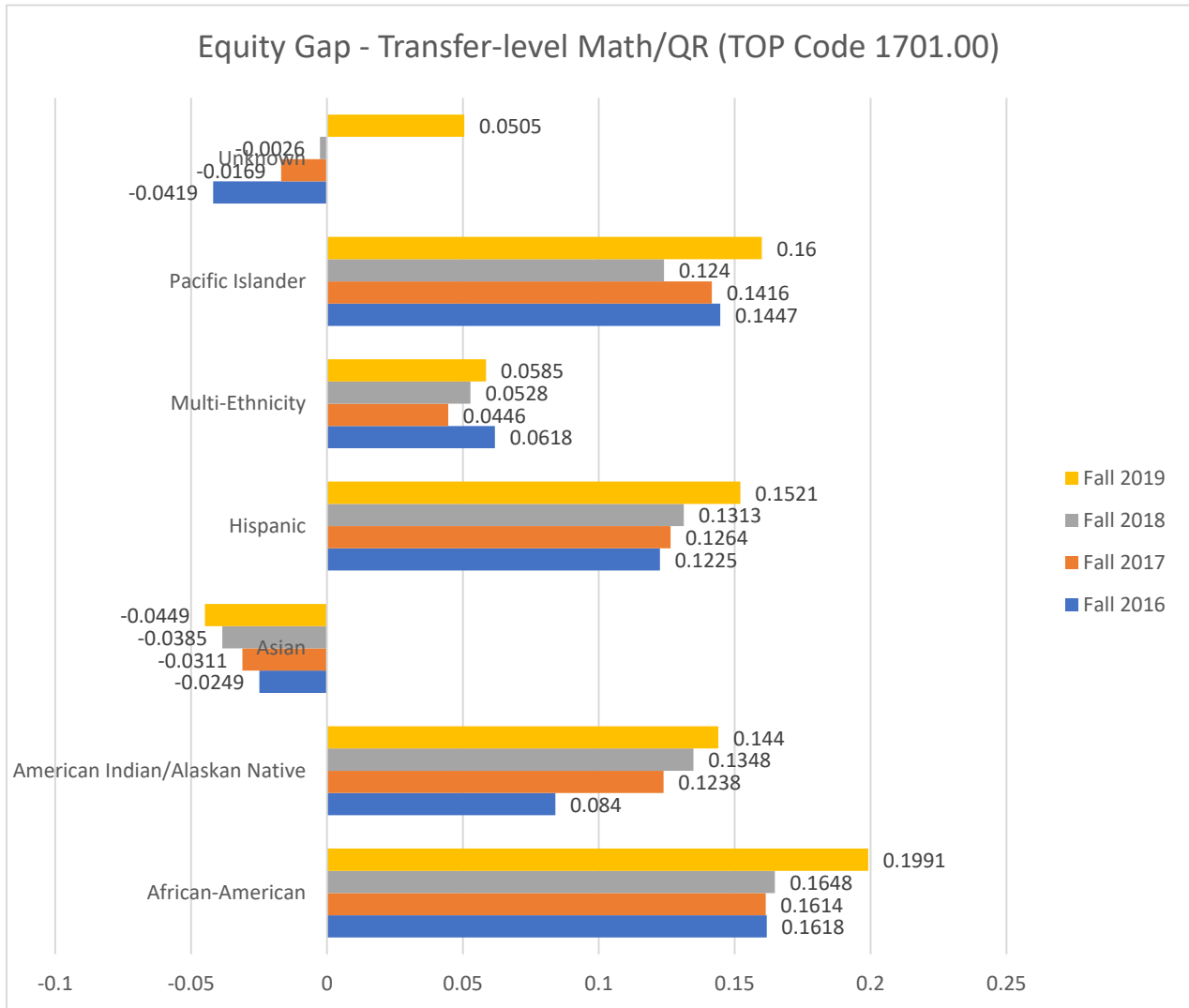


Figure 11 below describes the factors behind the declining success rates and growing equity gaps indicating the percent changes in enrollment count, success count, and unsuccessful attempt count by ethnicity between fall 2016 and fall 2019. As unsuccessful attempts outpace successful attempts equity gaps enlarge even despite the increased throughput. These data should lead us to celebrate increased enrollment and increased numbers throughput while challenging us to address the unsuccessful attempts that are outpacing success increases. In the Asian ethnic group, the increase is relatively flat in all three categories. In the Hispanic ethnic group, enrollment numbers increased by 70%, success numbers increased by 53% and unsuccessful attempt numbers increased by 90%. A limitation of these data is that it does not include the quantitative reasoning in other disciplines, and it does not adequately differentiate the large differences between STEM and SLAM mathematics unsuccessful attempts.

Figure 11 Transfer-level Mathematics (TOP code 1701.00) change in count percentages from Fall terms 2016 to 2019 in Enrollment Success, and Unsuccessful Attempts

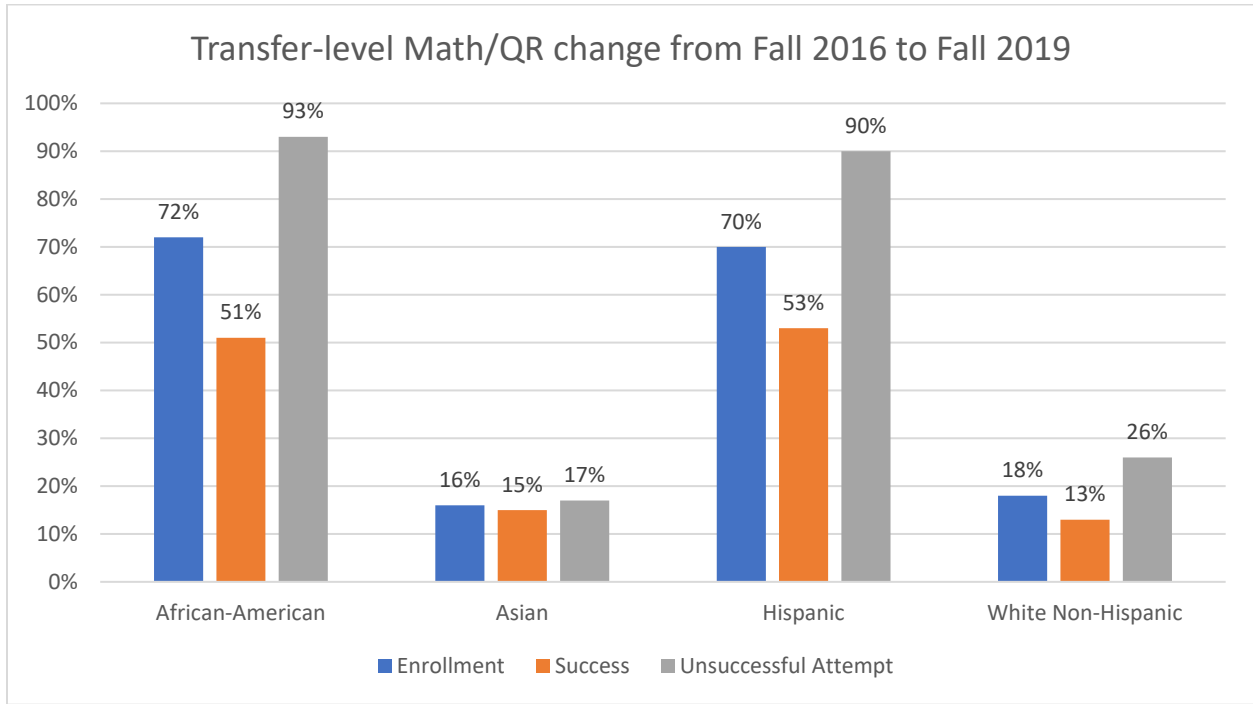


Figure 12 African Americans Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.

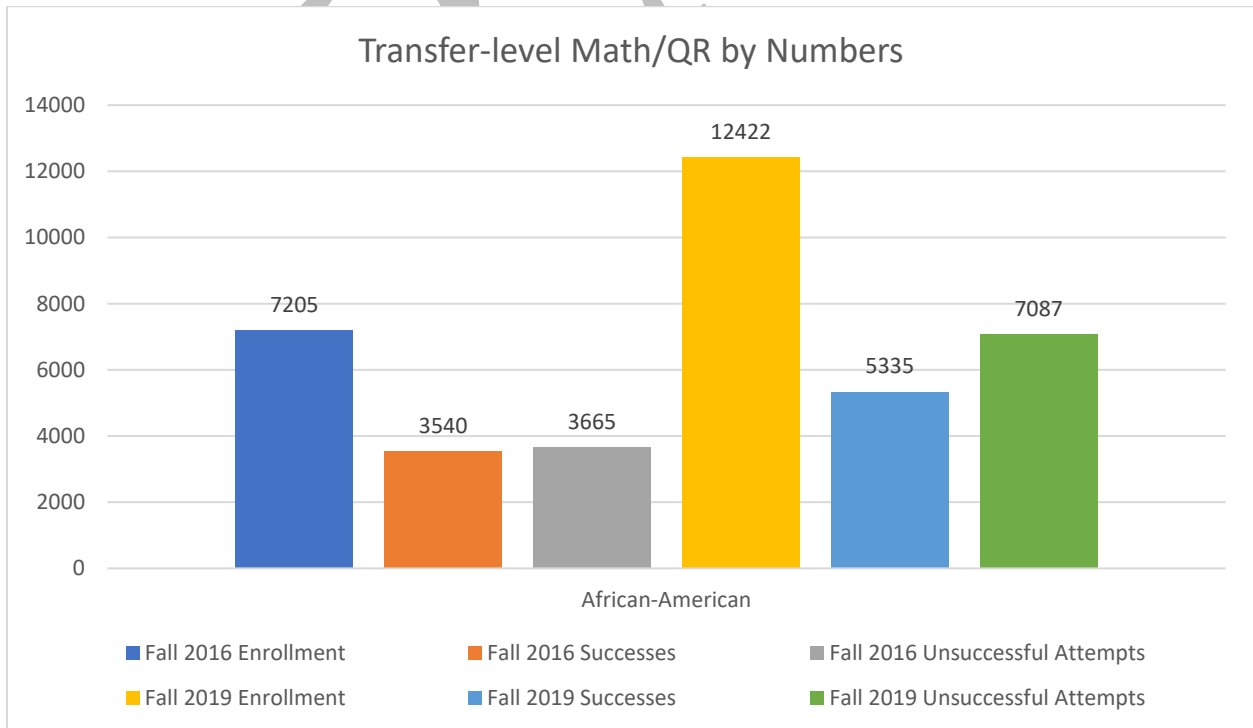




Figure 13 Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.

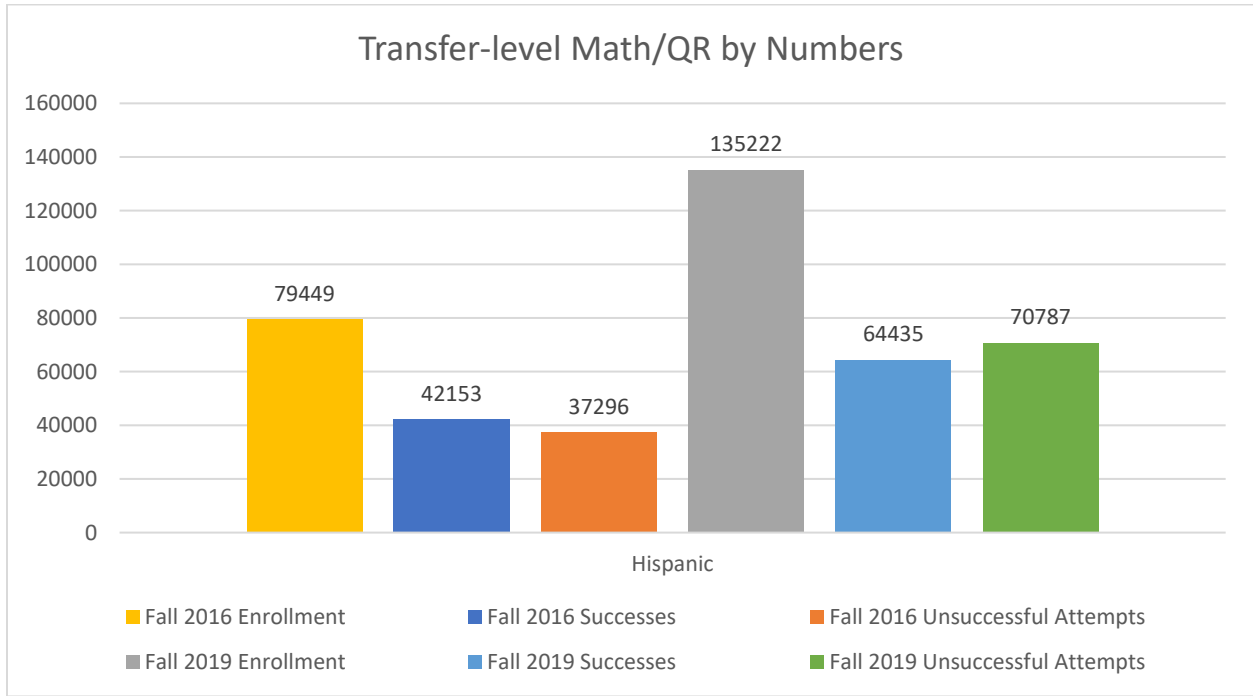


Figure 14 Asian Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.

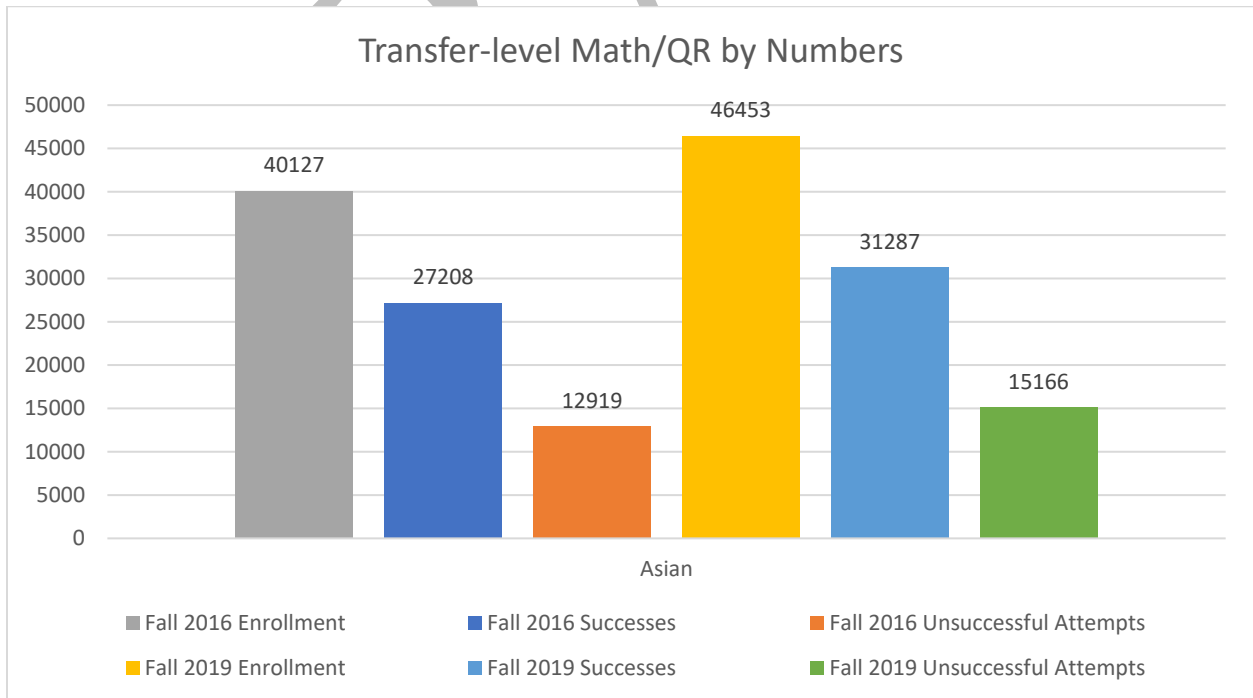
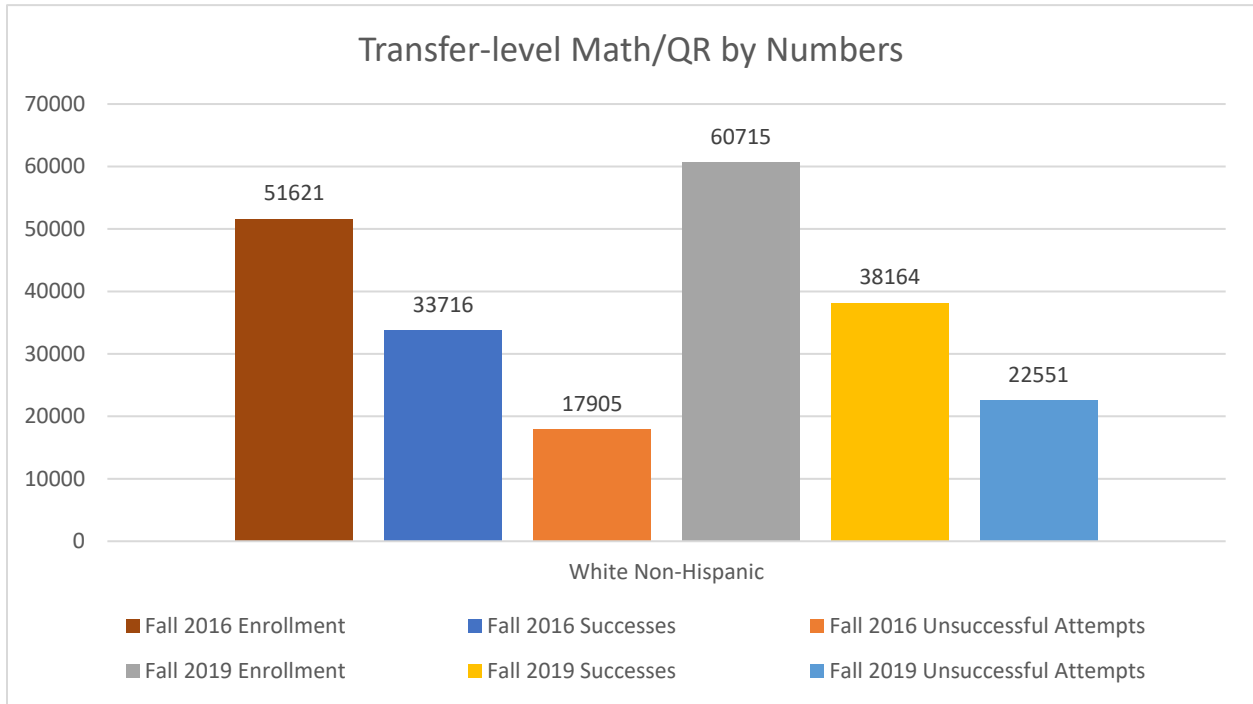
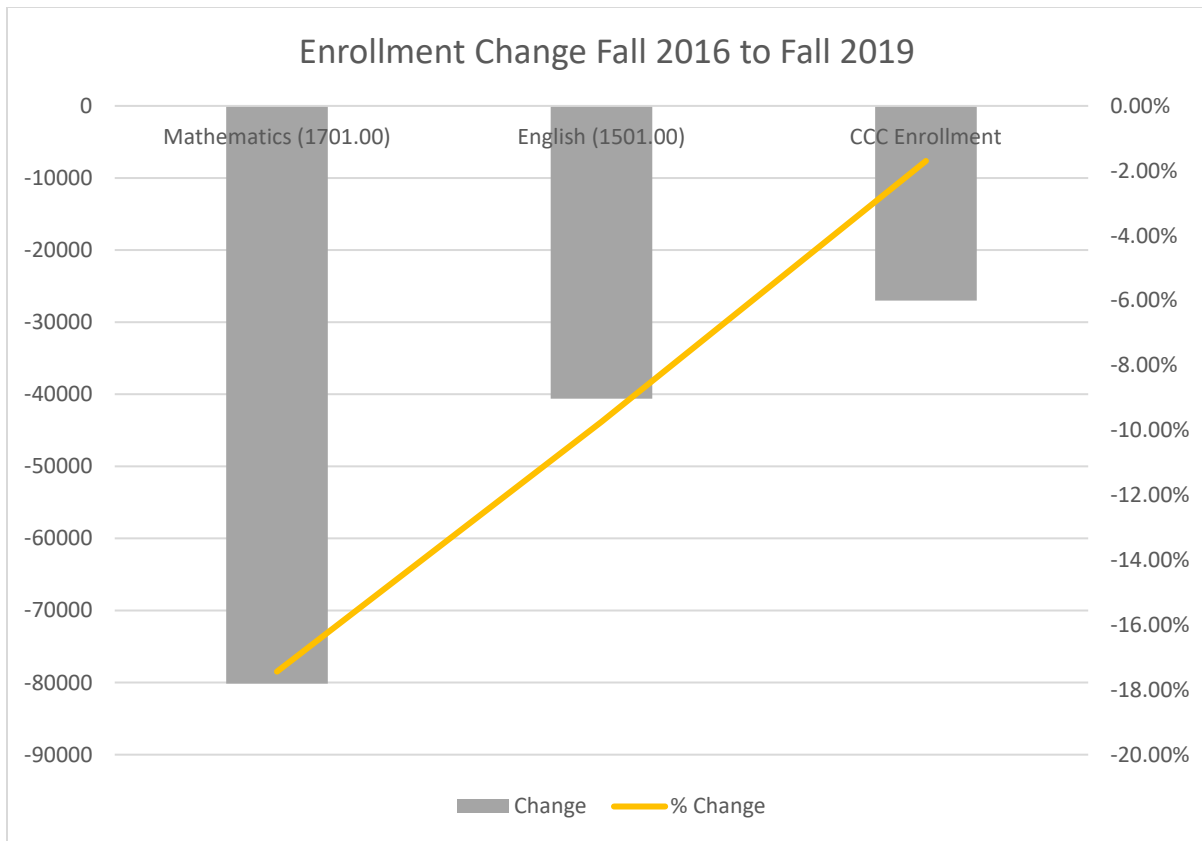


Figure 15 White Non-Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.



**Implications Reduced Enrollment with Mathematics and English Credit Courses**

Enrollments statewide in credit mathematics courses (TOP Code 1701.00) went from 459,606 in fall 2016 to 378,429 in fall 2019. Credit English (TOP Code 1501.00) enrollments statewide went from 416,982 in fall 2016 to 376,362 in fall 2019. Total enrollment in the California community colleges credit courses was 1,591,276 in fall 2016 and 1,564,273 in fall 2019. (duplicated Fig.1)



There has been a reduction in the overall numbers of students taking credit English and mathematics compared to previous years. This analysis combines transfer-level and basic skills level enrollments translating to fewer students enrolling in these important and fundamental courses required for all pathways. There are important considerations for students who opted not to enroll in English or mathematics early in their college career. Colleges should examine local data regarding alignment with student pathways and the value of acquiring the skills early to increase success in subsequent coursework. Colleges should also examine section offerings, scheduling, course modalities and other factors which may contribute to failure to enroll. Some colleges using Guided Self Placement (GSP) reported higher levels of student enrollment when student self-agency was clearly associated with the course choice. This is consistent with research on Guided Self Placement at the CSUs and other studies<sup>26</sup> included in the GSP resources at ASCCC. Colleges must analyze these data to determine if this is due to enrollment decline overall, a reduction in pretransfer-level course offerings, or perhaps some other factor or combination of factors. Feedback from students at some colleges indicated they used these lower level courses as an opportunity for a warmup or to gain momentum and would like the opportunity to register in these courses.

The introduction of support or corequisite courses now taken within the same semester, were identified as concerns by students and institutions. Scheduling support is a challenge as well as

<sup>26</sup> ASCCC Guided Self Placement (GSP) resources <https://tinyurl.com/ASCCC-GSP>

determining the type of support needed for the individual student. Assuming one-size-fits-all has led to numerous issues, including student inability to take large load courses with co-requisites which required 5-9 units and hours more. Students expressed confusion with support courses, scheduling and time. In addition, what would have been counted as one enrollment in the past English Composition, may now be counted as two enrollments, English Composition plus support. Thus, it is crucial to access this data using the newly created Course Basic (CB)<sup>27</sup> codes, so that support courses can be disaggregated from “parent” courses.

### **Implications for Students when Course Placement Results in Not Enrolling or a Substandard Course Notation**

Students are provided more opportunity and access to coursework, resulting in higher throughput, but the consequences of not succeeding may have higher stakes. Considerations raised by faculty on the forefront of evaluating their fall 2019 placement practices and success/unsuccessful attempt data beyond throughput, included a more thorough examination of:

- financial aid issues and satisfactory academic progress
- transfer issues and GPA
- maximizing pass rates and numbers
- minimizing failure rates and numbers
- maximizing retention
- minimizing equity and achievement gaps

This section contains common concerns and observations shared by faculty through feedback during ASCCC conferences, college visits, workshops, and webinars, which may be useful in creating research questions for analysis of college placement protocols and support structures in English and mathematics pathways.

There were unintended consequences for students that desired or needed preparation for a transfer-level course, and where adding in a support or corequisite course confounded the issue. Corequisite support in many colleges resulted in coursework that carried total unit loads in one subject area of 5-9 units, or if units were not increased, the time commitment needed to learn the material was equivalent. The created pressure on a federal regulation requiring students must maintain satisfactory academic progress (34 CFR 668.34)<sup>28</sup> to remain eligible for financial aid. Each institution defines how a student's GPA and pace of completion are affected by course incompletes, withdrawals, or repetitions that at least meets or exceeds the 66.7% success requirement. Students not achieving the required GPA, or not successfully completing his or her educational program at the required pace, are no longer eligible to receive assistance under the title IV, HEA programs. The rapid changing of placement processes did not always factor in the important aspect of financial aid requirements. Colleges are encouraged to

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<sup>27</sup> CCCCO Data Element Dictionary: <https://webdata.cccco.edu/ded/ded.htm>

<sup>28</sup> Government Regulations § 668.34 - Satisfactory academic progress  
<https://www.govregs.com/regulations/34/668.34>

examine whether financial aid factors disproportionately impacted student populations, student's ability to continue their pathway, and other student success outcomes. A sub-standard grade<sup>29</sup> in an English or mathematics transfer-level course significantly impacts entrance into many CCC programs such as nursing, respiratory therapy, dental hygiene, computer science, engineering, and other high demand programs as well as CCC baccalaureate programs. Whereas failure in basic skills or pretransfer coursework does not permanently impact a transfer record. This issue is exacerbated by transfer considerations. Transfer success is not only based upon a students' completion of coursework, but also GPA achievement and particularly, grades in courses relevant to majors. CSU GE requirements in Written Communication, Oral Communication, Critical Thinking and Mathematics/Quantitative Reasoning must be passed with a C or better. CSU's also note that "Many transfer students report that the biggest difference between their classes at a California Community College and those at the university is the amount of writing required at the CSU."<sup>30</sup> The UC report for transfer to a campus in the University of California system in 2018, indicated students successfully transferring had a minimum GPA of 3.0 (even though eligibility was lower) and entrance into the more selective campuses such as Berkeley, UCLA and UCSB necessitating a higher GPA.<sup>31</sup> A substandard grade in a transfer-level English or mathematics course will impact transfer. Later, in this paper will be a discussion of the rate of transfer among students who successfully completed a remedial or basic skills course.

Furthermore, receiving a sub-standard grade in the student's first course, especially at the transfer-level, may heavily impact student persistence to continue to pursue their college career. Colleges should examine disaggregated data to determine the impact of sub-standard grades on perseverance and completion. Appropriate placement and guidance for course selection and enrollment are crucial during the first year.

### **Local Data and Case Studies**

Academic senates or faculty through their academic senates from various colleges have contacted the ASCCC seeking guidance and information regarding AB 705 implementation requirements and outcomes along with a venue to share data from their colleges. The advantage of local college data is that the English and mathematics courses studied were specific to those intended falling under AB 705 requirements in most cases, that being Freshman Composition or the equivalent and the first transfer-level mathematics or quantitative reasoning course (even if outside the mathematics TOP code 1701). In most of these colleges where placement included coursework other than transfer-level and methods other than default placement, the strategies for support could be better analyzed. In some of the colleges the data focused on first-time college students entering their courses within the

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<sup>29</sup> A sub-standard grade is a D, F, W, or NP

<sup>30</sup> <https://www2.calstate.edu/apply/transfer/Pages/upper-division-transfer.aspx>

<sup>31</sup> UC Transfer Data from California Community Colleges UCOP  
<https://admission.universityofcalifornia.edu/counselors/files/uc-transfer-application-data.pdf>

first academic year. These colleges also provided important qualitative data in survey feedback from students and faculty regarding areas of success and ones needing improvement.

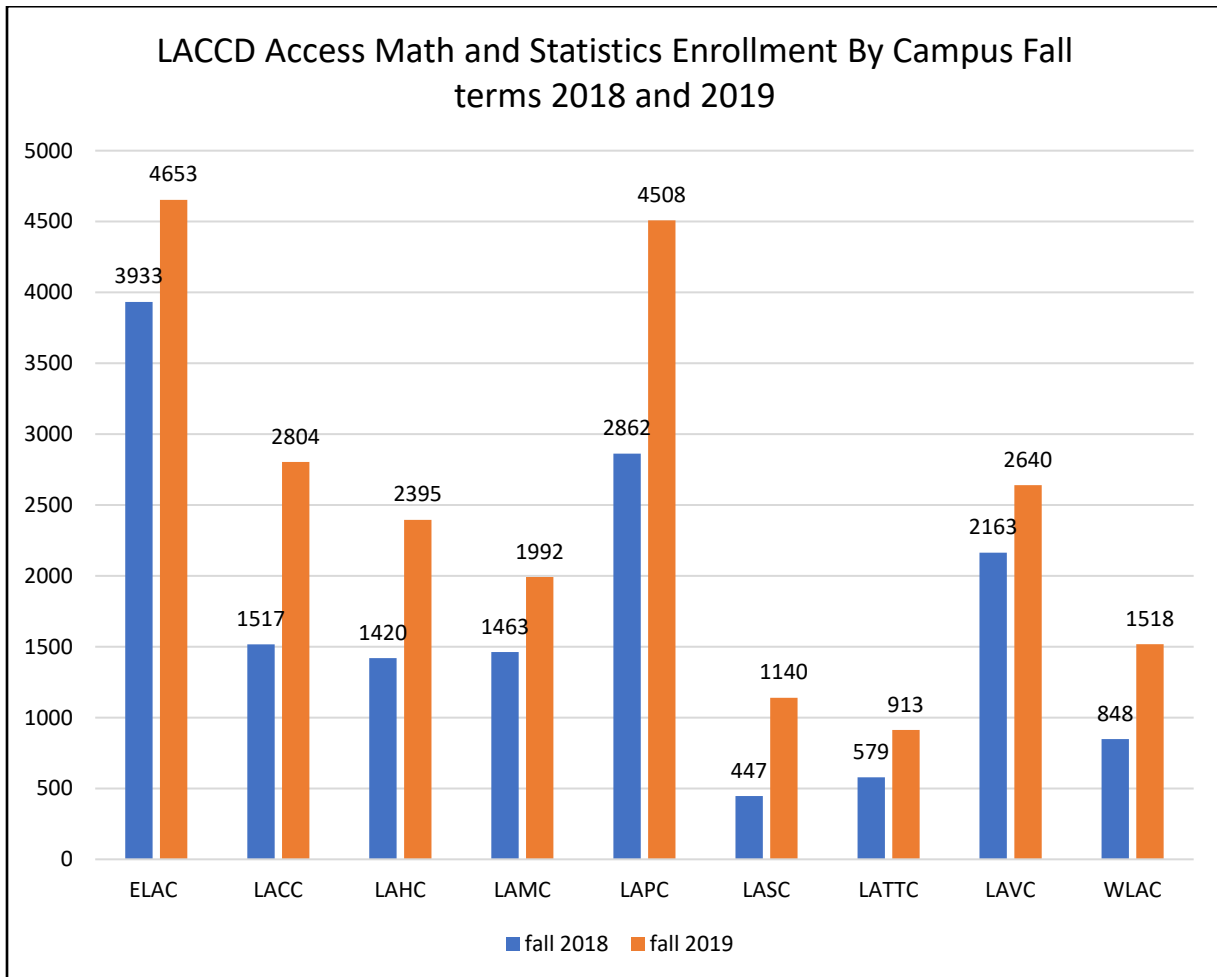
Case studies exploring local college data included diverse colleges: Colleges making up the Los Angeles Community College District (LACCD) and Glendale Community College (GCC). These local data mirrored statewide data confirming more students were succeeding in transfer level English and mathematics. As a group of colleges, equity gap trends for placing students into transfer-level coursework were not present because placement into the courses was open to everyone. However, each of these colleges showed persistent equity gaps in course success. While English had larger numbers of success overall, the success rate for African American students in particular, fall below the success rate of White Non-Hispanic and Asian students. In most of the colleges, statistics pathways showed greater numbers of students succeeding with only slightly lowered course success rates. However, as a whole the STEM mathematics pathways showed declining course success, widening equity gaps and in some colleges even lower throughput than previous years. LACCD data was comprehensive and represents colleges at very different stages of multiple measures implementation prior to AB 705. Glendale Community College was implementing multiple measures and curricular changes prior to the AB 705 full implementation deadline of Fall 2019. This is evidence is presentative of the move state-wide for improved multiple measures for assessing students for placement.

### **Case Study: Los Angeles Community College District (LACCD) Placement, Enrollment, Success Rates in Math and English**

The Los Angeles Community College District is composed of nine very diverse colleges in size, location and student population. Located in different communities within the Los Angeles area the district includes East LA College (ELAC), LA City College (LACC), LA Harbor College (LAHC), LA Mission College (LAMC), LA Pierce College (LAPC), LA Southwest College (LASC), LA Trade Tech College (LATTC), LA Valley College (LAVC), West LA College (WLAC). The LACCD District Academic Senate (DAS) President indicated that in Fall 2019, LACCD had approximately 31,000 students enrolled in English and 29,000 enrolled in mathematics/quantitative reasoning courses without placement through an assessment exam, and without access to many pretransfer or remedial courses that had been previously offered at the nine colleges. The faculty felt it was clear that former placement processes were flawed and more students should have had access to transfer-level coursework. The LACCD cancelled most remedial mathematics (everything below intermediate algebra) and English courses (more than one level below transfer) in the fall of 2019, even though not required by AB 705. The District Academic Senate examined data to determine which students were benefitting and which were not. LACCD data included a detailed analysis of Mathematics, Statistics, and English coursework. LACCD outcomes indicated larger enrollments in many courses, increased throughput in some courses but also lower success rates and widening equity gaps for key Mathematics, Statistics, and English courses.

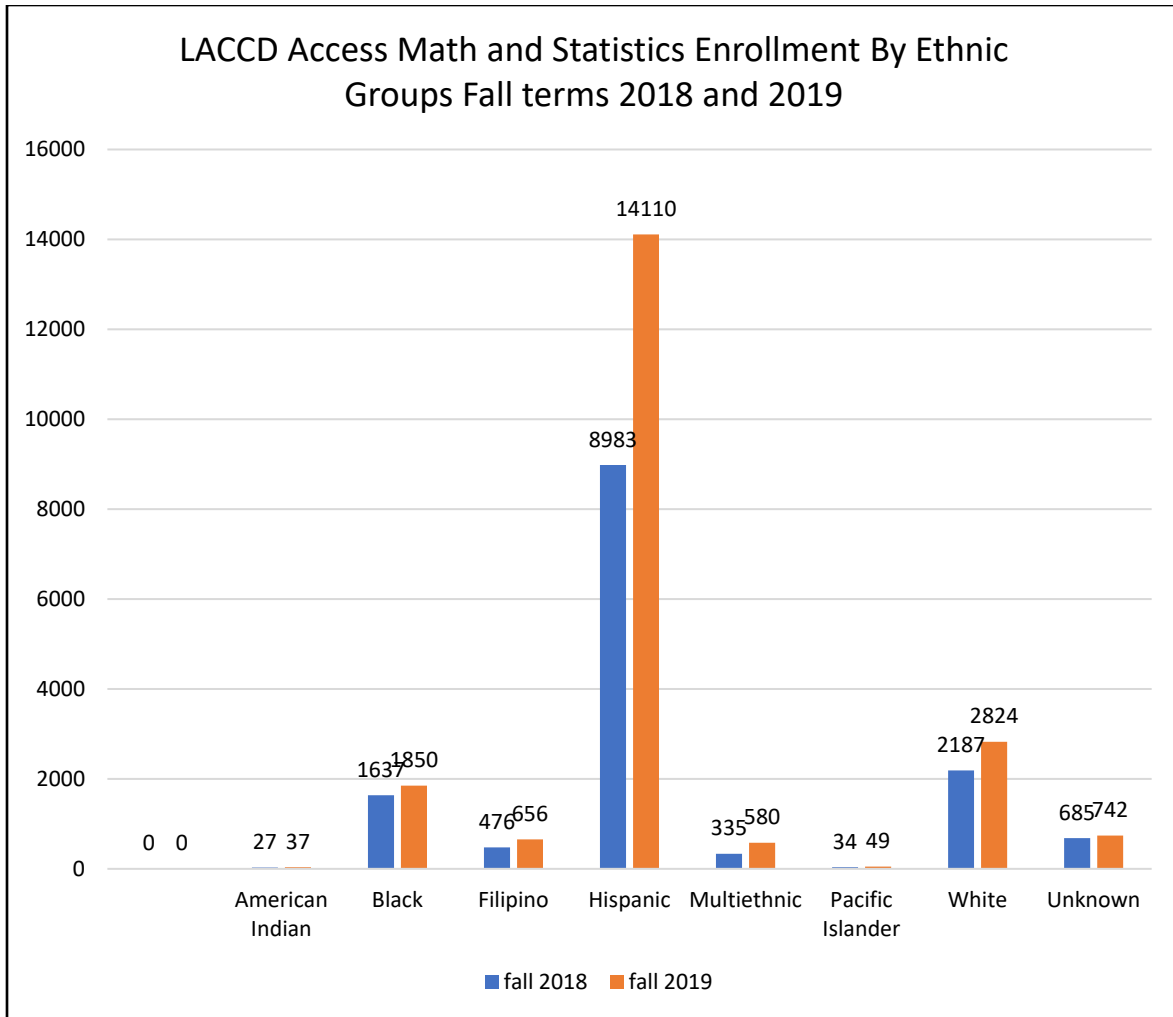
Figure 16 indicates overall access increase [to transfer-level mathematics courses](#) as measured by enrollment increases from 15,232 to 22,563 (+7331 or 48.1%). The largest increases in enrollment were at Southwest College (155%) and LA City College (85%).

Figure 16 Increased enrollment counts in transfer-level mathematics by ethnicity in the Nine LACCD colleges from Fall 2018 to Fall 2019.



When disaggregated by ethnic groups, enrollment increases were observed in Africans Americans (97.6%), Multiethnic (73.1%) and Hispanic (57.1%) ethnic groups. Large increases in access were observed in under 20-year old (79.1%) and over 55-year old (61.9%), females (54.3%), first-time students (117%), returning students (106.3%).

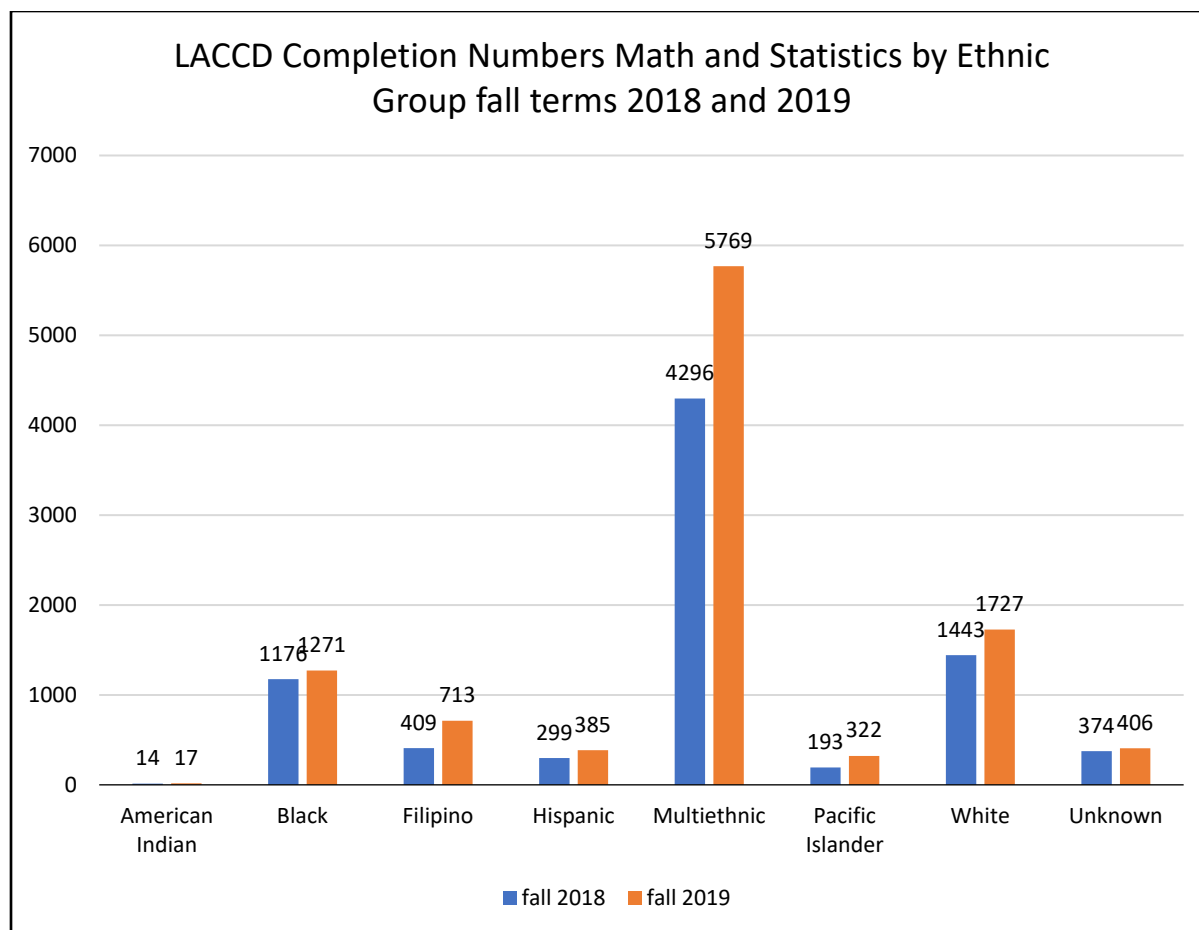
Figure 17 LACCD enrollment in transfer-level math and quantitative reasoning disaggregated by ethnicity fall 2018 and fall 2019.



LACCD student completion increased overall and by ethnicity. Overall Completion of Transfer-Level Math and Statistics Increased 29.4% with increases by ethnicity seen numerically in Figure 18 below and by percentages: American Indian (21.4%), Asian (8.1%), Black (74.3%), Filipino (28.8%), Hispanic (34.3%), Multiethnic (67.7%), Pacific Islander (66.7%), White (19.7%), Unknown (8.6%). Large increases were also observed in females (34.2%), age 35-54 (57.9%), and 55+ (60.6%)

*Figure 18 – Completion Numbers in LACCD transfer-level math and statistics by Ethnic Groups comparing fall 2018 and fall 2019*





Overall enrollment in all LACCD Math courses dropped 21.3% which represented 7,928 students compared to the previous fall. Most students who are not in a BSTEM (Business Science Technology and Engineering and Math) major take a Statistics course to transfer. District enrollment in Math 227 (Statistics), a transfer-level course, grew by 71.8% or 4,311 students. Statistics 101, an alternative to Math 227 that is growing in popularity, was offered at Pierce and Valley. The enrollment in Statistics 101 increased more than 250% in Fall of 2019. Math 125 (Intermediate Algebra) is a pretransfer level course that satisfies the mathematics competency requirement for an associate degree. In the LACCD, many students can now satisfy the competency requirement and bypass taking this course if they passed a mathematics course at or above the level of Intermediate Algebra with a grade of C- or higher in high school.

Enrollment in Math 125 (one-level below transfer) declined by 38.2% or 2,920 students, while Math 115 (Elementary Algebra; two-levels below transfer) was virtually eliminated. New courses such as Math 125-S (Intermediate Algebra with Support) and Math 227-S (Statistics with Support) were offered as an option to students who might benefit from additional support and preparation. In the Fall of 2019, 725 students enrolled in Math 125-S and 525 students enrolled in Math 227-S.

Table 2 Districtwide Success Rates in Selected Math & Statistics Courses (LACCD, Fall 2018 versus Fall 2019)

Term	Math 125 Int Algebra	Math 125-S Int Algebra	Math 134 Accelerated Elem. & Int. Algebra	Math 227 Statistics	Math 227-S Statistics	Math 240 Trig	Math 245 College Algebra	Math 260 Precalculus	All Math	Stats 101
Fall 2018	44.8	---	37.1	52.2	---	55.5	41.1	52.0	48.8%	74.5%
Fall 2019	34.4	39.0	47.4	44.1	35.6	42.5	38.6	45.2	44.1	62.7%
Net Change	-10.4	---	+10.3	-8.1	---	-13.0	-2.5	-6.8	-4.3	-11.8
Percent change	-23.0%	N/A	+27.7%	-15.5%	N/A	-23.4%	-6.1%	-13.1%	-8.9%	-8.9%

The average success rate for all LACCD Math courses fell from 48.4% to 44.1% (Table 3). Due to both lower enrollment and success rates, 5,096 fewer students were successful in any Math class when compared to the previous fall. Fall 2019 enrollment for Math 227 (Statistics) increased by 67.6%, but the success rate for the class dropped from 52.2 to 44.1%. Many other LACCD Math classes experienced declines in success rates including Math 125 (Intermediate Algebra), Math 240 (Trigonometry), Math 245 (College Algebra), Math 260 (Precalculus), and Math 261 (Calculus I). Math 125 and Math 240 had some of the greatest percent declines in success rates: 23% and 23.4% respectively. Since Math 125 was the lowest-level Math course many LACCD students were able to enroll in, a 23% decline in its success rate should be of particular concern. Two new courses offered as options to students who might benefit from additional embedded support, Math 125-S and Math 227-S, had success rates of 39 % and 35.6% respectively. One interesting outlier with encouraging results was Math 134 (Accelerated Elementary and Intermediate Algebra), a one-level below transfer course, which had a success rate of 47.4%. This could be due partly to the fact that underprepared students may benefit from the additional instructional hours and the “elementary” algebra component of this course.

However, success declined in statistics math courses and the gap among various ethnicities persisted and increased in statistics. **Overall Success Rate for all Students in Transfer-Level Math 227 (Statistics) declined by 15.5%.** A decline in success rates were observed for Asian (-3.1%), Black (-8.5%), Filipino (-4.9%), Hispanic (-19%), Multiethnic (-8.1%), Pacific Islander (-21.4%), and White (-12.8%) students.

Figure 19 LACCD Completion Rates for Math 227 (Statistics) by Ethnicity comparing fall 2018 and fall 2019.

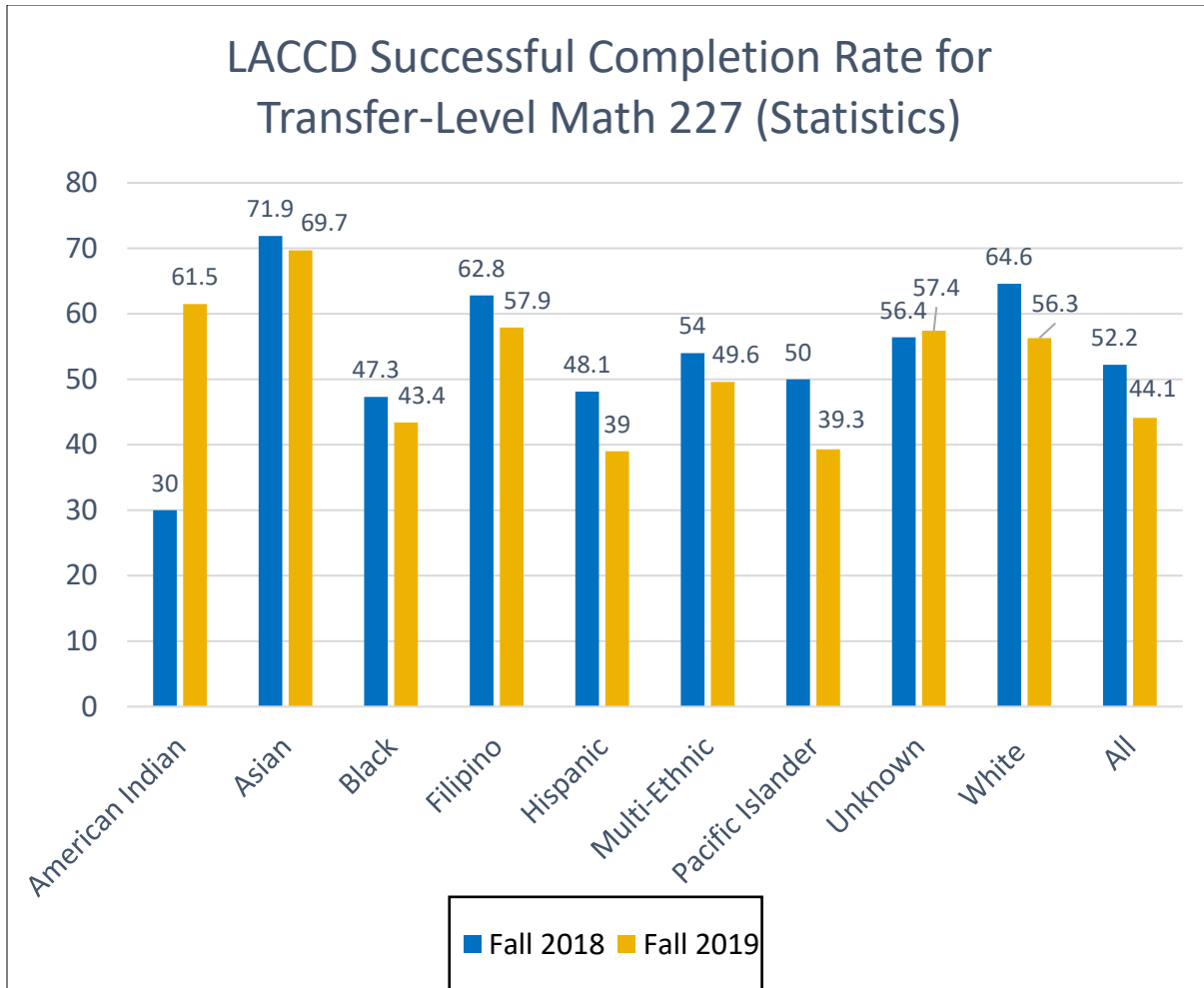


Table 3 Districtwide Success Rates in Selected English Courses (LACCD, Fall 2018 versus Fall 2019)

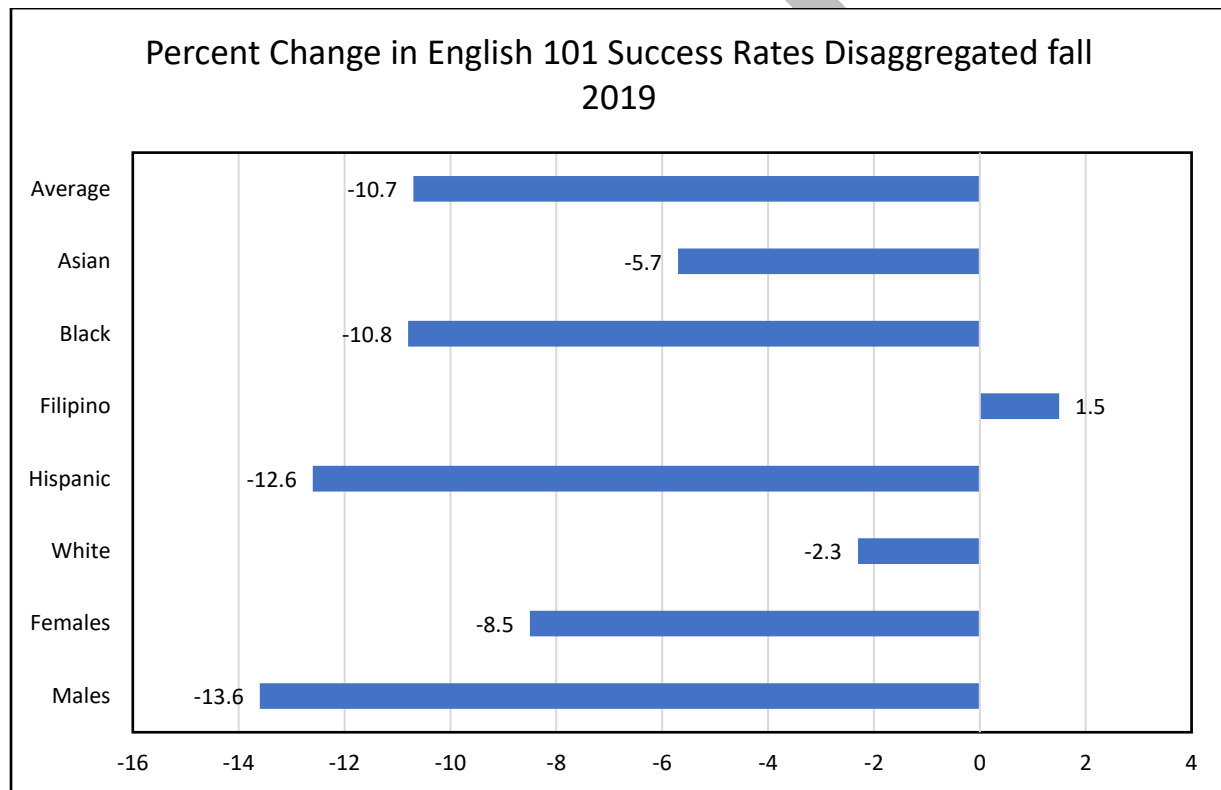
Term	English 100 Accelerated Prep CB21A	English 28 Basic Skills CB 21A	English 101 Transfer-level	English 102 Transfer-level	English 103 Transfer-level	English 72* Supplemental Support	English 104* Supplemental Support	All English
Fall 2018	58.6	59.6	59.5	66.6	68.3	N/A	N/A	60.9%
Fall 2019	49.1	58.0	53.1	64.2	66.9	68.4	61.5	58.0%
Net Change	-9.5	-1.6	-6.4	-2.4	-1.4	N/A	N/A	-2.9
Percent change	-16.2%	-2.7%	-10.7%	-3.6%	-2.1%	N/A	N/A	-4.8

As seen in Table 3 above the average success rate for all LACCD English courses taken in the District fell from 60.9% to 58.0%. Overall, 921 fewer students were successful in any English class compared to the previous fall. The districtwide success rate for English 28 (one-level below transfer), dropped slightly and this course was offered at only three colleges fall 2019.

The success rate for English 101 (transfer-level course) dropped from 59.5% to 53.1%. \*English 72 (English Bridge) and 104 (College Writing Skills and Support) are new supplemental support courses developed for students enrolled in English 101. English 28 (Intermediate Reading and Composition) and 100 (Accelerated Prep: College Writing) are one level below transfer. English 101, 102, and 103 are transfer-level English courses. Among the supplemental support courses for English 101 students, English 72, a one-unit lab course, had the highest success rate at 68.4%.

The percentage of students who received a grade of D (9.2%), F (18.9%), or withdrew (18.7%) from English 101 all increased substantially in Fall 2019 when compared to Fall 2018. As displayed in Figure 20, success rates for the course were lower for students who identified as Hispanic (49.2%) and Black (43.5%), than for Asian (72.8%), White (72.6%), and Filipino (69.3%) students (Figure 1). While success rates in English 101 declined for most groups, equity gaps grew for Hispanic and male students.

Figure 20 LACCD Percent Change in English 101 Success Rates from fall 2018 to fall 2019 disaggregated by ethnic group and gender.

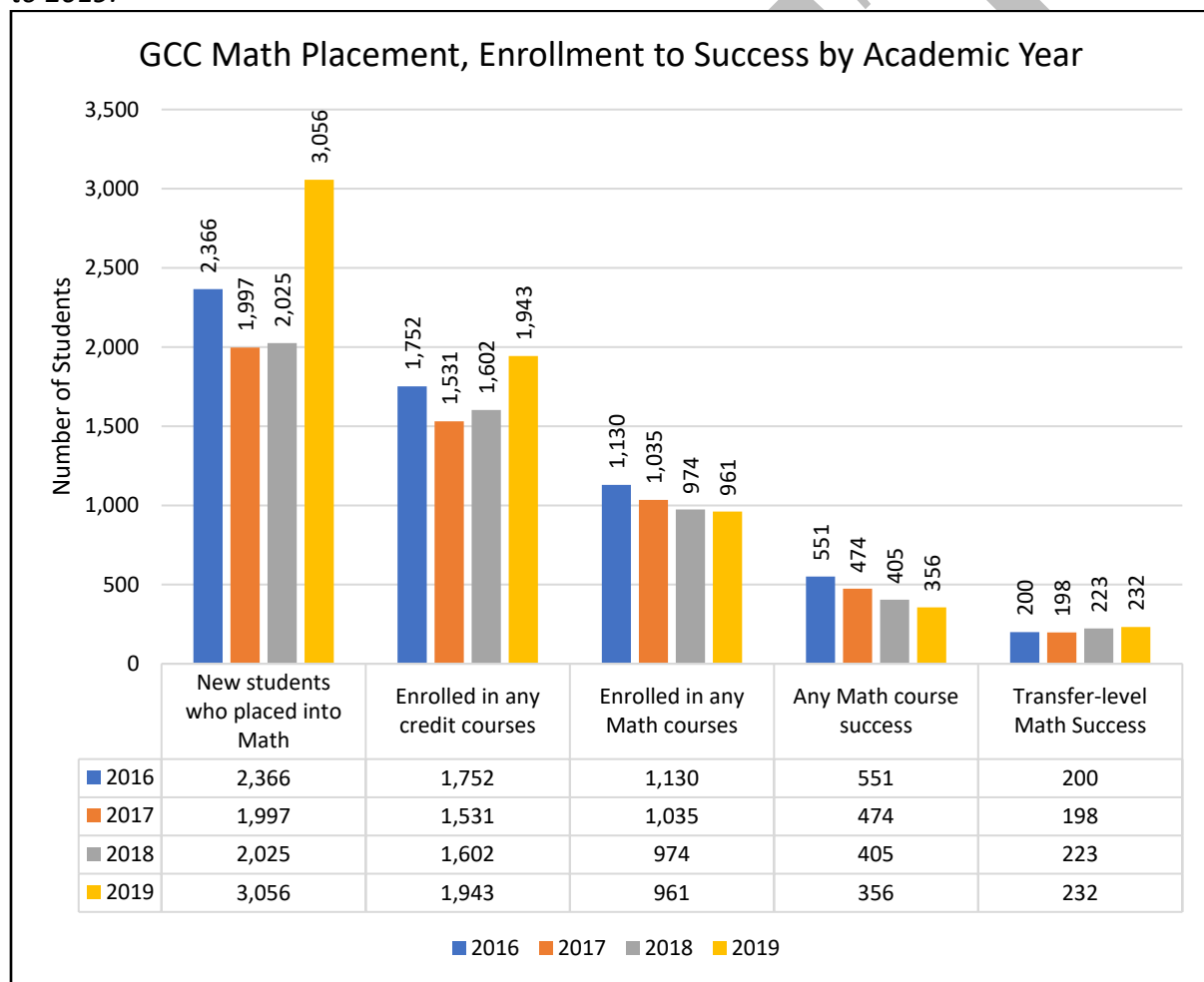


LACCD Colleges implemented varied approaches to Math and English placement and course work. LACCD also noted growing disparity in outcomes among the nine LACCD colleges.

**Case Study: Local Data from Glendale Community College (GCC) Placement, Enrollment, and Success**

Glendale Community College (GCC) examined placement, enrollment in any credit course, enrollment in math and/or English and success in any math or English class and enrollment in transfer-level math or English. GCC specifically examined credit applicants and students who had not previously enrolled at GCC in credit or noncredit for academic years 2016 through 2019. Enrollments and grades represent summer and fall numbers. The figures and tables below indicate trends in the numbers placed, compared to the numbers that enroll in any courses at the college and success outcomes for any enrolled in the Math. Success numbers and rates include success in any math or English as well as the success numbers for transfer-level courses.

Figure 21 Placement of New GCC Students, Compared to any Enrollment in a Credit Course, Enrollment in Any Math, Success in any Math and Success in Transfer Level Math fall terms 2016 to 2019.

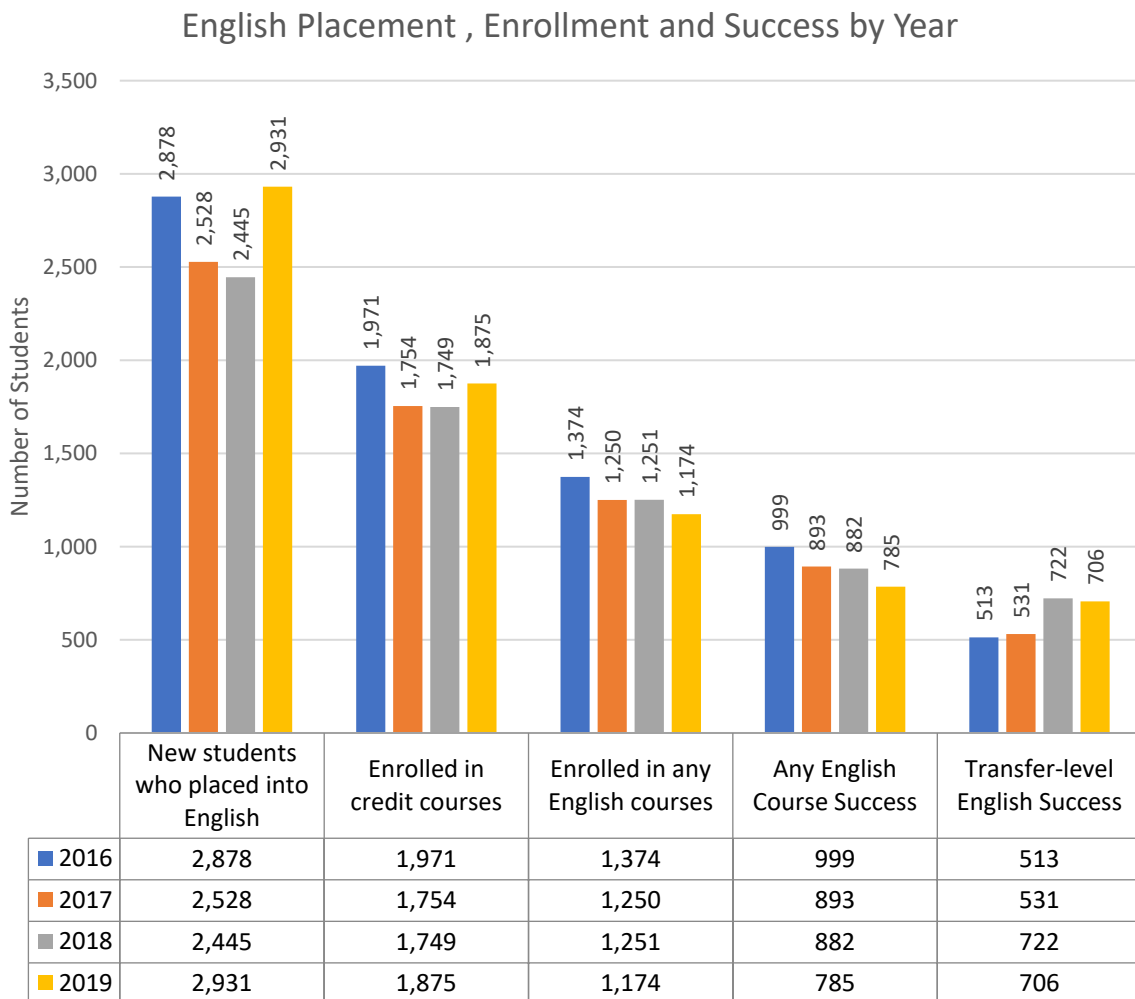


Although transfer throughput increased by 32 students 2016 to 2019, only 9 students additional students passed transfer level math between 2018 and 2019. GCC math success rates overall have fallen 11.8 percentage points between 2016 and 2019 and 4.6 percentage points between 2018 and 2019.

Table 4 GCC Numbers and Rates of Success and Unsuccessful Attempts in Math 2016-2019

All Math First Time Course Enrollment, Success Rates and Unsuccessful Attempt Rates				
Academic Year	2016	2017	2018	2019
Enrolled in any Math courses	1,130	1,035	974	961
Any Math course success	551	474	405	356
Success Rates for any math	48.8%	45.8%	41.6%	37.0%
Unsuccessful attempts	51.2%	54.2%	58.4%	63.0%

Figure 22 Placement of New GCC Students, Compared to any Enrollment in a Credit Course, Enrollment in Any English, Success in any English, and Success in Transfer Level English fall terms 2016 to 2019



While overall English successes have decreased, 193 additional students completed English from 2016 to 2019. Notably, the number in 2019 in transfer-level English success decreased from 722 to 706. Unsuccessful English attempts have increased 5.8 percentage points from

2016 to 2019. From GCC’s Program Review Summary: The success rate for ENGL 101 has decreased from 73% in 2015-2016 to 69% in Fall 2019. English 101+ has a lower success rate than ENGL 101 with an average success rate of approximately 55%. However, as this class draws primarily from students who are likely less academically prepared (entering with a GPA of less than 2.6) this is not completely surprising. Success rates for 101 and 101+ courses in 2019-2020 are higher than the average of what the California Acceleration Project (CAP) reports from their list of “strong AB 705 implementer colleges.” CAP’s average success rate for colleges implementing updated versions of ENGL 101 and ENGL 101+ type courses without a trail of required requisites are lower than what we saw at GCC. CAP reports seeing an average success rate of 66% for courses analogous to 101 and 60% for courses analogous to 101+.<sup>32</sup> (follow up with GCC)

Table 5 GCC Numbers and Rates of Success and Unsuccessful Attempts in English 2016-2019

All English Course First Time Enrollment, Success Rates and Unsuccessful Attempt Rates				
Academic Year	2016	2017	2018	2019
Enrolled in any English courses	1,374	1,250	1,251	1,174
Any English Course Success	999	893	882	785
Success Rates for any English	72.7%	71.4%	70.5%	66.9%
Unsuccessful English attempts	27.3%	28.6%	29.5%	33.1%

Glendale is examining the gaps from placement to enrollment and from enrollment to success for both English and Math. Glendale makes Guided Self Placement available for students. Initial data on those that chose GSP shows promising results.

**Unintended Consequences for Special Populations (data source from the CCCCCO Datamart data for fall semesters 2016, 2017, 2018, 2019)**

Special populations<sup>33</sup> are students identified with specific characteristics that increase the need to carefully track and cohort students to serve them better. Some of the groups are high performers such as STEM, Puente and Mesa that enter the cohort based on a variety of characteristics such as ethnic group, major and/or socioeconomic status, others are grouped by characteristics such as incarcerated, middle college or foster youth. The description and coding for these special populations are found in Appendix A. Reporting these student characteristics are mandatory. The coding (SG) and descriptions are included on Appendix B. Mathematics data cannot be truly disaggregated by special populations without access to the CB coding to specifically identify these populations within the courses and should be a high priority of local colleges that serve these populations. For this reason, the special populations have been examined for English outcomes only.

<sup>32</sup> CAP Gazette: [https://accelerationproject.org/Portals/0/Documents/Cap\\_Gazette\\_2020\\_Jul\\_Web.pdf](https://accelerationproject.org/Portals/0/Documents/Cap_Gazette_2020_Jul_Web.pdf)

<sup>33</sup> See appendix A for descriptions of special populations

However, statewide data using TOP code 1501.00 for transfer-level English courses when disaggregated by special populations raises significant questions and opportunities to better understand the kind of support and resources that contribute to success. The data indicate that examination of MESA/ASEM, and Puente data may suggest strategies that can be expanded for greater success among other special populations. On the other hand, the data raises questions about the impact of transfer-level placement on DSPS, EOPS, CalWORKs, Foster Youth, CAFYES, Active Military and Veterans. What factors can inform our placement to better optimize success for these populations?<sup>34</sup>

Puente data indicates a little reduction in basic skills placement but a 5-fold (500%) increase in transfer placement. The data indicates no declines in transfer success (76.88% success rate in 2019), an increase in overall success rates and significantly 1214 successful English completions and only 365 English failures.

*Table 6 Puente Success Rates in Transfer-level English Fall terms 2016-19*

<b>Puente Transfer-level English (TOP 1501.00) Enrollment, Success and Success Rate and Changes</b>			
<b>Special Population - Puente</b>	<b>transfer-level Enrollment Count</b>	<b>transfer-level Success Count</b>	<b>transfer-level Success Rate</b>
<b>F 2016 Puente</b>	373	280	75.07%
<b>F 2017 Puente</b>	520	397	76.35%
<b>F 2018 Puente</b>	731	555	75.92%
<b>F 2019 Puente</b>	1,579	1,214	76.88%
<b>change</b>	1,206	934	1.81%

*Figure 23 Puente Enrollment, Success and Unsuccessful Attempts for English (TOP code 1501.00) fall terms 2016-2019*

<sup>34</sup> See appendix B for definitions of special populations



## Puente Enrollment, Success and Unsuccessful Attempts Transfer -level English TOP code 1501.00 Fall terms 2016-2019

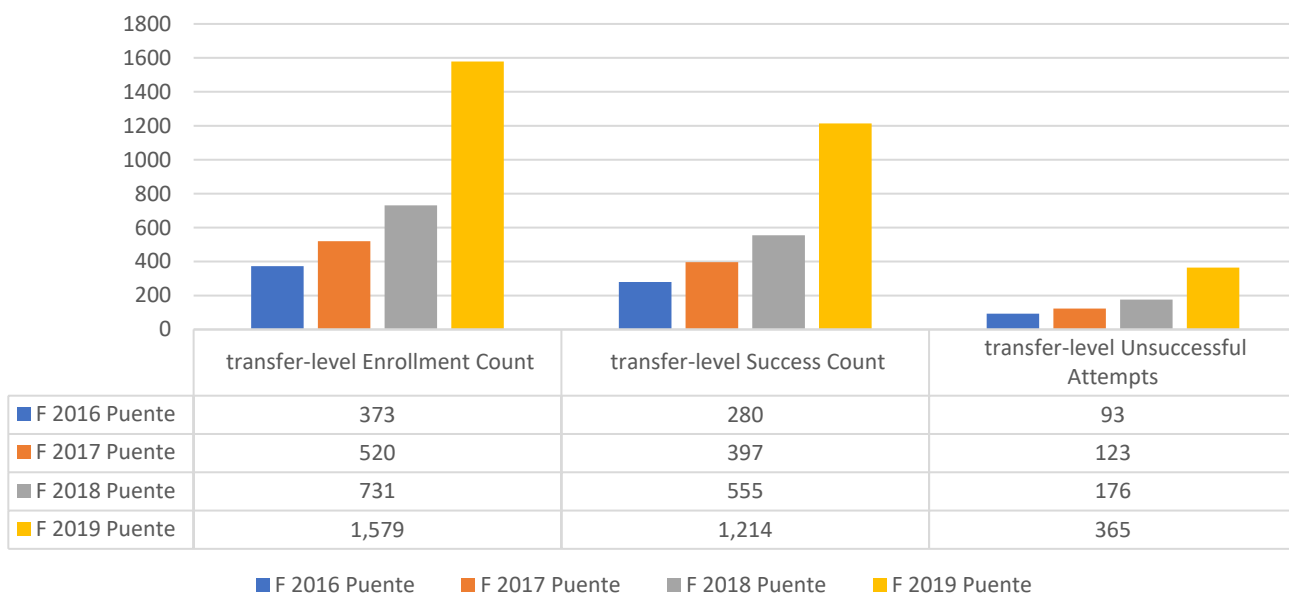


Table 7 shows data for Disabled Students Programs & Services (DSPS) populations which are very diverse. A student enters this special population with varying disabilities ranging from learning disabilities to physical disabilities and traumatic brain injuries to various genetic or other conditions. In fall 2016, there were 10,608 DSPS students in Basic Skills English and 9,373 in transfer-level English. By fall 2019 enrollment shifted to only 3,521 DSPS students in Basic Skills and 14,594 DSPS students in transfer-level English. Throughput of 2,603 additional students should be aligned with higher number of unsuccessful attempts (2,618). Treating DSPS populations with a homogenous algorithm may overlook important specific factors and outcomes within this population. Personalized educational planning for DSPS students may be a successful design to match a student's goals and abilities with courses to optimize their success. The success rates for DSPS students has decrease of 7.15 percentage points from fall terms 2016 to 2019.

*Table 7 Disabled Students Programs & Services (DSPS) Enrollment, Success and Unsuccessful Attempt Counts fall terms 2016-2019 in Transfer Level English TOP code 1501.00*

Special Population – DSPS Disabled Student Programs and Services Transfer-Level English TOP code 1501.00 Fall terms 2016-2019				
Fall Term	Enrollment Count	Success Count	Unsuccessful attempts	Success Rate
F 2016 Puente	373	280	93	
F 2017 Puente	520	397	123	
F 2018 Puente	731	555	176	
F 2019 Puente	1,579	1,214	365	

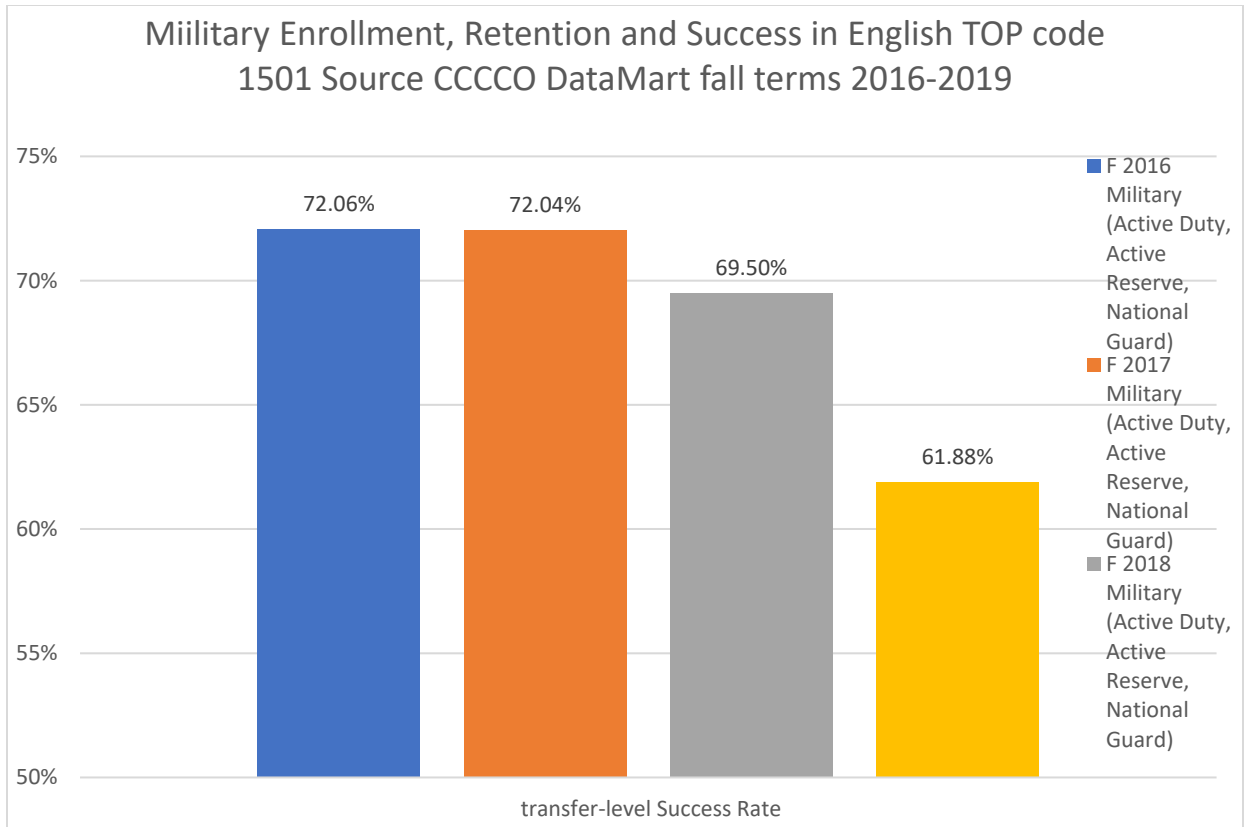
<b>F 2016 DSPS</b>	9,373	6,546	2,827	69.84%
<b>F 2017 DSPS</b>	9,863	6,902	2,961	69.98%
<b>F 2018 DSPS</b>	11,319	7,606	3,713	67.20%
<b>F 2019 DSPS</b>	14,594	9,149	5,445	62.69%
<b>change</b>	5,221	2,603	2,618	-7.15%

Veterans and active military represent two additional special populations with outcomes that need to be examined due to unintended consequences on the GI bill and/or subsequent financial aid. The table and chart below shows a drop in Active Military success rates of 10.18 percentage points from fall 2016 to 2019.

*Table 8 Military Enrollment, Success and Unsuccessful Attempts*

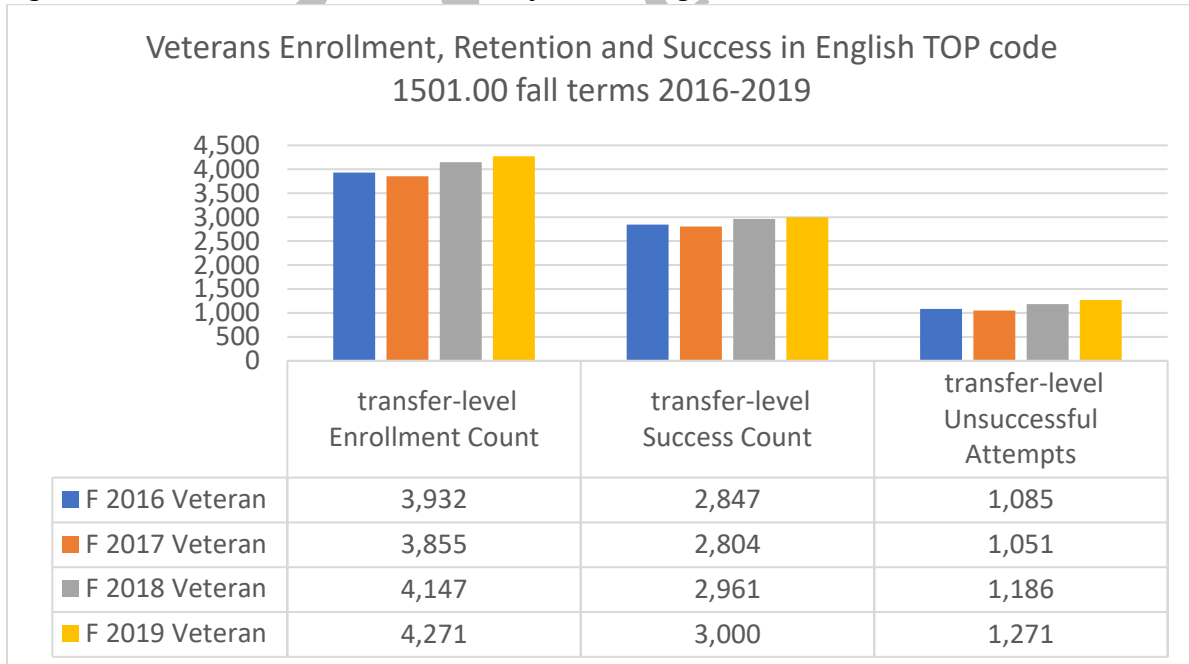
<b>Special Population - Military (Active Duty, Active Reserve, National Guard)</b>				
<b>Transfer-Level English TOP code 1501.00 Fall terms 2016-2019</b>				
<b>Fall Term</b>	<b>Enrollment Count</b>	<b>Success Count</b>	<b>Unsuccessful attempts</b>	<b>Success Rate</b>
<b>F 2016</b>	1,396	1,006	390	72.06%
<b>F 2017</b>	905	652	253	72.04%
<b>F 2018</b>	754	524	230	69.50%
<b>F 2019</b>	2,243	1,388	855	61.88%
<b>Change</b>	847	382	465	-10.18%

*Figure 24 Military Success Rates in Transfer-level English (TOP code 1501)*



Veterans gained slightly more throughput but also increased unsuccessful completions.

*Figure 25 Veteran Success Rates in Transfer-level English*



Foster Youth and CAFYES (Cooperating Agencies Foster Youth Educational Support) are two special population cohorts requiring further analysis and improvement. The number of CAYFES students placed into transfer-level increased by 5-fold (500 times) with 199 successful completions in F2019 but 340 unsuccessful attempts. The success rate decreased by 17.65 percentage points.

Figure 26 CAFYES transfer-level English data fall term 2016-2019

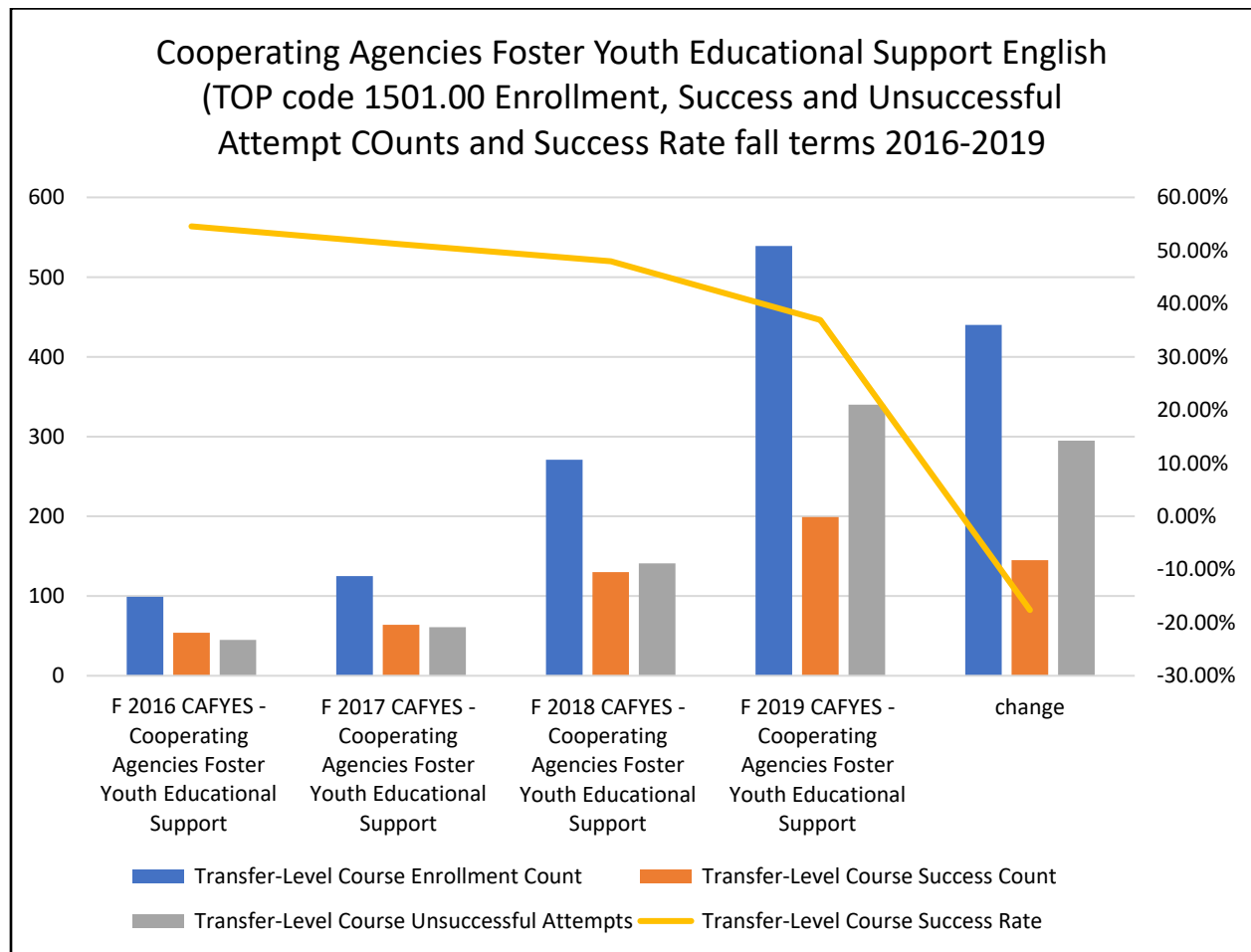


Table 9 CAFYES English 1501 Data fall terms 2016 to 2019

CAFYES (Cooperating Agencies Foster Youth Support) Transfer-Level English TOP code 1501.00 Fall Terms 2016-2019				
Fall Terms	Enrollment Count	Success Count	Unsuccessful attempts	Success Rate
<b>F 2016 CAFYES</b>	99	54	45	54.55%
<b>F 2017 CAFYES</b>	125	64	61	51.20%
<b>F 2018 CAFYES</b>	271	130	141	47.97%
<b>F 2019 CAFYES</b>	539	199	340	36.92%
<b>change</b>	440	145	295	-17.63%

Figure 27 Foster Youth Transfer-level English data fall terms 2016-2019

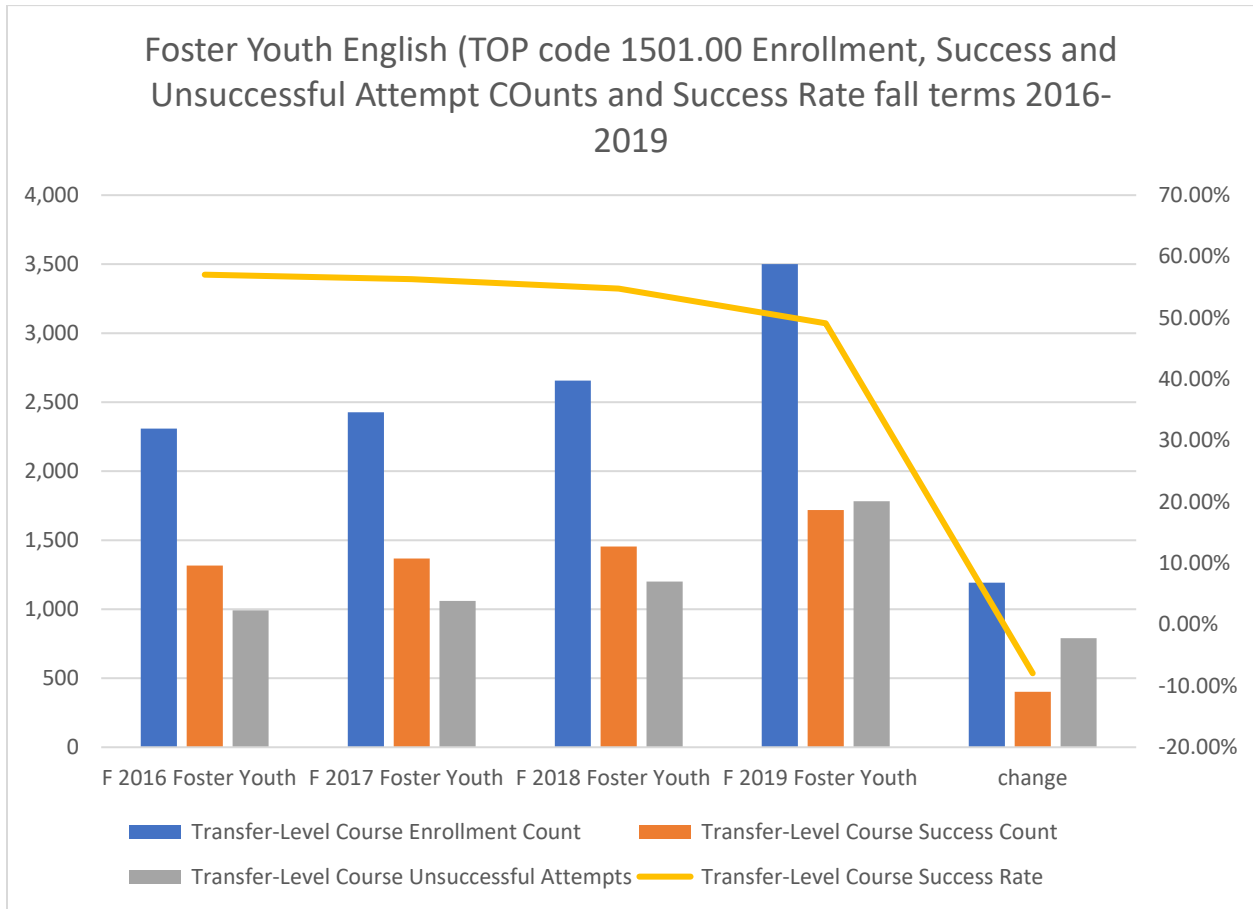


Table 19 Foster Youth Transfer -level English Data fall terms 2016-2019

Foster Youth Transfer-Level English TOP code 1501.00 Fall terms 2016-2019				
Fall Terms	Enrollment Count	Success Count	Unsuccessful Attempts	Success Rate
<b>F 2016 Foster Youth</b>	2,309	1,317	992	57.04%
<b>F 2017 Foster Youth</b>	2,427	1,367	1,060	56.32%
<b>F 2018 Foster Youth</b>	2,656	1,455	1,201	54.78%
<b>F 2019 Foster Youth</b>	3,501	1,719	1,782	49.10%
<b>change</b>	1,192	402	790	-7.94%

Foster Youth already had a significant transfer-level English success rate gap compared to White Non-Hispanic. In fall 2019, that success gap expanded to 26 points (49.10% success rate for foster youth as compared to 75.28% success in fall 2019). This equity gap between White Non-Hispanic (75.28%) and CAFYES was 38 percentage points. Is this success rate optimizing success for our Foster Youth and CAFYES students? Or should we consider different variables?

## What Strategies and Support Models Show Promise?

Providing students self-agency, which means options over which they have a choice, allows them to adjust for personal factors in their life that are not included in placement rules. Glendale Community College and other colleges used opportunities to implement Guided Self Placement into a variety of courses. Initial data from Glendale College based upon student self-placement into statistics indicates that when students have the opportunity to select the course they feel prepared for, they tend to complete at a higher rate than students placed primarily on GPA. While the N is small, 322 students placed by GPA into statistics had a 49.4% success rate while 50 students self-placed into statistics had a 64% success rate in Fall 2019.

Specific populations, most likely those in the upper range of pre-AB 705 placement cut-offs, have done well and benefitted from a broader placement strategy in transfer-level coursework. Examples of this are Asian ethnic groups and Puente, and MESA as displayed in the success rates in the statewide data. However, the students with the largest gaps in skills and resources may have opted not to enroll or became part of the growing number of unsuccessful attempts perhaps contributing to overall declining enrollment in credit English and mathematics. Strategies that more carefully consider student preparation and ultimate educational goals (in a Guided Pathways model) can customize English and mathematics/quantitative reasoning to the student, better aligning and optimizing success from a student perspective. While the numbers are currently small, good results have been documented in the use of noncredit support and pre-requisite coursework, integration of counseling into courses, non-credit bridges for credit coursework, integration of ESL companion support for mathematics, and restructuring of ESL transferable coursework to enhance language proficiency in general education courses, and creation of high value ESL certificates.

In this paper local “case studies” are referenced in an attempt to acknowledge how diverse each CCC is and how important it is to align strategies with the local student population. The data below describes Mount San Antonio College and Glendale College noncredit programs. Two colleges that have effectively used noncredit strategies and have experience developing curriculum, implementing noncredit and integrating with credit coursework.

Faculty teaching noncredit at Mount San Antonio College have worked with their colleagues teaching credit courses to target areas of specific student need in a program called Academic Intervention for Math and English (AIME). Three noncredit courses were developed to address competencies for English, BSTEM and Statistics and the courses are offered several times per year using direct instruction and intrusive, embedded counseling and tutoring.

- **MATH PREPARATION FOR STATISTICS SUCCESS** - This course is a review of arithmetic and algebraic skills that are required to be successful in college statistics. Introduction into basic vocabulary and concepts of statistics. Emphasis on critical reading and thinking skills as they pertain to college statistics.

- **MATH PREPARATION FOR BSTEM SUCCESS** - This course is a review of algebraic skills to be successful in BSTEM (Business, Science, Technology, Engineering, and Mathematics) courses.
- **ENGLISH PREPARATION FOR COLLEGE SUCCESS** - This course develops expository and argumentative essay and research paper formatting. Emphasizes critical reading of academic material for college coursework.

The specific competencies addressed in each of the classes are detailed in the figure 28 below.

Figure 28 Competencies for Noncredit Math and English Preparation at Mt SAC

BS EPCS (English Preparation for College Success)	BS MPS (Math Preparation for Statistics Success)	BS MPSTM (Math preparations for BSTEM Success)
<ul style="list-style-type: none"> <li>• Close reading and critical analysis of texts</li> <li>• Strategies for revision</li> <li>• Thesis development</li> <li>• Expository writing</li> <li>• Argumentative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Ratios, fractions, decimals, percentages</li> <li>• Measures of central tendency</li> <li>• Measures of dispersion</li> <li>• Dot plots, histograms, boxplots</li> <li>• Probability</li> <li>• Graphing skills</li> <li>• Calculator Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Functions, function notation, graphing basic functions</li> <li>• Factor and graph absolute value equations and inequalities</li> <li>• Quadratic and other polynomial functions</li> <li>• Properties of exponential functions, fractional exponents, radicals</li> <li>• Systems of equations</li> </ul>

The numbers are small but show promise with AIME students, who enrolled in English 1A after the course, succeeding at 71% as shown in Table XXX and mathematics success of 70%. These strategies address those students who find they want to opt for better preparation prior to being placed into transfer level coursework.

Table 20 AIME Noncredit English Preparation Data from Mount San Antonion College

AIME English Enrollments and Transfer Level Success 2018-19	2018-19 Total AIME Enrollment	Attempted ENGL 1A After Taking AIME*	% Attempted ENGL 1A After Taking AIME	Successful in ENGL 1A After Taking AIME	Success Rate of Students Who Took ENGL 1A After AIME
<b>AIME English Students</b>	133	79	<b>59%</b>	56	<b>71%</b>

Table 21 Noncredit Math Preparation Data from Mount San Antonio College

AIME Math Enrollments and Transfer Level Success 2018-19	2018-19 Total AIME Math Enrollment	Attempted Transfer Math After Taking AIME*	% Attempted Transfer Math After Taking AIME	Successful in Transfer Math After Taking AIME	Success Rate of Students Who Took Transfer Math After Taking AIME
<b>AIME Math Students</b>	214	61	<b>29%</b>	43	<b>70%</b>

Feedback collected from students includes the comments seen in Figure 29 indicates that students who elected to take the course found it useful in both math and English.

Figure 29 Student Comments from Mount San Antonio College AIME program

<b>Student Quotes About AIME</b>
<ul style="list-style-type: none"> <li>• <b>I would recommend this course”</b></li> <li>• <b>“This course was very helpful”</b></li> <li>• <b>“Gave me a chance to practice my writing”</b></li> <li>• <b>“Helped me improve because English is my second language”</b></li> <li>• <b>“Good refresher”</b></li> <li>• <b>“Helped me prepare for English 1A”</b></li> <li>• <b>“Very good program”</b></li> <li>• <b>“Helped me prepare for higher level math”</b></li> <li>• <b>“Helped build my confidence in math”</b></li> <li>• <b>“It’s been 25 years since I have done this kind of math and this course helped me”</b></li> </ul>

Glendale has a very large proportion of students that are English language learners and do not have high school transcripts. GCC also has a robust noncredit program. Research from Glendale



College indicates that students who take noncredit classes are more successful in credit classes than students directly entering credit classes. Faculty indicate that the noncredit coursework prepares students for the rigor in college math and English. GCC research indicates that students who take noncredit courses outperform students beginning in credit, not only in the initial course, but also in subsequent courses.

Table 22 compares the rate of success in English between credit only students and those who began in Noncredit at GCC. Importantly this success rate has been improving over the last years.

*Table 22 Comparison of Credit and Non-credit and Student English Success at GCC*

<b>GCC Credit and Non-credit Course taking Success in English Composition and Subsequent English Courses</b>	<b>2014-15 to- 2016-17</b>	<b>2015-16 to 2017-18</b>	<b>2016-17 to 2018-19</b>
<b>Pass Rate of English 101 Students</b>			
<b>Credit Students</b>	66.40%	67.60%	70.20%
<b>Noncredit Students</b>	71.50%	70.70%	80.10%
<b>Pass Rate of English 104 Students – Two courses later continued success</b>			
<b>Credit Students</b>	76.60%	76.50%	74.20%
<b>Noncredit Students</b>	75.20%	76.60%	80.10%

Table 23 compares the rate of success in various mathematics courses between credit only students and those who began in noncredit at GCC. The noncredit students do much better in each of these courses below transfer. For GCC this has further connected the importance of language learning in mat proficiency and stimulated specific ESL coursework and collaboration integrated with transfer -level math courses.

*Table 23 Comparison of Credit and Non-credit and Student Math Success at GCC*

<b>GCC Credit and Non-credit Course taking Success in Specific Mathematics Courses and Subsequent Courses</b>	<b>2016- 17</b>	<b>2017- 18</b>	<b>2018- 19</b>	<b>2019- 20*</b>
<b>Math 155/255 - Arithmetic &amp; Pre-Algebra Math Success Credit Only</b>	39.60%	45.30%	48.50%	--
<b>Math 155/255 - Arithmetic &amp; Pre-Algebra Math Success From Noncredit</b>	66.50%	70.10%	72.40%	--
<b>Math 141/145/146/245/246 – Elementary Algebra Math Success Credit Only</b>	48.80%	45.10%	40.20%	40.00%

<b>Math 141/145/146/245/246 – Elementary Algebra Math Success From Noncredit</b>	66.80%	69.50%	62.10%	67.90%
<b>Math 101/119/120/219/220 – Intermediate Algebra Math Success Credit Only</b>	50.70%	46.70%	44.00%	65.70%
<b>Math 101/119/120/219/220 – Intermediate Algebra Math Success From Noncredit</b>	70.30%	63.90%	63.40%	74.50%

These self-selected and alternative means of gaining English and mathematics skills provide options for students who have communicated not having enough time in the semester to take a co-requisite class and is quite different from mandated remedial courses.

After full implementation of AB 705 for ESL has begun, a follow up report to address the innovative ESL strategies and case studies such as the ESL milestone certificates at colleges like Cerritos that have enabled students to get the proficiencies they need to gain English language skills. In addition, adoption of ESL coursework that meets GE requirements and are transferable have provided key language learning options prior to transfer-level English courses. “Many colleges offer ESL courses that are transferable to UC and CSU. Students are benefiting from the opportunity to make progress toward degree and transfer goals while gaining proficiency in academic English. Recent efforts to secure humanities credit for advanced ESL courses may further boost the impact of transferable ESL coursework.”<sup>35</sup> In addition, case studies at Glendale College that combine ESL support courses for mathematics, particularly statistics, have shown positive results and shown how important language acquisition is with regards to mathematics.

While many new support models have presented additional successful strategies, often students juggle high unit loads and time commitments and for some that poses a difficulty. Successful co-requisite models have been described by Accelerated Learning Program (ALP) and the authors below as small, seamless with regard to course connections and most often having the same faculty teach both the target and the support course.

In support of AB 705 implementation, the colleges and the students, the CCCCO rolled the Basic Skills allocations into the Student Equity and Achievement (SEA) Program, and colleges were permitted to use some of this funding for AB 705 implementation. Additionally, the SEA Program was created to provide colleges strategically flexible funding, allowing potentially large amounts of equity funding to be used towards a variety of strategies to support more equitable student achievement in foundational skills courses in English and mathematics. In addition, Guided Pathways allocations may be used for AB 705 implementation.

Corequisite or concurrent support models have additional costs not associated with standard or traditional courses. The smaller class sizes, which are essential to the high-touch support add to

<sup>35</sup> Rodriguez, O et al (April 2019) English as a Second Language in California’s Community Colleges. PPIC <https://www.ppic.org/publication/english-as-a-second-language-in-californias-community-colleges/>

the cost considerably. In addition, increased tutoring and counseling support present additional costs. Although corequisite support developed by CCBC (Community College of Baltimore County) used the strategy successfully and many colleges nationally adopted their concept of co-requisites, a recently updated article by Goudas March 2017 (Updated May 2020) describes the importance of optimizing support and placement.

“The most important factor to consider is that because some institutions are trying to cut costs, and others have wanted to limit remediation because they view it as ineffective or a barrier (Fain, 2012), a good idea for increasing college-level course outcomes has switched into a convenient and seemingly data-based model to allow institutions to fast-track and bypass remediation, all without the level of support in college-level courses that was initially recommended and studied. In other words, using Accelerated Learning Program (ALP)<sup>36</sup> as a basis, some institutions are implementing versions of corequisites that are nothing more than placing remedial students into college-level courses and adding one lab hour as the sole means of support. These variations are not based on research, and therefore they resemble a bait-and-switch scheme. In order for the reform to qualify as a true bait and switch, of course, it must be intentional. Indeed, it is clear that some organizations, such as Complete College America (CCA), are engaging in the promotion of low-support corequisites solely as a means by which to limit or eliminate remediation. However, others are engaging in similar switches unintentionally. Regardless of intent, nevertheless, the corequisite reform movement may be harming at-risk students more than helping them.

The quote above was not included to accuse colleges of malicious intent. Rather, to describe many narratives state-wide and nation-wide in moving forward in analyzing English and mathematics pathways and placement and address any possible or perceived pitfalls with a goal to improve programs offered to students and optimize success.

The additional cost associated with units or load may break even with the traditional model since successful students are done in one term as opposed to two or more terms. With the recent COVID-19 crisis and the economic downturn, the ability for colleges to fully support these models may be limited as colleges make choices on what programs to support and how to support students in a virtual world.

LACCD Analysis of student drops and withdrawals early in the Fall 2019 semester (week 6) compared to patterns in the previous fall semester caused them to create a survey tool for students which elicited helpful information from the students’ perspective.

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<sup>36</sup> Accelerated Learning Program (ALP) at the Community College of Baltimore County <https://alpedevd.org/>

Figure 29 LACCD Student Initiated Drops and Withdrawals on English and Math fall 2019

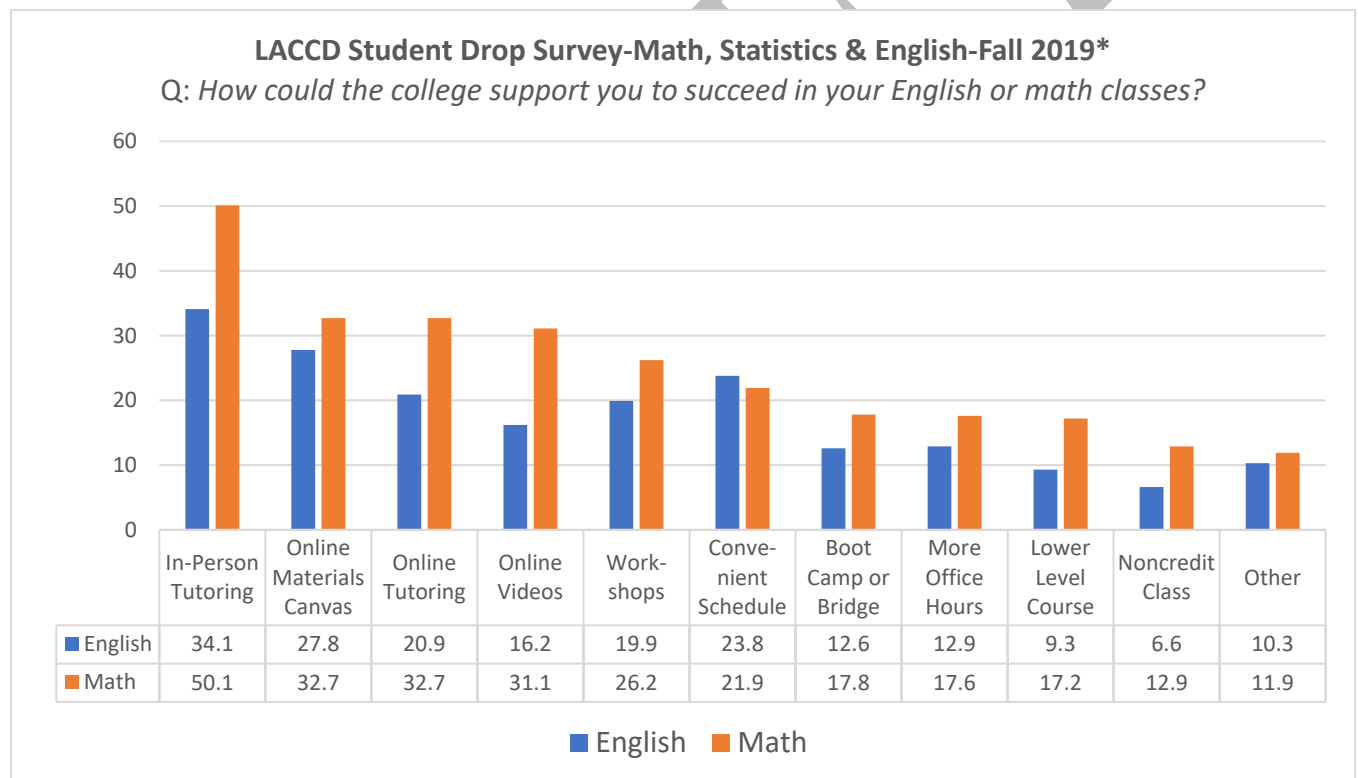
**Student Initiated Drops and Withdrawals in Selected English, Math and STAT Classes (through the end of Week 6)**

Subject	Catalog Nbr	Fall 2018 Enrolled (as of the end of 6th week)	Fall 2019 Enrolled (as of the end of 6th week)	Change	% Change	Fall 2018 Stdnt Init Drops (as of end of 6th week)	Fall 2019 Stdnt Init Drops (as of end of 6th week)	Fall 2018 % Stdnt Init Drops	Fall 2019 % Stdnt Init Drops
ENGLISH	101	12,207	18,166	5,959	49%	1,726	2,598	12.4%	12.5%
ENGLISH	102	3,212	3,280	68	2%	571	493	15.1%	13.1%
ENGLISH	103	3,484	3,585	101	3%	579	617	14.3%	14.7%
	<b>Subtotal</b>	<b>18,903</b>	<b>25,031</b>			<b>2,876</b>	<b>3,708</b>	<b>13.2%</b>	<b>12.9%</b>
MATH	125	7,141	4,371	-2,770	-39%	1,202	1,110	14.4%	20.3%
MATH	134	134	880	746	557%	19	228	12.4%	20.6%
MATH	137	240	618	378	158%	34	97	12.4%	13.6%
MATH	227	5,696	9,796	4,100	72%	1,127	1,894	16.5%	16.2%
MATH	238	433	506	73	17%	85	151	16.4%	23.0%
MATH	240	795	973	178	22%	89	124	10.1%	11.3%
MATH	241	342	467	125	37%	63	81	15.6%	14.8%
MATH	245	561	716	155	28%	103	202	15.5%	22.0%
MATH	260	1,315	1,611	296	23%	163	299	11.0%	15.7%
MATH	261	1,190	1,066	-124	-10%	206	140	14.8%	11.6%
MATH	262	666	685	19	3%	88	96	11.7%	12.3%
MATH	263	427	432	5	1%	59	61	12.1%	12.4%
	<b>Subtotal</b>	<b>18,940</b>	<b>22,121</b>			<b>3,238</b>	<b>4,483</b>	<b>14.6%</b>	<b>16.9%</b>
MATH	1255	0	660	660	N/A	0	188		22.2%
MATH	2275	0	484	484	N/A	0	105		17.8%
STAT	1	586	202	-384	-66%	110	30	15.8%	12.9%
STAT	100	157	305	148	94%	11	52	6.5%	14.6%
STAT	101	403	1,390	987	245%	41	197	9.2%	12.4%
	<b>Subtotal</b>	<b>1,146</b>	<b>1,897</b>			<b>162</b>	<b>279</b>	<b>12.4%</b>	<b>12.8%</b>

Data does not include Instructor Initiated Drops or Ws  
 Prepared on: 10/07/2019

The fall 2019 survey of students who dropped mathematics, statistics, or English classes, LACCD found that students had many reasons for dropping and indicated that the colleges could better support their success through additional tutoring, online resources, workshops, office hours, lower-level courses, noncredit classes, and other interventions.

Figure 30 LACCD Student Drop Survey on Success Strategies



### Considering the Educational Needs and Preparation of the Local Student Population

When determining how best to reform a college’s placement protocols in compliance with AB 705 or Ed Code section 78213, it is crucial to consider the entire range of the educational needs and preparation of the local student population. While the goal of getting students through transfer-level English and mathematics is high value, it is also important to make sure students are taking the courses that prepare them for the best chance of success in their self-determined

educational goal such as course work for job advancement, a certificate or degree, transfer to a 4-year institution, career, life-long learning/self-improvement, or life beyond the institution. While it may be more beneficial to colleges for both financial and state-wide data goals to place a student in a liberal arts mathematics pathway as opposed to a STEM pathway, it is still important to consider the student's self-determined goals. Liberal Arts pathways (which means Statistics at many colleges, but also includes other valuable course options) is very different from the STEM or BSTEM mathematics pathway, and a student who is not properly placed initially may face an even longer time in the mathematics pathway had they been appropriately placed in the beginning? Currently, African Americans, Latinx, and women are under-represented in STEM fields, where there is high demand for more workers and growing opportunities for jobs with living-wage (and much higher) salaries. In addition, communication in writing is important, especially, now that so much our work is done via written communication as opposed to in-person conversation. Finally, learning takes time. People learn at different rates from each other and throughout their lives

### **Financial Resources for Successful English and Mathematics Placement Protocols**

The passage of AB 705 occurred with no additional funding for the colleges, as it was determined by the Legislative Analyst's Office (LAO) that AB 705 was not an unfunded mandate. Fortunately, the CCCCO permits colleges to use a small portion Student Equity and Achievement (SEA) Program funding for implementation and ongoing support, since one of the major goals of AB 705 is to close equity and achievement gaps. Furthermore, most local governing boards and administration directed as much funds as they could to implement AB 705. Faculty were provided with reassigned time or stipends to study and overhaul their placement protocols and redesign curriculum, if needed to offer support coursework with smaller class sizes. New full-time faculty were hired to meet the demand for additional instruction.

### **To Remediate or Not to Remediate**

Remediation no longer means pre-transfer basic skills coursework requiring a prior semester. Remediation includes both corequisite support, accelerated or stretch coursework and pre-degree applicable coursework, many would interpret remediation as exclusively the latter. Some colleges are struggling with English and mathematics prerequisites in other non-sequential courses, and some are concluding that a student who is placed in a transfer-level course with a corequisite have met the prerequisite of a transfer-level course. Some disagree and think that placement into a corequisite is not the same level of preparation.

Just as there are numerous studies that support the disadvantages of remediation, there are numerous studies that support the advantages of remediation. In this section, there are references to several research projects with both pros and cons of remediation. The reader should investigate the studies and share with colleagues while evaluating and refining local placement protocols.

Atwell, Lavin, and Thurston concluded, “Our analyses were able to distinguish the effects of a poor high school academic preparation from the effects of taking remedial coursework in college, and we found that most of the gap in graduation rates has little to do with taking remedial classes in college. Instead, that gap reflects preexisting skill differences carried over from high school. In two-year colleges, we found that taking remedial classes was *not* associated at all with lower chances of academic success, even for students who took three or more remedial courses. Contra Deil-Amen and Rosenbaum's (2002) thesis, in multivariate analyses two-year college students who took remedial courses were somewhat less likely to drop out in the short run, and were no less likely to graduate than were nonremedial students with similar academic backgrounds. In addition, two-year college students who successfully passed remedial courses were more likely to graduate than equivalent students who never took remediation were, suggesting that developmental courses did help those students who completed them. These apparent benefits from taking remediation should not obscure the fact that overall graduation rates in two-year colleges are quite low. Nor should we overlook our finding that taking remediation caused a modest delay in time to degree for two-year college students.”<sup>37</sup>

These same conclusions do not hold true with four-year institutions where remediation does not contribute to final degree completion, but the student population differences, combined with life and work responsibility indicate that observing outcomes without consideration of the student population and educational trajectory may influence data analyses.

Co-requisite and Co-support models vary including:

- Accelerated Learning Program (ALP) which mainstreams remedial students, enrolling them in college-level courses with non-remedial students and a required corequisite course, with the same instructor
- Mandatory Labs or Tutoring services that focus on customizing support to students
- Mandatory or optional support co-requisites
- Learning Community models
- Just in time remediation for specific outcomes or skills addressed in DLA (Directed Learning Activities)
- Accelerate courses that compress remedial and transfer level into a shorter and more intensive timeframe
- Stretch or Extended courses that span more than one semester

Ultimately professionals must determine whether learning outcomes can be achieved at the same time or scaffolded on foundational learning and the best strategy to provide a lasting skill set for educational pathways. In addition, consideration of college completion rates should be included. The CCRC [long-term study the Tennessee corequisite](#) strategy concluded, “We found no significant impacts of placement into corequisite remediation on enrollment persistence,

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<sup>37</sup> New Evidence on College Remediation Paul A. Attewell, David E. Lavin, Thurston Domina, Tania Levey The Journal of Higher Education, Volume 77, Number 5, September/October 2006, pp. 886-924 (Article) Published by The Ohio State University Press DOI: For additional information about this article [ This content has been declared free to read by the publisher during the COVID-19 pandemic.] <https://doi.org/10.1353/jhe.2006.0037>

transfer to a four-year college, or degree completion. This suggests that corequisite reforms, though effective in helping students pass college-level math and English, are not sufficient to improve college completion rates overall.”<sup>38</sup>

## Conclusion

Faculty, statewide should be commended for their efforts to implement AB 705, creating pathways, evaluating and improving instruction methods, and designing support structures for their students. Successful implementation of AB 705 now statute in CA Ed Code section 78213 requires continuous quality improvement: implement, evaluate, make improvements, and do it again. It requires a holistic approach considering many variables that contribute to student success. It is of utmost importance that community colleges recognize their student population and their mission to successfully enable California community college students to reach their educational goals. In fact, due to the large number of under-represented and minoritized (URM) students and populations that are disproportionately impacted by our (U.S.) educational systems, attending a California community college represents an effective mechanism for social justice, equity, social mobility and economic health. Key in students realizing their chosen educational goals, is proper placement into appropriate coursework in the student’s self-determined pathway to optimize student success, increasing throughput (for the institution), increasing the student’s probability of success, and decreasing the student’s probability of not completing their goal. In order to support this important mission, AB 705 (Irwin, 2017) was enacted with a goal to ensure that prepared students did not face undue barriers to their educational goals and specifically, were not placed into remedial education unless they are highly unlikely to succeed in transfer-level coursework. Readers should reference the actual legislation to understand the goal and evaluate implementation success per the intent of the legislature, and the needs of their local student populations and communities.

The implementation guidelines<sup>39</sup> stated, “Analysis performed by the MMAP team demonstrates that even students with the lowest levels of high school performance are more likely to successfully complete a transfer level course in one year if they are placed directly into transfer level, rather than being placed even one level below given the current structure of developmental education from a system level.” The data above from Data Mart concerning special populations indicates a need to re-examine practices and continue collaboration with the MMAP team. There are many variables to consider for optimizing student success.

Even if students are more likely to pass a transfer-level course by direct placement, it is still crucial that more than one variable, such GPA through 11<sup>th</sup> grade or junior year in high school be considered when evaluating and optimizing (maximizing) student success, such as the

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<sup>38</sup> Ran, F. X., & Lin, Y. (2019). *The effects of corequisite remediation: Evidence from a statewide reform in Tennessee* (CCRC Working Paper No. 115). Community College Research Center, Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/media/k2/attachments/effects-corequisite-remediation-tennessee.pdf>

<sup>39</sup> Memo A19-19 AB 705 Implementation Guidelines <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>



likelihood that a student will actually successfully complete the course, and if the student is unsuccessful, the chances that the student will persist, to name just a couple.

The Public Policy Institute of California considered transfer level placement implementation data, pre-AB 705 at some CCC's (Oct 2019)<sup>40</sup>. Their findings included higher percentages of placement into transfer-level English and mathematics, broadening access to transfer-level courses and resulting in more students completing in one semester. They found course success numbers increased, yet equity gaps remained and that students with co-requisite support had higher completion rates than in traditional courses. Significantly, they felt that,

“Moving forward, data collection and sharing, research, and evaluation will be more important than ever. It will be crucial to identify any groups of students who are not successful under the new model; evaluate whether and how the new policies are affecting racial/ethnic achievement gaps; determine which kinds of concurrent support work best; and identify any unintended consequences of the law. Colleges should be willing to make additional changes based on this evidence. System-wide, the Chancellor’s Office should play a role in supporting colleges and ensuring transparency and accountability.”

The California community colleges through their Guided Pathways frameworks, are working to “meet the students where they (the students) are”. Leading up to and with the passage and implementation of AB 705, more students are taking transfer-level English and mathematics courses, and are successful, especially those in historically disproportionately impacted groups. And, more students are accruing unsuccessful attempts in those transfer-level courses, especially those in historically disproportionately impacted groups. Colleges must be pro-active and student-centered to address the areas that need improvement now, and not wait until later. Too often, educational systems are forced to abandon an innovation or reform when a challenge is encountered. However, there is support and momentum in the California community college system to celebrate and embrace the successes and address the challenges, head on, in order to improve the education provided to the communities in California, and close the equity and achievement gaps that persist.

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<sup>40</sup> What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California’s Community Colleges: <https://www.ppic.org/publication/what-happens-when-colleges-broaden-access-to-transfer-level-courses-evidence-from-californias-community-colleges/>

## Appendix A

The following data represent the fall 2016 and fall 2019 student characteristics in the CCC's. The purpose is to describe the diversity in this open admission system. (Source CCCCO: Datamart)

Characteristic	Fall 2016	Fall 2019
Part-time (less than 12 units)	68.3%	67.8%
Part-time (less than 15 units)	91.1%	89.8%
<b>Ethnicity</b>		
African-American	5.87 %	5.37 %
American Indian/Alaskan Native	0.43 %	0.35 %
Asian	10.83 %	10.83 %
Filipino	2.88 %	2.65 %
Hispanic	45.01 %	47.30 %
Multi-Ethnicity	3.76 %	3.76 %
Pacific Islander	0.41 %	0.40 %
Unknown	4.35 %	5.93 %
White Non-Hispanic	26.47 %	23.41 %
<b>Special Populations</b>		
CalWORKs	1.3%	0.9%
DSPS (Disabled Students Program & Services)	5.8%	6%
EOPS	4.8%	5%
Foster Youth	1.2%	1.2%
First Generation	28.2%	31.8%
Incarcerated	.48%	.81%
Veteran	2.1%	2%
<b>Enrollment status</b>		
First-Time Student	17.27 %	15.91 %
First-Time Transfer Student	7.75 %	7.00 %
Returning Student	10.98 %	10.92 %
Continuing Student	57.20 %	55.74 %
Uncollected/Unreported	2.87 %	3.82 %
Special Admit Student	3.93 %	6.61 %
<b>Previous Education</b>		
Received College Degree	9.4% (62.7% bachelor's degree; 37.3% AA)	10.6% (64% Bachelor's degree; 36% AA)
High School Graduate w/o college degree	81.2%	76.7%
Foreign Secondary School Degree	4.2%	3.9%
Passed GED	4.3%	3.3%
Received CA HS proficiency	1.6%	1.1%
Not a HS graduate	2%	1.78%
Special Admit – currently in HS	4.2%	7.2%
<b>Ages</b>		
19 years old or Less	26.67 %	30.55 %
20 to 24	32.70 %	29.34 %
25 to 29	13.56 %	12.80 %
30 to 34	7.37 %	7.43 %
35 to 39	4.94 %	5.07 %
40 to 49	6.49 %	6.37 %
50 +	8.25 %	8.43 %
Day/Evening enrollment		
Day	74.47 %	73.45 %

Evening	17.26 %	14.92 %
Unknown	8.28 %	11.63 %

## Appendix B

### Special Populations (Mandatory elements) Data Element Dictionary

<https://webdata.cccco.edu/ded/sg/sg.htm> -

#### Elements mandatory Summer 2012

SG01 - This element indicates that the student's military service status. (1), veteran (2), active reserve (3) or national guard (4).

SG02 - This element indicates the military service status of the student's parent/guardian if the student is a dependent child/spouse.

SG03 - This element indicates whether the student is now, or has ever been, in a court-ordered out-of-home placement

SG04 – This element indicates an Incarcerated Student

SG05 - This element indicates whether the student met the educational and financial eligibility criteria and received services from the Mathematics, Engineering, and Science Achievement (MESA) program. If a student has a demonstrated Achievement in a Science, Engineering, or Mathematics (ASEM) major and the intent to transfer to a four-year college or university but does not fully meet all of the MESA eligibility criteria, they are to be reported as an ASEM student if they are associated with the campus MESA Center. The student may also be referred to as a “MESA Club member”, a “friend of MESA”, or “Mesa Associate”, etc.

SG06 - This element indicates whether the student met the eligibility criteria and received services from the Puente program.

SG07 - This element indicates whether the student met the eligibility criteria and is enrolled in either the Middle College High School (MCHS) program or the Early College High School (ECHS) program.

SG08 - This element indicates whether the student met the eligibility criteria and received services from the Umoja program.

SG09 – Parent Education level (first Generation status) – deleted and moved to SB 33 8/24/2017

#### ELEMENTS mandatory Summer Term 2012 updated Summer 2018

SG10 - This element indicates whether the student is a participant in a Career Advancement Academy (CAA) or another Integrated Education and Training (IET) program that meets federal standards.

#### ELEMENTS mandatory Summer Term 2016

SG11 - This element indicates whether the student is a participant in a Board of Governors approved NextUp/ Cooperating Agencies Foster Youth Educational Support (CAFYES) program at the college during the reporting term.

#### ELEMENTS mandatory Summer Term 2017

SG12 – Student Baccalaureate Program

SG13 - This element indicates whether the student is a participant in a College and Career Access Pathways (CCAP) agreement during the reporting term.

#### ELEMENTS mandatory Summer Term 2018

SG14 - The first position of the element is used to report the code identifying the student's economically disadvantaged status. The second position identifies the type of source used to determine the status code. (CalWORKs/TANF/AFDC, SSI, general assistance, food and nutrition act, total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level, with a disability whose own income is below the poverty line but

who is a member of a family whose income does not meet this requirement, Student is identified as a homeless individual or homeless child or youth or runaway youth or other economically disadvantaged.

SG15 - This element indicates whether the student is identified as having been subject to any stage of the criminal justice process.

SG16 - This element indicates whether the student is identified as homeless as defined in the Workforce Innovation and Opportunity Act.

SG17 - This element indicates whether the student is identified as being unemployed for 27 consecutive weeks or longer.

SG18 - This element indicates whether the student is self-identified as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.

SG19 - This element indicates whether the student was a seasonal farm worker.

SG20 - This element indicates whether the student is identified as having a low level of literacy.

SG21 - This element indicates whether the student participated in specific types of work-based learning during the reporting term.

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AB 705, Irwin. Seymour-Campbell Student Success Act of 2012

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

CA Education Code section 78213 (AB705) (Student Matriculation):

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=78213.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC)

CA Education Code 66010.4 (Comprehensive Mission Statement):

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4)

Title 5 section 55522 (English and Mathematics Placement and Assessment):

[https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

California Code of Regulations § 55522. English and Mathematics Placement and Assessment

[https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

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[https://www.mdrc.org/sites/default/files/CAPR\\_Multiple\\_Measures\\_Assessment\\_implementation\\_report\\_final.pdf](https://www.mdrc.org/sites/default/files/CAPR_Multiple_Measures_Assessment_implementation_report_final.pdf)

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UC Transfer Data from California Community Colleges UCOP

<https://admission.universityofcalifornia.edu/counselors/files/uc-transfer-application-data.pdf>

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DRAFT





## Executive Committee Agenda Item

SUBJECT: Accreditation Virtual Event		Month: September	Year: 2020
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the dates of March 11-12 for an accreditation-related virtual event	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Discussion	

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

In regards to accreditation, Spring 2021 was originally planned for participation with ACCJC’s conference (ASCCC event in even years, ACCJC event in odd years). With ACCJC’s switch to a virtual symposium or webinar series, it is likely we’ll need to hold our own event, even if it’s not a full institute. The type of event will be determined after discussion with the committee, with the Guided Pathways Task Force, and further discussion with ACCJC and will be submitted to the Executive Committee for separate approval at a future meeting.

Proposed dates: Thursday, March 11 and Friday, March 12

(backup dates: Thursday, March 18 and Friday, March 19)

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



## Executive Committee Agenda Item

SUBJECT: Part-time Committee Charge Update		Month: September	Year: 2020
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the changes to the Part-time Committee’s description/charge.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Part-time Committee (PTC), at its August meeting, reviewed the current committee description/charge:

The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee advocates for part-time faculty access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty.

PTC proposes the following updates to the committee charge noted in green all caps below that celebrate and support diversity and reflect the ASCCC values and inclusivity statement:

The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee **RECOGNIZES THE IMPACT THAT PART TIME FACULTY PLAY AS EDUCATORS, PARTICULARLY AS THEY SERVE OUR DISPROPORTIONATELY IMPACTED STUDENTS. THIS COMMITTEE** advocates for **OUR DIVERSE** part-time faculty **COLLEAGUES TO** access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works ~~collectively~~ **COLLABORATIVELY** with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty. **THIS COMMITTEE IS ALSO FOCUSED ON PROMOTING DIVERSITY WITH OUR PART-TIME FACULTY POOLS WITH THE GOAL OF HAVING EDUCATORS THAT REFLECT OUR STUDENT POPULATION. THIS COMMITTEE FURTHER COMMITS TO CENTERING PART-TIME FACULTY VOICES WHO HAVE BEEN HISTORICALLY EXCLUDED (E.G., COLLEAGUES OF COLOR).**

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

## Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: September	Year: 2020
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated about the 2019-20 legislative session and consider legislative priorities.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The legislature completed the 2019-20 (two-year) legislative cycle on August 31, 2020.

Remaining days for the 2020 Calendar:

- August 31, 2020: Last day for each house to pass bills.
- September 30, 2020: Last day for Governor to sign or veto bills passed by the legislature before September 1, and in the Governor's possession on or after September 1
- October 1, 2020: Bills enacted on or before this date go into effect January 1, 2021

The 2021-22 Regular Session convenes for Organizational Session at 12 noon on December 7, 2020.

The Legislative and Advocacy Committee met on September 2, 2020 to discuss and consider legislative priorities, resolutions, and Rostrum articles.

Attachments:

ASCCC Legislative Report

Recommendations from the Legislative and Advocacy Committee

Information:

Report on ADTs and transfer from the Campaign for College Opportunity:

<https://collegecampaign.org/wp-content/uploads/2019/05/10-Years-After-ADT-Brief.pdf>

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

**ASCCC Legislative Report**  
**Executive Committee Meeting September 17, 2020**  
**(updated September 2, 2020)**

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

Calendar (revised July 24, 2020):

August 31, 2020: Last day for each house to pass bills.

September 30, 2020: Last day for Governor to sign or veto bills passed by the legislature before September 1, and in the Governor’s possession on or after September 1

October 1, 2020: Bills enacted on or before this date go into effect January 1, 2021

Summary:

Bills considered were limited in 2020. Priority was given to bills that:

- Absolutely must pass this year;
- Is directly Covid-19 related;
- Alleviates homelessness; or
- Is related to wildfire preparedness or response to PG&E bankruptcy.

**Bills Moving Forward**

The following bills are going (or have gone) to the governor for consideration.

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

This bill, commencing with the 2021–22 academic year, would require the California State University to provide for courses in ethnic studies at each of its campuses. The bill, commencing with students graduating in the 2024–25 academic year, would require the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified.

ASCCC Position/Resolutions: If this is a lower division requirement it will make it difficult to fit within the strict sixty units of the ADT construction, but the ASCCC does not have a position on this bill.

**Status:**

**Signed into law by Governor Newsom on August 17, 2020**

**AB331 (Medina): Pupil instruction: high school graduation requirements: ethnic studies.**

This bill would add the completion of a one-semester course in ethnic studies, meeting specified requirements, to the high school graduation requirements commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school. The bill would

expressly authorize local educational agencies, including charter schools, to require a full-year course in ethnic studies at their discretion. The bill would require local educational agencies, including charter schools, to offer an ethnic studies course commencing with the 2025–26 school year, as specified. The bill would authorize, subject to the course offerings of a local educational agency, including a charter school, a pupil to satisfy the ethnic studies course requirement by completing either (A) a course based on the model curriculum in ethnic studies developed by the commission, (B) an existing ethnic studies course, (C) an ethnic studies course taught as part of a course that has been approved as meeting the A-G requirements of the University of California and the California State University, except as specified, or (D) a locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school.

***Status:***

Read second time. Ordered to third reading. (August 29, 2020)

Assembly Rule 63 suspended. Senate amendments concurred in. (August 31, 2020)

***To Engrossing and Enrolling. (August 31, 2020)***

**AB3137 (Voepel): College Promise: Members of the Armed Forces**

This bill would require that a student who is a member of the Armed Forces of the United States, as defined, and is called to active duty as specified, may withdraw from participation in the California College Promise and resume participation in the program upon the student’s return from active duty without losing eligibility for the fee waiver or any other benefit of the program. The bill would also provide that the time during which the student was obliged to withdraw because of active duty shall not count toward the limit of the period of that student’s eligibility for participation in the California College Promise.

***Status:***

***Enrolled (August 31, 2020)***

**AB3374 (Committee on Higher Ed): Nursing**

This bill would specify that the full-time or part-time clinical nursing faculty referenced above may be employed by a single community college district for up to 4 semesters or 6 quarters within any period of 3 consecutive academic years. The bill would also make non-substantive changes to this and related provisions.

***Status:***

***Enrolled (August 31, 2020)***

**Dead Bills**

The following bill are considered “dead”, however, it is expected that many will be coming back in the next legislative cycle. Many of these bills did not move forward due to the COVID-19 pandemic.

## Legislation – Assembly

### AB1862 (Santiago): CSU Tuition

This bill would prohibit the charging of tuition or mandatory systemwide fees for enrollment at a campus of the California State University for any academic year, up to 2 academic years, to a California Community College resident transfer student who has completed an associate degree for transfer or has received a fee waiver pursuant to the California College Promise.

ASCCC Positions/Resolutions: The ASCCC has always opposed fees for education in the CCC system.

Status:

In committee, hearing postponed by committee (April 4, 2020)

Dead

### AB1930 (Medina): Student Eligibility Requirements

This bill would require the trustees, and request the regents, before making any change in student eligibility policy that adds eligibility requirements that impact students across its segment, to coordinate with the other segment to align their respective student eligibility policies and to commission an independent study by a third-party research organization to assess the impact of the change in student eligibility policy on the eligibility rates of the graduates of public secondary schools who are members of underrepresented student groups.

The bill would also require, if either the trustees or the regents approve a change in student eligibility policy that adds eligibility requirements that impact students across its segment, that an implementation committee be convened to develop a multiyear plan for that segment to work with the public elementary and secondary school system, the California Community Colleges, and the governing body of the other segment to implement the change, and would require in those circumstances annual progress reports to the Governor, the Legislature, and the governing body of the other segment, as specified.

Status:

In committee: Held under submission. (August 20, 2020)

Dead

### AB1970 (Jones-Sawyer): Pilot Program for Free Tuition and Fees: Working Group

This bill would establish a working group consisting of representatives from the State Department of Education, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Regents of the University of California to consider the creation of a pilot program, as specified, that would provide free postsecondary education in the state by replacing the system of charging students tuition and fees for enrollment at a public postsecondary institution. The bill would require the working group to submit a report to the Legislature on the pilot program.

ASCCC Positions/Resolutions: The ASCCC has always opposed fees for education in the CCC system.

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

### **AB2009 (Cunningham): Human Trafficking Awareness Training**

This bill would require, no later than July 1, 2021, the Chancellor's Office of the California Community Colleges to enter into an agreement with an experienced provider of training for persons preparing for licensing and employment as professional commercial truck drivers for the development and provision of instructional material necessary to add human trafficking awareness training to the curriculum of students pursuing this course of study and to disseminate information about how to obtain and use this instructional material to community colleges and private postsecondary educational institutions offering these programs.

ASCCC Positions/Resolutions: There are currently 5 CCCs that offer truck driving as part of their curriculum under TOP Code 0947.50

Status:

Referred to Committee on Higher Education (February, 14 2020).

**Dead**

### **AB2019 (Holden): CCAP Agreements**

This bill would also authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts in accordance with these provisions. The bill would make conforming changes.

ASCCC Positions/Resolutions: ASCCC has multiple resolutions supporting dual enrollment; this bill would expand dual enrollment opportunities to incarcerated youth. The CCCCCO is proposing to support this bill

Status:

Referred to Committee on Education (June 23, 2020)

**Dead**

### **AB2156 (E. Garcia): Concurrent award of associate degree and high school diploma**

This bill would provide that, notwithstanding the provisions referenced above or any other law, a community college district may establish and offer to students a course of study leading to the concurrent award of an associate degree and a high school diploma.

ASCCC Positions/Resolutions: Resolution 13.01 (F12) asked the ASCCC to examine the impacts of auto-awarding degrees and report back; a Rostrum was published in Feb 2015 regarding this issue: <https://asccc.org/content/automatic-awarding-degrees-and-certificates---considerations-local-senates>

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

### **AB2335 (Rivas): Community Colleges: Student Equity Plans**

This bill would require student equity plans to include campus-based research as to the extent of student equity for students who are currently or were formally in the juvenile justice system.

ASCCC Positions/Resolutions: At the F19 Plenary, the delegates passed resolution 03.06 (F19) which called for the ASCCC to work with the CCCCO to including currently and formerly incarcerated youth in equity plans: <https://asccc.org/resolutions/include-currently-and-formerly-incarcerated-youth-equity-plans>

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

### **AB2494 (Choi): Course credit for prior military education, training, and service.**

This bill would require the Office of the Chancellor of the California State University, in collaboration with the Academic Senate of the California State University, and request the Office of the President of the University of California, in collaboration with the University of California, Academic Senate, to develop, by September 1, 2021, a consistent policy to award military personnel and veterans who have an official Joint Services Transcript course credit similar to the policy developed by the Office of the Chancellor of the California Community Colleges under existing law. The bill would also require that each campus of the California State University, and request that each campus of the University of California, have, by December 31, 2022, a policy consistent with the respective policies developed by the Office of the Chancellor of the California State University and the office of the president and post on its internet website the most recent policy adopted pursuant to the bill.

Status:

From committee chair, with author's amendments: Amend, and re-refer to committee. Read second time, amended, and re-referred to Committee on Education (July 7, 2020).

**Dead**

### **AB2764 (Gloria): Waiver of Open Course Provisions: military personnel**

This bill would waive open course provisions in statute or regulations of the board of governors for any governing board of a community college district for classes the district provides to



military personnel on a military base, and would authorize the board of governors to include the units of full-time equivalent students generated in those classes for purposes of state apportionments.

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

### **AB2776 (Lackey): Statewide baccalaureate pilot program**

This bill would express the intent of the Legislature to enact subsequent legislation pertaining to the statewide baccalaureate degree pilot program.

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

### **AB2982 (Salas): Textbook Affordability**

This bill would establish the Fair Access to College Textbooks Act as part of the Donahoe Higher Education Act.

ASCCC Positions/Resolutions: The ASCCC has multiple resolutions supporting the increase in OER and the creation of the OERI, and around textbook affordability as a whole.

Status:

Re-referred to Committee on Higher Education (May 5, 2020).

**Dead**

### **AB3000 (Frazier): Credit for Prior Learning**

This bill would change the statutory deadline for the chancellor to submit the report on Credit for Prior Learning to January 1, 2022 (two-year extension)

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

### **AB3310 (Muratsuchi): Ethnic Studies**

This bill would, commencing with the 2021–22 academic year, require each community college district to offer courses in ethnic studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet ethnic studies graduation requirements at the California State University. The bill would also, commencing with the 2023–24 academic year, require each community college district to require the completion of at least one course in ethnic studies of at

least 3 units as a requirement for a student to obtain an associate degree. The bill would require the Chancellor of the California Community Colleges to develop and adopt appropriate regulations for the implementation of these provisions.

ASCCC Positions/Resolutions: ASCCC wrote a letter taking a reluctant oppose position on this bill, mainly around concerns about curriculum being written into law. The letter is here: <https://asccc.org/sites/default/files/AB%203310%20%28Muratsuchi%29%20-%20Letter%20of%20Oppose.pdf>

Status:

In Committee: hearing postponed by committee (April 6, 2020).

**Dead**

## **Legislation – Senate**

### **SB874 (Hill): Baccalaureate Degrees**

Currently language is spot bill language; may be acted on 21 February 2020.

ASCCC Positions/Resolutions: At its Fall 2019 plenary session, the ASCCC voted to support baccalaureate degrees in the CCC system, to remove the pilot designation from the 15 colleges currently offering these programs, and to expand the current offerings with a prioritization in allied health. See resolutions 6.01 (F19) and 6.02 (F19).

Status:

Re-referred to Committee on Education (March 16, 2020).

**Dead**

### **SB987 (Hurtado): Premedical Pathway Pilot Program**

This bill would express the intent of the Legislature to enact legislation that would establish a pilot program for purposes of facilitating premedical pathways to medical school for students attending community colleges.

Status:

Re-referred to Committee on Committee on Rules (February 20, 2020).

**Dead**

### **SB1026 (Wilk): Statewide Baccalaureate Degree Pilot Program**

This bill would make a non-substantive change in a provision related to the statewide baccalaureate degree pilot program. (Spot bill)

ASCCC Positions/Resolutions: At its Fall 2019 plenary session, the ASCCC voted to support baccalaureate degrees in the CCC system, to remove the pilot designation from the 15 colleges

currently offering these programs, and to expand the current offerings with a prioritization in allied health. See resolutions 6.01 (F19) and 6.02 (F19).

Status:

Re-referred to Committee on Committee on Rules (February 27, 2020).

**Dead**

### **SB1083 (Pan): Mental Health Counselors**

This bill would express the intent of the Legislature to enact later legislation that would require the Trustees of the California State University and the governing board of each community college district to have one full-time equivalent mental health counselor with an applicable California license per 1,500 students enrolled at each of their respective campuses to the extent consistent with state and federal law.

ASCCC Positions/Resolutions: The ASCCC has repeatedly called for the inclusion of more counselors, and supported the intent of previous legislation around mental health services (see resolution 06.04 (S16): <https://asccc.org/resolutions/mental-health-services>)

Status:

Re-referred to Committee on Committee on Rules (February 27, 2020).

**Dead**

### **SB1104 (Hill): Statewide Baccalaureate Degree Program**

This bill would make a non-substantive change in a provision related to the statewide baccalaureate degree pilot program. (Spot bill)

ASCCC Positions/Resolutions: At its Fall 2019 plenary session, the ASCCC voted to support baccalaureate degrees in the CCC system, to remove the pilot designation from the 15 colleges currently offering these programs, and to expand the current offerings with a prioritization in allied health. See resolutions 6.01 (F19) and 6.02 (F19).

Status:

Re-referred to Committee on Committee on Rules (February 27, 2020).

**Dead**

### **SB1155 (Hertzberg): LACCD Pilot Program**

This bill would establish the Los Angeles County Community Colleges Common Course Numbering Pilot Project, and would require the chancellor to convene a pilot project task force. The bill would require the task force to develop a common course numbering system in the subjects of mathematics and language arts. The bill would require the chancellor to invite designated community college districts, all of which are located in Los Angeles County, to participate in the task force. The bill would require the task force to complete its work no later

than December 31, 2021, and would require the chancellor to submit a report on that work to the Legislature no later than March 31, 2022, as specified.

Status:

March 25 hearing postponed by committee (March 18, 2020).

**Dead**

### **Other Bills of Interest**

#### **AB 2003 (Cristina Garcia): Feminine Hygiene Products**

This bill would require a community college to stock 50% of the school's restrooms with feminine hygiene products, as defined. The bill would prohibit a community college from charging for any menstrual products, including feminine hygiene products, provided to students.

Status:

In Committee: Hearing postponed by committee (April 6, 2020).

**Dead**

#### **AB2023 (Chiu): Name and Gender Changes**

This bill would require a campus of the University of California, California State University, or California Community Colleges to update a former student's records to include the student's updated legal name or gender if the institution receives government-issued documentation, as described, from the student demonstrating that the former student's legal name or gender has been changed.

Status:

In Committee: Hearing postponed by committee (April 6, 2020).

**Dead**

#### **AB2190 (Medina): Board of Governors of the CCCs**

This bill would eliminate the prohibition against a student member voting during the student member's first year on the board. It is supported by the SSCCC.

Status:

Referred to Committee on Education (June 23, 2020).

**Dead**

#### **AB2353 (McCarty): Affordable student rental housing**

This bill would require the California School Finance Authority to administer a competitive grant program to provide planning grants to California community colleges that are exploring or determining if they can offer affordable student rental housing, as defined. The bill would require

the authority to ensure that the selection process meets certain requirements, and to provide technical assistance to community colleges that receive planning grant funds for the purpose of exploring and determining if they can offer affordable student rental housing. The bill would make the implementation of these provisions contingent upon an appropriation by the Legislature in the annual Budget Act or another statute for these purposes.

Status:

Re-referred to Committee on Higher Education (May 5, 2020).

**Dead**

### **AB 2388 (Berman): Housing and Basic Needs**

Bill was amended to only encourage hiring Basic Needs Coordinators and delete the Chancellor's Office reporting requirements

ASCCC Positions/Resolutions: The ASCCC supported Berman's initial bill (AB 302, 2019) to allow for students to park in their cars; there have also been presentations about student housing insecurity and food insecurity at a range of events attended by the ASCCC Executive Committee.

Status:

From committee chair with author's amendments: Amend and re-refer to committee. Read second time, amended, and re-referred to Committee on Education (July 7, 2020).

**Dead**

### **AB2578 (Irwin): CSU: Proficiency level of entering students**

This bill would require the California State University to provide specified information to the Legislature about the placement of freshmen at each of its campuses for purposes of certain general education requirements in one report to be submitted by April 1 of each year. This placement information would include the numbers of freshmen at each campus, the freshmen's levels of general education written communication and mathematics and quantitative reasoning placement, an analysis of the factors used by the university in its determination of freshmen's levels of that placement, an analysis of any equity gaps by income, race, or ethnicity within and across the university's levels of that placement, and the university's plan to address any such gaps.

Status:

Referred to Committee on Education (June 23, 2020).

**Dead**

### **AB2910 (Weber): Board of Trustees Student Members**

This bill would entitle each student member of the governing board to make and second motions and to receive the same compensation as a regular board member without further authorization of the governing board.

This bill is supported by the SSCCC.

Status:

In Committee: Hearing postponed by committee (April 6, 2020).

Dead

### **AB2972 (Limon): Undocumented Students**

This bill would require the Board of Governors of the California Community Colleges and the Trustees of the California State University, and encourage the Regents of the University of California, to create a systemwide training program, for the administrators, as defined, of those respective segments to complete annually, relating to undocumented students, Deferred Action for Childhood Arrivals (DACA), federal and state laws related to immigration generally, state law relating to exemption from nonresident tuition, and resources that the system or campus has for undocumented students. The bill would specify that these online training programs would be available to all faculty and staff of the segments, and would require the governing bodies of the segments to encourage faculty and staff, particularly advisors, counselors, and human resources specialists, to take the training.

ASCCC Positions/Resolutions: The ASCCC has multiple resolutions supporting DACA students.

Status:

Referred to Committee on Education (June 23, 2020).

Dead

### **AB3189 (Medina): Donahue Higher Education Act: Student Housing**

This bill would add to the act a provision declaring a finding of the Legislature that there is a need for more housing to be provided for students at the campuses of the postsecondary educational institutions of this state.

Status:

Read first time (February 24, 2020).

Dead

### **AB3207 (Gipson): Community College Student Housing**

This bill would provide that the governing board of a community college district is authorized to construct and maintain, instead of dormitories, student housing in connection with any community college campus within the district. The bill would further provide that, notwithstanding any other law, a community college district is authorized to expend, for the construction and maintenance of student housing, funds allocated pursuant to the Community College Facility Deferred Maintenance and Special Repair Program. To the extent that this bill

would authorize the expenditure, for student housing, of funds previously allocated under the program for deferred maintenance and special repair, the bill would make an appropriation.

Status:

In Committee: Hearing postponed by committee (April 6, 2020).

**Dead**

### **AB3299 (Gipson): CCC Chancellor**

This bill would make non-substantive changes to provisions on pertaining to the appointment, compensation, duties, and responsibilities of the chancellor.

Status:

Read first time (February 24, 2020).

**Dead**

## **Other Legislative Proposals**

### **ACA 5 (Weber): Governmental Preferences**

The California Constitution, pursuant to provisions enacted by the initiative Proposition 209 in 1996, prohibits the state from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. The California Constitution defines the state for these purposes to include the state, any city, county, public university system, community college district, school district, special district, or any other political subdivision or governmental instrumentality of, or within, the state.

This measure would repeal these provisions. The measure would also make a statement of legislative findings in this regard.

This ACA has been gaining momentum and has the support of the CCCCCO among other groups. The ASCCC Executive Committee, in the absence of plenary, can choose to take a position on this if it is the will of the committee.

ASCCC Positions/Resolutions: The ASCCC passed a number of resolutions around Prop 209 after the initial passage; those can be found here:

<https://asccc.org/search/node/209%20type%3Aresolution>

The Executive Committee agreed at its 15 May 2020 meeting to support ACA 5; a letter of support was sent to the author's office.

Status:

On November 2020 ballot as Proposition 16

Legend

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

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



**Legislative Priorities for consideration by the ASCCC Executive Committee**  
September 17, 2020

The Legislative and Advocacy Committee is recommending four Legislative Priorities for the ASCCC for 2020-21:

1. Ethnic Studies Graduation Requirement

This falls under the ASCCC Area of Focus: Culturally Responsive Student Services, Student Support, and Curriculum

With the passage of AB 1460 (Weber, 2020), the enrollment (as of September 2, 2020) of AB 331 (Medina, 2020), and in order to provide culturally responsive educational opportunities for the students in the diverse CCC system the Legislative and Advocacy Committee recommends that the ASCCC examine and consider recommendations for augmenting the Ethnic Studies requirement in the CCR title 5 section 55063.

2. Transfer Pathways (from spring 2020)

This falls under the ASCCC Area of Focus: Guided Pathways Implementation and Integration to Transfer and Careers.

History:

During the 2019-20 academic year, the ASCCC recommended a one-time budget allocation of \$2.1M to be spent over five years in order to provide additional staffing to the CCC Chancellor's Office to support the expansion of transfer and fund an intersegmental, discipline-specific dialogue and professional development that brings together faculty from the CCCs, CSUs, and UCs to discuss emerging discipline trends that need to be reflected in curricular design, ensures consistent transfer expectations and pedagogical alignment among the public higher education systems of California, improves articulation processes, and allows the opportunity for interdisciplinary, intersegmental dialog for related disciplines. As part of this effort, the ASCCC is also suggesting clean-up language to the bill to allow a limited number of degrees to exceed the 60-unit limitation specified in Education Code.

3. Faculty Diversity – Diversity, Equity, and Inclusion Task Force Recommendations as they pertain to academic and professional matters (from spring 2020)

This falls under the ASCCC Area of Focus: Equity Driven Systems.

History:

While these ongoing efforts have been supported by monies in the governor's budget, it will require a significant investment in the hiring of full-time faculty to continue to move the needle in terms of diversity. Funding to help implement changes to the Equal Employment Opportunity requirements and other actions towards increasing the hiring of more diverse full-time faculty can only help to strengthen our colleges.

4. Expansion of Baccalaureate Degree Programs in Allied Health – [F19 6.02](#) – from spring 2020

History:

At the fall 2019 plenary session, the delegates representing the 114 accredited colleges in the system voted to support the removal of the pilot designation from the 15 programs currently offering baccalaureates, and recommended an expansion of the program, particularly in allied health. This would require a duplication of programs with other state systems of higher education, but the capacity and equity issues compel the ASCCC to make this recommendation on behalf of students.



## Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: September	Year: 2020
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

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



## Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: September	Year: 2020
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will be updated on the goal of Equity Driven Systems, including faculty diversification and the FELA Academy, and discuss future direction.

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



## Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: September	Year: 2020
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.

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

## Executive Committee Agenda Item

SUBJECT: ASCCC Coaching Model		Month: September	Year: 2020
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the attached proposal and provide feedback and recommendations.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Academic Senate provides support and assistance to local academic senates through both formal and informal mechanisms. As part of its ongoing mission to strengthen and support the local senates of all the California community colleges, the ASCCC offers opportunities for college visits to provide professional development and technical assistance. All requests for college visits by the ASCCC must be approved by the college senate president. The ASCCC currently offers the following types of visits: Accreditation Resource Teams, Guided Pathways Resource Teams, Local Senate Visits, Technical Assistance – Curriculum, and Technical Assistance – Governance.

There are instances where one visit to the college may not suffice and colleges need ongoing support to resolve issues or affect change on their local senate, campus, or district. The ASCCC is proposing a new model, called the Coaching Model, which provides local senates and local leaders sustained expertise and support from the ASCCC to assist in resolving local issues. The document outlines the proposed process which includes how to request assistance, needs assessment, appointment of ASCCC representative(s), analysis of the issue(s), and the creation of a plan. The proposed Coaching Model may also call on partner organizations as needed to help resolve the issues on campus.

The Executive Committee is being asked to review the document and provide feedback on the Coaching Model proposal.

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

## ASCCC Coaching Model: Providing long term support to local academic senates

The Academic senate for California Community Colleges (ASCCC) has long provided support to local academic senates in governance through resolutions, professional development, papers and publications, and presentations at conferences and institutes as well as at local colleges. One major support the ASCCC provides to local academic senates takes the form of the local visits. Executive Committee members and members of the ASCCC standing committees visit local colleges to listen and advise on a variety of issues including governance, curriculum, guided pathways, or any other area pertaining to education code or title 5 including the 10+1. The ASCCC also engages with other stakeholder groups to do more focused sessions, such as with the CCLC in Collegiality in Action visits. Generally, one or two stand-alone visits provides the information and support local academic senate leaders need to move forward in resolving issues and effecting change in their academic senates, colleges, and districts. However, there may be situations when one or two visits is not enough to make the lasting changes required or reach an identified goal. In those cases, a sustained coaching model may be better suited to achieve desired results and provide the support local academic senates need to work through conflicts or areas of growth at the college.

### ASCCC Coaching Model

A model that provides local academic senates and local leaders sustained expertise and support from the ASCCC to assist in resolving local issues.

The process:

1. Request Assistance: The local academic senate president, or another local academic senate leader in collaboration with the academic senate president, requests assistance from the ASCCC. Areas of assistance could include but are not limited to: governance, equity, curriculum, accreditation, guided pathways, faculty diversification, Basic skills reforms, noncredit, OER, academic freedom, and union/academic senate relations.
2. Needs Assessment: An Executive Committee member contacts the academic senate president and academic senate leader, if appropriate, to gather more information on the issue that is at hand.
  - a. This would be a structured conversation to determine not only the obvious issues but also what may be impeding progress including differing perspectives, areas of conflict, and points of disagreement.
  - b. The EC member would inform the ASCCC president of their findings from the needs assessment and make recommendations to the ASCCC president on how to proceed including:
    - i. Identifying possible ASCCC representatives taking into consideration certain knowledge and skills:
      1. Content expertise
      2. Equity and cultural competencies
      3. Facilitating dialogue
      4. Conflict facilitation and resolution

- ii. Type of possible contact needed with the local academic senate and/or the academic senate president or local leader:
      - 1. Weekly
      - 2. Monthly
      - 3. Bi-monthly
    - iii. Length of time: Semester or Year
- 3. President Appoints: Based on the recommendation, the ASCCC president would appoint two individuals begin the process. To appoint coaches, the ASCCC president could draw from the experience of the following:
  - a. ASCCC present and past Executive Committee members
  - b. ASCCC present and past Standing Committee members
  - c. ASCCC leads, consultants, caucus members, and others with an official relationship with the ASCCC.
- 4. Deeper Analysis: Coaches begin with the following process:
  - a. Investigation into the issue with separate meetings with faculty holding different perspectives
  - b. Overview presentations on local academic senate role, academic senate leaders, and faculty roles as they pertain to the issue at hand.
  - c. Facilitated dialogue with faculty, local academic senates, local executive team, or others.
  - d. Follow up with an advisory report to the local academic senate on key issues, recommendations on addressing the issues, and suggestions on who might be responsible for implementing solutions.
  - e. Discussion of the report with local academic senate president, stakeholders and interested parties, as appropriate. Adaptations are made to the report as necessary.
- 5. Create a Plan: A plan of coaching activities designed to help local academic senates and leaders implement actions to move toward solution or desired results is submitted to the ASCCC president and local academic senate president. The plan includes the following:
  - a. Final advisory report
  - b. Plan of coaching activities
  - c. Type of coaching contact:
    - i. Individual mentoring of the academic senate president or academic senate leader (i.e., curriculum chair, guided pathways lead, accreditation lead, etc.)
    - ii. Meetings with local academic senate or local committee where the issue resides (i.e., curriculum, guided pathways, union/academic senate group, etc.)
    - iii. Meetings with local academic senate executive committees
    - iv. Any combination of the above.
  - d. The plan may change and adapt as the coaches work with the local academic senate and leaders. The coaches must keep the ASCCC president informed of the



progress and any changes necessary in the process to support the local academic senate.

Issues affecting others at the college:

In some cases, it may be beneficial for the ASCCC to partner with the CIOs, CSSOs, CCLC, or collective bargaining colleagues as well as SSCCC to address issues that are confounded by processes or relationship with local college administration, classified professionals, union, or students. These issues may fall within the 10+1, subject to participatory governance, or are shared with bargaining units. In those cases, the Executive Committee member would identify the need and the ASCCC president would reach out to their counterpart at the appropriate organization to determine if it would be willing to assist. Of course, doing so would require that the partnering organization reach out to their member at the local college to ensure that the support is welcome. If all is well, the above process would be followed with the partner organization as well as the ASCCC advised of all progress with the college with the following adaptations:

1. Coaching appointments:
  - a. ASCCC Coach
  - b. Partner organization coach
2. Facilitated dialogue would occur separately with faculty, classified professionals, and administration
3. Leaders of both organizations would be apprised of all the information, plans, activities, and results from the coaching team.

Still to be worked out: Compensation for coaches, cost for colleges (?), agreements with partner organizations.



## Executive Committee Agenda Item

SUBJECT: Resolutions Packet for Area Meetings		Month: September	Year: 2020
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolutions packet to be distributed to the field at the Area Meetings.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Resolutions Committee has compiled all the submitted resolutions for review at Area meetings. This packet includes new resolutions and relevant Spring 2020 resolutions.

The committee asks for Executive approval to distribute packet to the field for discussion at Area meetings October 16 and 17, 2020.

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



## Executive Committee Agenda Item

SUBJECT: Honoring Faculty Leaders		Month: September	Year: 2020
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval honoring faculty leaders for the 2020-21 academic year.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will consider potential honorees for the Fall 2020 Plenary Session and Spring 2021 Spring Plenary Session who may meet the criteria in [Policy 40.01](#).

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

## Executive Committee Agenda Item

SUBJECT: Title 5 §55063 Ethnic Studies Requirement		Month: September	Year: 2020
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider a recommendation for a modification to the Ethnic Studies requirement in Title 5 §55063.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The ASCCC has fully embraced the vital role that ethnic studies curriculum plays in all levels of education; Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

The Legislative and Advocacy Committee and Curriculum Committee Chairs were directed to explore some possible language changes and bring to the Executive Committee for discussion and consideration.

In response to the ASCCC’s and the CCCC’s Call for Action, the Legislative and Advocacy Committee and the Curriculum Committee support recommending a change to Title 5 §55063. Recommended changes are intended to bolster the current Ethnic Studies requirement, making it stronger and more inclusive to support the educational needs of the diverse student body in the California Community College system. Similar to the associate degree requirements in English, mathematics, and reading, students could be required to complete a course or equivalent, determined locally, and such courses may be offered in or on behalf of other departments or disciplines:

Sample language for consideration:

(2) Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans. Ethnic Studies will be offered in at least one of the areas required by subdivision (1). Students earning the associate degree are required to complete an Ethnic

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

Studies course or equivalent, determined locally. Courses fulfilling the Ethnic Studies requirement may be taught in or on behalf of other departments and disciplines.



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: September	Year: 2020
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the timing and outline of the event.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The 2020 Fall Plenary Session is just a few months away – November 5-7, 2020, being held virtually via the online platform Pathable. At its August 13-14 meeting, the Executive Committee approved this year’s theme of “Addressing Anti-Blackness & IDEAs in Academic and Professional Matters”. The Executive Committee will continue its planning process for developing the Session program. Members will discuss ideas for keynote speakers, breakouts, and timeline.

### Fall Session Timeline:

#### August 28th Executive Committee deadline:

1. Breakout topics due to Dolores for approval at September 17-19, 2020 Executive Committee meeting.
2. Draft papers due for second reading at September 17-19, 2020 Executive Committee Meeting.
3. Pre-Session resolutions due to Resolutions Chair.

#### Planning:

1. AV and event supply needs to Tonya by October 1, 2020.
2. Final resolutions due to Krystinne for circulation to Area Meetings September 30, 2020.
3. Approval of outside presenters due to Dolores and Krystinne October 1, 2020.
4. Presenters list and breakout session descriptions due to Krystinne by October 9, 2020.
5. Deadline for Area Meeting resolutions to Resolutions chair: October 20, 2020

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

## **Fall 2020 Plenary DRAFT Program Plan - As of September 3, 2020**

*Schedule for Fall and Logistics - Both General Session and Breakout sessions are 1 hour long*

### **Thursday**

8a - 9a: Morning Activity: Coffee Networking Meet & Greet for First-Timers and Experienced Senate Leaders

9a - 6p Caucus Rooms Open - see info below (each caucus will have a designated Zoom room in Pathable)

- Black Caucus
- Latinx Caucus
- LGBTQIA+ Caucus
- Small or Rural College Caucus
- Womyn's Caucus

9a - 10a - General Session/ Welcome

- Adoption of the Procedures
- Foundation President's Update
- State of the Senate

10:15 - 11:15a- Breakout I

- Delegates and First Time Attendees Information Session (Stephanie and Julie)
- How can IDEAs improve Curricular Learning for all students (Carrie/Karen)
- Addressing Remote Teaching for Long Term Emergencies (Sam/Robert)
- Building Equity Driven Systems with an Anti-Racist focus (Mayra/Ginni)
- Mentorship Programs as a Retention Strategy of Faculty of Color (tie into FELA) (Michelle/Silvester)

11:45a - 12:45p - Breakout 2

- Culturally Reflective Pedagogy and Student Services (Manuel/LaTonya)
- Legislative Update (Ginni/Dolores)
- Role of Ethnic Studies programs in creating culturally inclusive spaces on campus and fostering a sense of belonging for students of color (Karen/Cheryl)
- How Can Equity Be Considered in Course Outlines of Record? (Carrie/Eric Wada/John Stankas)
- Anti-Racism Best Practices for Student Services Educators (Stephanie/Julie)

12:45p - 1:15p: LUNCH - Maybe an activity to play in the background too??

1:30p - 2:30p - General Session 2 - Addressing Anti-Blackness in the California Community Colleges: Meet the Summer Special Rostrum Faculty Authors (LaTonya, Mayra, Michelle)

### 3p - 4p - Breakout 3

- Grow Your Own Faculty- How to Encourage our Students to Become Community College Instructors (Manuel/Mayra)
- Humanizing online learning (Julie/Robert)
- Introduction to the ASCCC Model Hiring Principles and Practices Canvas Tool (Michelle/Sam)
- Conversations with the ASCCC President and ASCCC Vice President (Dolores/Ginni)
- Did I just Hear That?: Addressing Anti-Blackness, Microaggressions, and Gaslighting (Silvester/Carrie)
- Resolutions 411 - Get help before submitting your Resolution (Stephanie/Resolutions Committee)

4:30p: Resolutions Due to Resolutions Chair

### 4:30p - 5:30p - Breakout 4

- Anti-Racism and Transforming Institutional Policies and Practices (Julie/Robert)
- New Horizons: Competency Based Education (Cheryl/Karen)
- Applying an anti racism and equity lens to law enforcement officers and first responder training and curriculum (Mayra/Lynn Shaw)
- Hiring through an equity lens: Rethinking policies and procedures (Dolores/LaTonya)
- *Faculty Empowerment and Leadership Academy Pre-session and/or break-out follow-up session for participants (Silvester/Michelle) - TBD based on FELA Academy Start OR Guided Pathways session (Ginni/Janet Fulks)*

## Friday

8a - 9a: Morning Activity: Yoga? Virtual Run/walk? (Or we can continue the Meet & Greet for First-Timers and Experienced Senate Leaders)

9a - 6p Caucus Rooms Open - see info below (each caucus will have a designated Zoom room in Pathable)

- Black Caucus
- Latinx Caucus
- LGBTQIA+ Caucus
- Small or Rural College Caucus
- Womyn's Caucus

9a - 10a - General Session 3 - Equity, Diversity, and Inclusion in Budget Reduction Considerations (Robert, Mario Rodriguez)



10:30 - 12p- Area Meetings

- Area A: Julie Oliver
- Area B: Karen Chow
- Area C: Robert Stewart
- Area D: LaTonya Parker

12p - 12:30p: LUNCH - Maybe an activity to play in the background too??

1p - Amendments and Urgent Resolutions due to Resolutions Chair

1p - 2p - Breakout 5

- Curriculum: Theoretical approaches to transforming community college curriculum from Eurocentric to Inclusive model (Carrie/Sam)
- Promoting Diversity in Curriculum Design and Pedagogy (LaTonya/Michelle/CIO Representative)
- Anti-Racism Paper Review (Cheryl/Mayra)
- Transforming the college into an equity driven institution: The Local Academic Senate Action Plan (Robert/Manuel)
- Re-framing Collegial Consultation (Karen/Ginni)

2:30p - 3:30p - Breakout 6

- Mindfulness for leaders: Staying grounded in a vortex of chaos (Manuel/Julie)
- Organizing Your Campus to Advance DEI work (LaTonya/John Stankas)
- Ensuring Quality of Online Courses: Guidelines, Rubrics, and Local POOR (Robert/OEI Representative)
- Academic Freedom and Equity (with conversation about Paper) (Stephanie/Julie Bruno)
- Addressing inequities for People of Color and low-income students in online and remote learning (Sam/Silvester)

4p - 5p - General Session 4 - Resolutions Overview for Saturday (Stephanie and Resolutions Committee)

5:15p - 6p - Disciplines List - (Julie/Cheryl)

6p - 7p - Executive Committee Meeting

7p - 8p - Friday Evening Social Hour??? (How do we make this enticing so that folks come back to attend?? Raffle with prizes? Encourage everyone to make their own drink and share recipes??)

## **Saturday**

8a - 9a: Morning Activity??

9a - 12p - Resolution Voting

12p - 1p - Lunch

1:15p - 5p - Resolution Voting continues

Each breakout - 5 sessions = Total 30

### **Levels:**

**Seed:** Sessions in this strand are designed for attendees that are exploring a topic for the first time or seeking a refresher

**Sapling:** Sessions in this strand are designed for attendees who are aware of the topic and have the foundational knowledge and are seeking to build on that knowledge

**Tree:** Sessions in this strand are designed for attendees who consider themselves to be experts in the topic and are looking for ways to expand and adapt their knowledge

*Session Strands: each topic can be housed under more than one strand and we can represent this by icons in the program and in Pathable*

### **Inclusion**

- Faculty Empowerment and Leadership Academy Pre-session and/or break-out follow-up session for participants
- Role of Ethnic Studies programs in creating culturally inclusive spaces on campus and fostering a sense of belonging for students of color
- Grow Your Own Faculty- How to Encourage our Students to Become Community College Instructors
- Humanizing online learning
- Curriculum: Theoretical approaches to transforming community college curriculum from Eurocentric to Inclusive model
- Conversations with the ASCCC President and ASCCC Vice President

### **Diversity**

- Mentorship Programs as a Retention Strategy of Faculty of Color
- Promoting Diversity in Curriculum Design and Pedagogy
- Introduction to the ASCCC Model Hiring Principles and Practices Canvas Tool
- How can IDEAs improve Curricular Learning for all students

## **Equity**

- Culturally Reflective Pedagogy and Student Services
- Hiring through an equity lens: Rethinking policies and procedures
- Anti-Racism Paper Review
- New Horizons: Competency Based Education
- Academic Freedom and Equity (with conversation about Paper)
- Addressing inequities for People of Color and low-income students in online and remote learning
- How Can Equity Be Considered in Course Outlines of Record?
- Addressing Remote Teaching for Long Term Emergencies
- Ensuring Quality of Online Courses: Guidelines, Rubrics, and Local POCR

## **Anti-Racism**

- Applying an anti-racism and equity lens to law enforcement officers and first responder training and curriculum
- Building Equity Driven Systems with an Anti-Racist focus
- Did I just Hear That?: Addressing Anti-Blackness, Microaggressions, and Gaslighting
- Anti-Racism Best Practices for Student Services Educators
- Organizing Your Campus to Advance DEI work

## **Governance**

- Anti-Racism and Transforming Institutional Policies and Practices
- Transforming the college into an equity driven institution: The Local Academic Senate Action Plan
- Mindfulness for leaders: Staying grounded in a vortex of chaos
- Re-framing Collegial Consultation
- Legislative Update



## Executive Committee Agenda Item

<b>SUBJECT:</b> <i>Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development Paper, 2<sup>nd</sup> Reading</i>		Month: September	Year: 2020
		Item No: IV. J.	
		Attachment: Yes (1)	
<b>DESIRED OUTCOME:</b>	The Executive Committee will consider for approval the second read of the of the paper <i>Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development.</i>	Urgent: Yes	
		Time Requested: 30 mins.	
<b>CATEGORY:</b>	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Mayra Cruz/Cheryl Aschenbach/LaTonya Parker/Luke Lara	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

On August 14<sup>th</sup>, the Executive Committee reviewed the first reading of the Anti-Racism in California Community Colleges Paper. The paper was revised and expanded with the input received from members. The team requests a second read and approval of the paper to be put before the body at the Fall of 2020 Plenary.

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



**Academic Senate**  
**for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

# Anti-Racism Education in California Community Colleges

Acknowledging Historical Context and Assessing and Advancing  
Effective Anti-Racism Practices for Faculty Professional Development

DRAFT  
August 31, 2020  
For consideration by ASCCC Executive Committee

## **Executive Committee 2020-2021**

Dolores Davison, President  
Virginia May, Vice President  
Cheryl Aschenbach, Secretary  
Mayra E. Cruz, Treasurer  
Julie Oliver, Area A Representative  
Dr. Karen Chow, Area B Representative  
Dr. Robert L Stewart Jr. , Area C Representative  
Dr. LaTonya Parker, Area D Representative  
Stephanie Curry, North Representative  
Carrie Robertson, North Representative  
Manuel Velez, South Representative  
Dr. Samuel Foster, South Representative  
Michelle Velasquez Bean, Representative At Large  
Silvester C. Henderson, Representative At Large  
Krystinne Mica, Executive Director

*Special Thanks* to our experts, esteemed colleagues and members of the writing team.

Dr. Luke Lara, 2019-20 Faculty Leadership Development Committee  
Ms. Darcie McClelland, 2019-20 Equity and Diversity Advisory Committee  
Mr. C. Kahalifa King, 2019-20 Equity and Diversity Advisory Committee  
Dr. Abdimalik Buul, San Diego City College  
Dr. Elizabeth Imhof, Santa Barbara City College  
Ms. Leticia Luna-Sims, Mt. San Jacinto College  
Mr. Ryan Sullivan, Mt. San Jacinto College  
Dr. Pamela Wright, Mt. San Jacinto College

*“Take a long, hard look down the road you will have to travel once you have made a commitment to work for change. Know that this transformation will not happen right away. Change often takes time. It rarely happens all at once. In the movement, we didn't know how history would play itself out. When we were getting arrested and waiting in jail or standing in unmovable lines on the courthouse steps, we didn't know what would happen, but we knew it had to happen.” - John Lewis*

This paper is dedicated to the lives of those we have lost to racial violence.

*Breonna Taylor, George Floyd, Nina Pop, D'Andre Campbell, Tony McDade, Regis Korehini Paquet, Ahmaud Arbery, Jordan Baker, Victor White III, Keith Lamont Scott, Dontre Hamilton, Michael Brown, Larry Jackson Jr., Jonathan Ferrell, Sean Reed, Steven Demarco Taylor, Ariane McCree, Terrance Franklin, Miles Hall, William Green, Alton Sterling, Eric Garner, Philando Castile, Sandra Bland, Drayvon Martin, Samuel David Mallard, Tamir Rice, Botham Shem Jean, E.J. Banford, Antwon Rose, Stephon Clark, Natosha “Tony” McDade, Freddie Gray, Brendon Glenn, John Crawford III, Yassin Mohamed, Wendell Allen, Finan H. Berhe, Darius Tarver, Kwame “KK” Jones, De'von Bailey, Christopher Witfield, Anthony Hill, Micheal Brown, Ezell Ford, Dante Parker, Eric Logan, Kendrec McDade, Jamarion Robinson, Gregory Hill Jr., JaQuavion Slaton, Ryan Twyman, Brandon Webber, Kajieme Powell, Laquan McDonald, Mario Woods, Jimmy Atchison, Willie McCoy, D'etrick Griffin, Jemel Roberson, DeAndre Bland, Botham Shem Jean, Robert Lawrence White, Akai Gurley, Romain Brisbon, Charly Keunang, Anthony Lamar Smith, and, sadly, many more before and after.*

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# Executive Summary

Racism exists. Racism exists within communities and within colleges. Overt racism is repeatedly on display with news of the latest attack on or deaths of Black people like George Floyd, Breonna Taylor, Ahmaud Arbery, but it also is ever-present in the structures that professionals within the California Community College system work within and that students of color must navigate. Striving to achieve equity is not enough and is not possible within the current community college system. Policies, processes, and other systemic structures built on a history of racism must first be dismantled and then rebuilt with a focus on equity and inclusion.

Dismantling racist structures requires a review of the history that created those structures. It requires understanding the history of the construct of race as a culture, the White supremacy ideology, the centuries of laws intended to maintain positions of power for Whites, and the ways in which the equity and diversity efforts within the California community colleges have fallen short. Constructing anti racist structures and developing anti racist campus cultures require an understanding of tenets of anti-racism education and principles for professional development.

This paper provides the foundational information for California community college practitioners to better understand the origins of today's racial conflict and reasons why gaps in achieving equitable educational outcomes for students, particularly for students of color, cannot be closed within current systems. This paper is intended to engage college practitioners in self-reflection and critical consciousness as they develop and deliver the strategic anti-racism education and professional development needed to reconstruct campus culture and learning environments built on principles of equity and inclusion.

This paper does not purport to provide solutions to classroom challenges, nor does it provide strategies specific to instruction and support of students. That is likely a follow-up paper. Instead, to work on re-constructing a community college system based on tenets of anti-racism, one must consider how to progress along their own anti-racism journey while also working to educate and move others along their own journeys. This paper provides historical and foundational information to aid in those journeys.

The paper concludes with recommendations for individual self growth, for local academic senates, for colleges and districts, and for the California Community College Board of Governors.

## Introduction

Over 60 thousand faculty serve nearly 2.1 million students in 116 California Community Colleges. The community college system in California strives to provide all students an excellent educational opportunity. To this end, an intentional, systematic approach is needed to understand and address the contemporary and historical context of

institutions and current students. In the fall of 2019, the Academic Senate for California Community Colleges approved and published a paper on equity-driven systems to provide community college system leaders a framework to further work to improve student outcomes and close gaps to achieve equitable educational outcomes for disproportionately impacted students. The purpose of this paper is to further advance equity work through anti-racism education. This starts with listening to the voices of students, especially disproportionately impacted students, to learn about their lived experiences, including their journeys within and outside our institutions.

*"I am here to give you my own experience as a child of a Jamaican immigrant, as a student that has been in the system eight years now and about to transfer to UC Berkeley. This journey has not been easy for me and I recognize it has not been as difficult for me as it has been for so many of my black and brown brothers and sisters." - Bryan Daley, student, City College of San Francisco*

Students' lived experiences are shaped by their racial identities and the legacy of racism, both individually purported and systemically pervasive. Critical Race Theory (CRT) is a critical lens that is useful in examining educational processes, systems, and its agents within the context of race and racism. This paper uses CRT to examine educational practices and provide action-oriented solutions through anti-racism education.

In 2020, the United States and the world experienced a pandemic that will forever change the course of its people. In the midst of this pandemic, the Black/African descent community and other communities of color exponentially experienced the legacy of white supremacy ideology and racism. As the COVID-19 pandemic unveiled, inequities exacerbated disparities and revealed the true depths of racial and ethnic inequities that have plagued our country for centuries. It is the current situation, however, history has created the conditions for today's disparities and conflict. The path forward is through anti racist action and education.

*"Our country is suffering from two diseases. One that's novel, COVID-19, and one that is historical, the scourge of racism. And both need a cure." – Dr. Jennifer Taylor-Mendoza, Vice-President of Instruction, Skyline Community College*

In the wake of increased murders of unarmed Black/African descent, Indigenous, and other people of color, escalated hate crimes, and the racist rhetoric, it is imperative that faculty and other system-stakeholders understand structural racism. It is critical that community college faculty and staff learn how to apply race-consciousness and how to infuse anti-racism in daily practice to become anti racist practitioners. As a collective community, community college faculty are invested in cultivating and maintaining a climate where humanity, equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences.

*Social and political constructions of oppression and discrimination against women and people of color—in particular, people of African descent – remain embedded in American political, economic, religious and educational institutions (hooks, 1995). as quoted by Dr. Regina Stanback Stroud, Former President of Academic Senate for California Community Colleges and Former President of Skyline College.*

Becoming anti racist practitioners is necessary, yet it is not easy. It is an on-going journey, and progress may not be linear. As is noted in the work of Dr. Ibram X. Kendi, everyone is in a different place in regards to their anti racist efforts and attitudes, a reality that inspired Dr. Andrew M. Ibrahim to create the image below that captures well the stages through which we all progress as anti racist practitioners.



As is noted, the Learning Zone includes educating oneself about race and structural racism, acknowledging vulnerability about biases and knowledge gapes, understanding privilege, and seeking out uncomfortable questions. This paper is intended to be a resource for educators moving personally through the Learning Zone toward the Growth Zone and who may regularly engage with others in the Fear Zone.

The Academic Senate for California Community Colleges acknowledges that the structure of higher education and the California community colleges house the biases and prejudices of its founding time and history. The Academic Senate for California Community Colleges has denounced racism for its negative psychological, social, educational and economic effects on human development throughout the lifespan. It is time to address systemic racism by removing barriers to student success and to the recruitment and participation of faculty from racially and ethnically minoritized populations.

Addressing racism and its history can be overwhelming. The intent of this paper is to provide context to empower faculty throughout the state to engage in identifying, describing, and dismantling existing racist structures and making the structural changes required to become anti racist institutions. The Academic Senate for California Community Colleges is committed to leading the structural change work along with community college faculty leaders and stakeholders.

In the fall of 2019, ASCCC delegates adopted Resolution 3.02 *Support Infusing Anti-Racism/No Hate Education in Community Colleges*:

*Whereas, The California Community Colleges Diversity, Equity and Inclusion Statement defines the system as, “As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.”*

*Whereas, The Academic Senate for California Community Colleges Inclusivity statement “recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society.”*

*Whereas, To eliminate institutional discrimination the Academic Senate for California Community Colleges strives to integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically ; identify how bias, stereotyping, and discrimination have limited the roles and contributions of*

*individuals and groups, and how these limitations have challenged and continue to challenge our society; encourage all members of the educational community to examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees; offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges; coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups; and promote a safe and inclusive environment for all.*

*Whereas, Racism and racial discrimination threaten human development because of the obstacles which they pose to the fulfillment to basic human rights to survival, security, development, and social participation; Racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily; Racism, racial discrimination, xenophobia and related intolerance have been shown to be attitudes and behaviors that are learned;*

*Resolved, That the Academic Senate of California Community Colleges denounces racism for its negative psychological, social, educational and economic effects on human development throughout the lifespan.*

*Resolved, That to eliminate institutional discrimination the Academic Senate for California Community Colleges will take steps to not only strive for a greater knowledge about and the celebration of diversity, but will support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system; and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism.*

*Resolved, That the Academic Senate for California Community Colleges infuses Anti-Racism/No Hate Education in all its activities and professional development opportunities.”<sup>1</sup>*

Readers are invited to explore with an open heart and mind this paper’s topics, questions and opportunities to advance anti-racism education and action. The intent of this paper is to contextualize history and introduce an anti racist framework to empower individuals as they facilitate the transformative change our community college system needs to truly embody the values of diversity, equity, and inclusion. Its focus is on the foundational knowledge necessary to understand racism, including its origins, and its negative implications of statutory actions in many aspects of society, including education. The paper will first define critical terms to help the reader develop a shared vocabulary to have a better understanding of the historical and contemporary context of racism in the U.S. A review of the foundations of racism, history of discriminatory laws

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<sup>1</sup> The Academic Senate for California Community Colleges resolution can be viewed at <https://asccc.org/resolutions/support-infusing-anti-racismno-hate-education-community-colleges>

in the U.S., all having an impact on education, and an overview of racism in academia, will then lead to the exploration of the California context to reflect on the impact of institutional discrimination and racialized structures on racially minoritized students, faculty and other employees. The reader will then learn about the role of the Academic Senate for California Community Colleges and other system stakeholders over time. In a call to dismantle structural racism, anti-racism tenets are described and supported by explicit anti-racism education and professional development tools and resources. Lastly, a summary is presented along with specific recommendations for individual faculty, local senates, colleges and districts, and the California Community Colleges Board of Governors.

## Definitions

For the purpose of this paper, the terms “race”, “white supremacy”, “racism”, “anti-racism”, “equity gap” and “critical race theory” are defined to further the readers’ understanding and development of a shared vocabulary. Other terms will be defined in various sections of this paper.

### Race

One central theme in Critical Race Theory is that “‘race’ and ‘racism’ are products of social thought and relations” This theory, referred to as “Social Constructionism” argues that “‘races’ as we define them today, ‘correspond to no biological or genetic reality; rather, races are categories that society invents, manipulates, or retires when convenient’ (Delgado & Stefancic, 2017, p.9). The construct of race is “not based on any real or accurate biological or scientific truth. The concept of race was created as a classification of human beings with the purpose of giving power to white people and to legitimize the dominance of white people over non-white people.” In other words, race is a power construct based on subjective social differences.

### White Supremacy

While race is a social construct, it has a social reality, one that has real effects on those classified by race. This social structure, or white supremacy, is a racial structure “that [awards] systemic privileges to Europeans (the people who became ‘white’) over non-Europeans (the peoples who became ‘non-white’). White supremacy...became global and affected all societies where Europeans extended their reach” (Bonilla-Silva, 2018, pp. 8-9). Bonilla-Silva (2018) further defined white supremacy as “the totality of the social relations and practices that reinforce white privilege...[including] social, economic, political, social control, and ideological mechanisms responsible for the reproduction of racial privilege in a society” (p. 9).

## Racism

As recently defined by the California Community Colleges Diversity, Equity, and Inclusion Workgroup and proposed for system-wide adoption, “Racism is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race” (Cole, 2019; Pacific, 2019).

Consistent with the Chancellor’s Office proposed definition, Oluo (2019) defined racism as “any prejudice against someone because of their race, when those views are reinforced by systems of power” (p. 26). This definition is essential to productive conversations about race because without including power in the analysis, racism is reduced to individual acts of prejudice versus an understanding that racist acts are part of a larger system of oppression. This definition also explains why there is no such thing as reverse racism. People from the dominant race, who benefit from the privilege of power, cannot experience racism (Oluo, 2019).

## Anti-Racism

An anti racist analysis views racism as structural and embedded into all societal structures. This means that all people are affected by racism and hold implicit bias which allows for the sustenance of racist structures (Oluo, 2019). Kendi (2019) stated that anti racist ideas argue that “racist policies are the cause of racial inequities” (p. 20). To be anti racist is to see racial groups as equals in “all their apparent differences--that there is nothing right or wrong with any racial group” (Kendi, 2019, p. 20) and to focus on the policies that produce inequities among racial groups.

## Educational Equity Gap

At its core, the term educational equity gap refers to “the condition where there is a significant and persistent disparity in educational attainment between different groups of students” (Higher 2019).

The United States Department of Education (USDE) expands further to make specific reference to low-income and color as elements influencing disparities in educational achievement. The USDE definition of equity gap refers to “the difference between the rate at which students from low-income families and student of color are educated by excellent educators and the rate at which other students are educated by excellent educators; the difference between the rate at which students from low income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers and the rate at which other students are taught by these teachers.”



At the community college level, the term refers to any disparity in a metric like graduation rate or term-to-term persistence along racial, socioeconomic, gender, or other major demographic groupings. These gaps lead the college to ask, “What processes, policies, strategies, etc. are in place that create or exacerbate these disparities?” rather than, “What is the student doing wrong?”

## Critical Race Theory (CRT)

A theoretical lens that acknowledges the existence of race and racism as ordinary and ubiquitous in daily life and within institutions and organizations (Delgado & Stefancic, 2017). Several tenets undergird CRT, including a) the dominant ideology must be challenged, b) experiential knowledge is valued, and c) there needs to be a transdisciplinary analysis of racism within a historical and contemporary context (Yosso, Parker, Solórzano, & Lynn, 2004).

## The Foundations of Racism

It is important to consider historical philosophies regarding the construction of white supremacy ideology and race classification, its development, applications, and outcomes as part of an exploration of the foundations of racism. Research produces a wealth of information that is too vast and too deep to examine in depth for this forum. However, it is helpful to review a few of the pioneers who contributed to the false narrative of white supremacy and racism.

The concept of Race has been considered by various scholars for centuries. The focus here is to highlight a few people who significantly impacted worldwide acceptability of the societal norms of white supremacy and racism. White supremacy is a false construction process that was created as a “culture.” This culture was developed through a race classification placing white people as superior to all others. The process and delivery vehicle of white supremacy and the minimizing of non-whites birthed the term, concept, and application of racism; it was taught to and easily adopted by whites. The desire of acquiring wealth and power is a driving force that has challenged humanity throughout the ages; in America, racism is fueled by early vestiges of capitalism. The Catholic Church sanctioned white supremacy and racism on the basis of race but promoted racist practices during the exploitations of Spain and Portugal as evidenced in both countries barbarically conquering peoples of color around the world in the name of the crown and church. We must consider, prior to this false construct, the foundation of “classism” is also at the core of racism.

During the 16<sup>th</sup> and 17<sup>th</sup> centuries two aforementioned influences were running on parallel tracks creating and developing white supremacy and racism: science and Christianity. The scientific approach was most referred to and influenced by George-Louis Leclerc, also known as Comte de Buffon, Carolus Linnaeus, and Johann

Friedrich Blumenbach. In the 20th century, Carleton Coons (American) contributed further to constructs around race, white supremacy, and racism. The deep influence and investment that Christianity leveled against all non-whites around the world, particularly in the United States of America with the enslavement of Blacks, must not be overlooked. The church is one of the most segregated institutions in America, much like educational institutions. Both are major indoctrination institutions into racist Americana. The three early and central race classification themes included Caucasian, Mongolian, and African, although it is important to note that there are various names used with these three created classifications.

George-Louis Leclerc (1707-1788, France), also known as Comte de Buffon, had a varied career portfolio, but he is known most for his work *Histoire Naturelle (Natural History)*, a series of volumes published 1749-1804 in which he systematically examined the natural world of plants and animals and the differences between them as a result of their environments and isolation. His finding that environmentally similar but isolated regions have distinct collections of mammals and birds and that climates and species are changeable became known as “Buffon’s Law.” He suggested that development of species may both improve and degenerate due to environmental factors after dispersing from the center of creation. In *The Varieties of the Human Species (1749)*, he claimed there were six primary races all with the same origin but differing based on variations of physical and cultural features: Caucasian, Mongolian, American, Malay, African, and Australian. Of these, Buffon held that the Caucasian was the original and most beautiful race while other races were more primitive due to variations caused by environment, although he also believed that variations in races could revert to white with proper environmental controls. There is much more to Buffon’s theories, beliefs and influences in creating the culture of white supremacy and racism. Unfortunately, his work was accepted and helped to solidify the culture of white supremacy.

Carolus Linnaeus (1707-1778, Sweden) was a botanist, zoologist, taxonomist and physician. He was also a contemporary of Buffon. Linnaeus was known as the “father of modern taxonomy” based on his 1758 work *The Systema Naturae*. He participated by developing his work in classifying plants and animals. Essays on sexual reproduction influenced him to believe that plants had male and female reproductive organs, husbands and wives as he put it. He also applied his theories to humans. His work was the early classification of 4 races: European, American, Asiatic, and African/Ethiopian. He believed that cross-breeding created infertility. His classification system for naming, ranking, and classifying organisms is still in use today, albeit with many changes.

Johann Friedrich Blumenbach (1752-1840, Germany) was a physician, naturalist, physiologist, and anthropologist known for his studies of the human being as an aspect of natural history. In the third edition (1795) of his work *De Generis Humani Varietate Nativa (On the Natural Variety of Mankind)*, he coined the term Caucasian to define light-skinned people from Europe, North Africa, and western Asia. Blumenbach’s early work used the four-race classification of his predecessor and teacher, Linnaeus, but by 1795 he divided humans into five races based on geography and appearance by renaming the European classification (now Caucasian) and adding a new classification, Malay.

His final five classifications were Caucasian, Mongolian, Malayan, Ethiopian, and American (referring to Indigenous people of the New World). He argued that physical characteristics like skin color and cranial profile depended on geography, diet, and mannerism. Like Buffon, Blumenbach believed in the degenerative hypothesis, the theory that Adam and Eve as Caucasians were at the center of creation and all others were a result of degeneration caused by environmental factors. Despite this, he had an admiration for the Negro and considered Black Africa among the most civilized nations of the earth. Of these early influences on the construct of race, Blumenbach was the least racist in that he considered Black Africans and White Europeans to be of equal status; however, his changes to Linneaus's classification system did the most to establish a superiority to the classification of Europeans upon which all others would be judged (Gould, 1994).

Carleton Coons (1904-1981, United States) was a professor of physical anthropology at Harvard. He used the term "Caucasoid" and "White Race" synonymously, as it had become common in the United States, although not elsewhere. He believed White people superior to other races as they are more evolved with larger brains. However, Coon's believed that Europeans were a sub-race of the Caucasoid Race. He believed in Darwin's theory of evolution and held the same beliefs as Buffon. He also classified the races into five races: Caucasoid-Whites, Mongoloid-Oriental/Amerindian, Capoid-Bushmen/Hottentots, Australoid-Australian Aborigine and Papuan, Negroid-Black. He believed that the darker the skin, the less intelligent the people. Coons work is often used by segregationists. Like his earlier colleagues, Coons wrote many books. His book *The Origins of Race* was a highly controversial writing that spurred much consternation that fueled racism in America, especially after World War II.

In effort to provide a contrasting view of race classification, consider the views of sociologist Neely Fuller, Jr. who identifies in *The United Independent Compensatory Code/System/Concept*, a textbook/workbook for thought, speech and/or action for victims of racism (white supremacy), that there are three (3) basic types of people in the known universe:

1. "White" people; who classify themselves as 'White", and have been classified as "White", accepted as "White", by other people, and who generally function as "White" in all nine major areas of people activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war.
2. "Non-White" people; are people who have been classified as "Non-White" people, and/or who generally function as "Non-White" in their relationships with each other, and with people classified as "White" in all of the nine major areas of activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war.
3. "White Supremacists (Racists)"; are people who classify themselves as "white", and who generally function as "white", and who practice racial subjugation (based on "White"- "Non-White" classifications) against people classified as "Non-white", at any time, in any place, in any one, or more of

the nine major areas of activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war. (Neely 2016, p.8)

*“If you do not understand White Supremacy (Racism) - what it is, and how it works - everything else that you understand will only confuse you.”* (Fuller 1971, 2016 Edition).

This cursory overview serves as a backdrop to the development of White Supremacy as an arbitrary cultural development that led to the application of the racist mindset, which spawned the multiple concepts of structural and institutional racism prior to reaching the New World. By the time whites came to America, the dye was cast for whites to actually believe that they were justified in being “masters” and “superior” over all colored (Non-White) people of the world at all levels or functions of life. According to Fuller, the nine (9) major areas of people activity in the known universe are: *Economics, Education, Entertainment, Labor, Law, Politics, Religion, Sex, War.* (Fuller, 2016)

Ironically, these white supremacy pioneers did not think or believe themselves as racists. Why should they? The word had not been invented yet, and these classifications were considered to be the natural order of life. The research in this area reveals hundreds of scholars that not only laid the foundation; it also reveals the depth of racism presently and seeds of racism in the future. After hundreds of years of white supremacy and racism, people today are witnessing a worldwide challenge to white superiority and racism. However, a push back from those that wish not to change the policies, laws and practices of the status quo is also being seen. From Brown vs Board of Education to online distance learning of 2020, America’s education system has struggled and failed to provide anti-racism, equal opportunity, and access to students of color, especially Black males, at all levels of education. This includes disproportional applications of discipline. Unfortunately, this truth is being borne out by the necessary production of this document. The challenge of changing policy, procedures and minds is great.

## History of Discriminatory Laws in the United States

The United States has a history of systemic racism, including discriminatory laws and practices. Through a CRT lens, this section interrogates the laws that have contributed to racial disparities and have perpetuated systemic racism in the United States. Since colonists came to what is now the United States, groups of people have been excluded from basic human rights, property rights, citizenship, labor rights, education, and the ability to take part in the political process. These groups were excluded from developing and voting on laws that brought us to where we are today. The history of exclusion through legislation has established the system of power and oppression within which all live and operate today. It is from this history of exclusion that our educational systems and community colleges, along with their policies and practices, were built.

The first English settlement in the New World was in Virginia. Jamestown, Virginia was established as a colony in 1607. This area was home to the Powhatans, indigenous people who maintained an agricultural society (Takaki, 1993). The Powhatans provided sustenance for the starving colonists, but in 1609, Governor Thomas Gates arrived with word that the indigenous peoples should be forced into labor for the colonists. And so it began. The bloody battle for land and unpaid labor for the colonists forever changed the lives of indigenous peoples.

In 1619, “20 and odd” kidnapped Angolans arrived in Virginia via The White Lion, a Dutch ship flying a British flag. The White Lion’s crew had stolen the Angolans from a Portuguese ship. The kidnapped African people were sold to the colonists who forced them into servitude. This historical event marks the beginning of a history of dehumanization, exclusion, devaluation, murder, anti-Blackness, and racism against people of African descent in the New World that continues to present day in the United States.

The slavery of people of African descent continued in what is now the United States throughout the 17th to 19th centuries. This time was rife with laws, practices, and beliefs engineered to maintain the American institution of slavery that led the way for colonialism and a stratified society in the New World. During this time period, both the North and the South developed their law enforcement units with the Night Watch created in Boston in 1636 and Slave Patrols created in the Carolina colonies in 1704. In both the Northern and Southern states, law enforcement focused attention on returning runaway slaves, policing “dangerous classes” (including the poor, foreign immigrants, and free Blacks), enforcing the Black Codes, enforcing Jim Crow laws, and brutalizing, controlling, devaluing, and incarcerating Black people. This practice continues today.

Laws and practices related to land and home ownership played a major role in creating systemic barriers for students. Land increases in value and adds to the wealth of its owner. Land can also be passed down from generation to generation, thus providing increased wealth for the heirs of landed citizens. Restricting land ownership restricts people’s wealth and that of their descendants. Native Americans, Mexican Americans, Blacks, and other non-European immigrants experienced restrictions in land and home ownership as well as having land taken from them. The unfulfilled promises to people of Mexican descent in the Treaty of Guadalupe Hidalgo in 1848 separated Mexican people from their land, denied many of the citizenship that was promised, and made them a disenfranchised, minoritized group living in poverty on what was once their land. We see other discriminatory practices codified into law with the Homestead Act (1862) and Dawes Act (1887) continuing to deny Native Americans land rights. Restrictive covenants and the Federal Housing Administration (FHA) denied home ownership to people of color.

While many White Americans enjoyed the privileges of land and home ownership, starting in the early 1900’s restrictive covenants became a popular way of “protecting” White neighborhoods from having people of color living amongst them. Housing sales could specify restrictions such that properties could not be sold to non-Whites and non-Christians. These covenants remained legal until they were declared unconstitutional in 1966. The FHA took advantage of restrictive covenants and codified a racist practice

into law as redlining. From 1934 to 1968, FHA mortgage insurance utilized redlining, the practice of denying or limiting financial services to certain neighborhoods based on racial or ethnic composition without regard to the residents' qualifications or creditworthiness. The term "redlining" refers to the practice of using a red line on a map to delineate the communities of color as areas where financial institutions would not invest, denying loans to residents in those areas regardless of their creditworthiness or qualifications. The FHA gave White Christians an unprecedented opportunity to purchase homes with the new mortgage system while denying that opportunity to non-Christians and people of color. This process kept loans out of older communities of color and funneled them into new white suburbs. These laws and practices further segregated residential neighborhoods. This segregation increased with the urban renewal efforts of the 1950s and 1960s. "From 1960 to 1977, four million whites moved out of central cities, while the number of whites living in suburbs increased by twenty-two million. During the same years, the inner-city black population grew by six million, but the number of blacks living in the suburbs increased by only 500,000 people. By 1993, 86 percent of suburban whites still lived in places with a black population below 1 percent." (Lipsitz, 1995, p. 374)

These discriminatory laws and practices had, and continue to have, negative consequences in terms of reproducing inequity in public schools, particularly for those in communities of color. Public schools have been viewed as local institutions that are to serve their local communities and were traditionally supported by contributions from community members. By the end of the 19th century, the tradition of funding schools through local property taxes was widespread. Funding schools through property taxes creates a disparity in the funding that schools receive as schools in higher-income areas receive more funding than those located in low-income areas. Low-income areas have comparatively lower property and income taxes which impacts the funding of the schools. People of color disproportionately reside in low income areas. This robs students of color from resources and opportunities that are prevalent in higher income, predominantly white communities. The California Supreme Court ruled this funding practice unconstitutional in 1971 and ordered the state to provide supplemental funding, but the damage had already been done and property taxes are still part of the funding equation for public schools. In *Robinson v. Cahill* (1973), the New Jersey Supreme Court found relying on property taxes for school funding violated the state constitutional guarantee of access to a "thorough and efficient" public education system. The rulings regarding the use of property taxes for school funding were different in other states. For example, in the 1973 case *San Antonio Independent School District v. Rodriguez*, the parents of students in a school district in Texas challenged the use of property taxes to fund schools. The United States Supreme Court found that the system did not violate the Equal Protection Clause (14th Amendment) because the system did not intentionally discriminate against a certain group of people. We see the current day impact of past land ownership inequities, restrictive covenants, and redlining in public schools.

Some salient discriminatory laws and legislation are highlighted above and there are more in the Timeline of Discriminatory Laws in the United States (See Appendix A); however, the timeline is not exhaustive in nature. The timeline covers laws and legislation relating to human rights, citizenship, voting, property rights, education, rights

to earn a living and more. However, these only represent de jure discrimination as opposed to de facto practices. Practices and ideals including Manifest Destiny, the Black Codes, and voter suppression such as poll taxes, grandfather clauses, and automatic voter purges have contributed to building the systemic barriers our students face today.

## An Overview of Racism in Academia

*“Our system has embraced difficult conversations about systemic racism, so no matter where you are as a community we’ve got you. Our system has not shied away from connecting the dots and calling structures, practices, language and behaviors for what they are, vehicles to preserve, protect or reproduce systemic racism.” Dr. Daisy Gonzales, CCCCCO Deputy Chancellor*

The history of the United States reveals that schools were initially created to educate white male children resulting in the exclusion of women and people of color. When access was expanded to include women and people of color, it was for the purpose of cultural assimilation, the process in which a cultural group assumes the values, behavior and norms of a dominant group. Prior to the Civil War, there was no structure of higher education for Blacks. In 1865 and during the Reconstruction Period (1865-1877) Blacks were allowed to attend schools. Various settings provided the opportunities for literacy development including Black schools sponsored by private missionary societies. According to Watkins, and during the time of Reconstruction, “missionary education drew on the tradition of humanism. Notions of altruism, free expression, salvation and the unfiltered development of the individual undergirded missionary views (2019, p.14).” Civic minded groups and the reform and charity movement also contributed to the education of Blacks. From the 1860s to 1915, the missionary societies established more than 30 colleges that now enroll over 60% of Black students attending college (Watkins 2019, p.19).

In 1881, Education was seen as the means to achieve equality. Jim Crow laws, a set of discriminatory laws in the southern states after Blacks had earned their freedom from slavery, turned de jure access into de facto inclusion. Following the Civil War (1861-1865) and the emancipation of enslaved Black people, the United States government established land-grant institutions for Black students through the Second Morrill Act of 1890. “As a result, some new public black institutions were founded, and a number of formerly private black schools came under public control; eventually 16 black institutions were designated as land-grant colleges” (U.S. Department of Education, Office of Civil Rights, March 1991). These racially segregated institutions eventually grew in number over the last century and became known as Historically Black Colleges and Universities (HBCUs).

U.S. Supreme Court decisions played a pivotal role in addressing racism in education. Plessy vs. Ferguson (1896) and Brown vs. Board of Education (1954) are two landmark court decisions impacting the educational rights of Black people. Plessy vs. Ferguson

established a “Separate but Equal” doctrine which impacted all aspects of Black lives, including public education. The Supreme Court ruled that the protections of the 14th Amendment applied only to political and civil rights, including voting and jury service, not social rights like riding in rail cars or participating in public education.

In its 1954 *Brown vs. Board of Education* decision, the United States Supreme Court declared the “Separate but Equal” doctrine unconstitutional “and held that racially segregated public schools deprive black children of equal protection guaranteed by the Fourteenth Amendment of the United States Constitution”(U.S. Department of Education, Office of Civil Rights, March 1991). The court decision was a consolidation of five cases which ended racial segregation in public schools.

The 1960s is historically the decade of social justice and civil rights. The civil rights movement was a movement organized by Blacks to end racial discrimination and gain equal rights under the law. The Civil Rights Act of 1964 is considered a landmark legislation providing equal opportunity protections from discrimination on the basis of race, color or national origin.

Throughout history, anti racist progress made within the education system was matched by pushback that served to further cement racist structures. For example, the use of redlining in the late 1960s to displace, exclude and segregate blacks are noted in the late 1960s transitioned to progress with the implementation of court-ordered busing to desegregate schools. The pushback against desegregation, however, led to privatization of education when white parents moved their children from public to private schools to prevent their children from being bused to schools in minoritized communities. Privatization was about reverting back to segregation and was rooted in racism. While forced integration may have been an honorable attempt to eliminate desegregation, it unfortunately resulted in the creation of disparities, racialized tracking and remediation.

Through this overview, it is important to underscore how past movements led to current movements that have activated communities to disrupt the pre-school to prison pipeline, anti blackness in the United States, and racial inequity. Anti racist practitioners are encouraged to learn more as they continue to address racial equity and racial justice in academia.

## Working toward Racial Equity in the California Community Colleges

Though the California Community College (CCC) system, like all American systems of education, was born out of a culture of systemic racism that covertly privileges white Americans while saddling students of color with significant barriers along the path to success, there have been several attempts within the CCC system over the last several decades to promote equity and close achievement gaps between white students and students of color. The authors of the 1960 California Master Plan for Higher Education envisioned an educational system that offered universal accessibility in order to facilitate



upward class mobility. Indeed, “the Master Plan was nothing more than a blanket commitment from the state to educate all the California students who wanted an education and, in doing so, to facilitate the kind of class mobility that has placed public education at the center of American civic life” (Bady and Konczal, 2012). Unfortunately, these ideals were never fully realized, as the structural barriers contributing to inequitable opportunities and transfer and graduation rates were not addressed through an anti racist lens. The promise of the Master Plan was never fully realized and significant inequities and disparate opportunities remained hallmarks of the California community college system.

It would take an additional three decades for these inequities to be addressed in any meaningful, organized way. The 1988 Community College Reform Act called for an increased focus on hiring of faculty members with a sensitivity to diversity, and Student Equity Plans were mandated for the first time in 1992. These plans required each California community college to report campus data on access, retention, degree/certificate completion, transfer rates, and basic skills course completion and to analyze performance gaps between majority and traditionally underrepresented groups. Furthermore, the plans required campuses to set goals, design action plans, and commit funds to address success gaps and adverse impacts of local policies on underrepresented groups and to review progress every three years and make necessary revisions. In 1996, the state further emphasized the importance of equity plans by making them a requirement for colleges to receive Proposition 98 funding. In 2002, amid questions about the impact of equity plans and pressure from the ASCCC, a Chancellor’s Office task force was convened to evaluate their status and effectiveness. The task force report emphasized the connection between diverse faculty and success of traditionally underrepresented student populations, recommended increasing efforts to recruit and retain diverse faculty, and resulted in a strengthening of the title 5 language around equity plan requirements. Despite these revision efforts, by 2010 equity gaps between white students and students of color were still a significant problem for the California community colleges and it was clear to educational professionals and lawmakers alike that greater, more effective efforts were needed to promote equity within the system. Thus, in 2010 the legislature mandated that the CCC Board of Governors (BOG) implement a comprehensive plan to improve student success; in response a student success task force was formed. This task force produced 22 recommendations that were adopted by the BOG in 2012; these recommendations were the foundation of the Student Success Act of 2012.

## Student Success Act of 2012

The Student Success Act of 2012 mandated changes in 4 broad areas: it required assessment, orientation, and education plans for incoming CCC students, permitted time or unit accumulation limits for students to declare a major, allowed for establishment of minimum academic standards for fee waiver eligibility, and created Student Success and Support Programs (SSSP). It also led to the creation of the Student Success Report Card, a performance measurement system designed to increase transparency within the community colleges. Data in the scorecard, which could be broken down by gender, age, and ethnicity, examined campus performance in

remedial instruction, job training programs, retention of students, and graduation and completion rates. While these reforms and improved transparency did lead to modest improvements in areas such as pass rates in remedial coursework, overall they failed to significantly increase completion rates, the main target of the legislation. By 2015-2016 six-year completion rates remained below 50% and educational experts in California and across the country were expressing concerns about poor success rates among community college students. Following the publication of *Redesigning America's Community Colleges – A Clearer Path to Student Success* in 2015, the Foundation for California Community Colleges launched the California Guided Pathways Project at 20 pilot campuses in late 2016. Then, in 2017-2018, the California Legislature approved \$150 million in one-time grants to provide funding for systemwide adoption of the Guided Pathways framework. Colleges were allocated Guided Pathways funding over five years if they adopted a Guided Pathways plan and submitted regular reports to the Chancellor's Office for approval. Thus, Guided Pathways became the framework for achieving the California Community College Vision for Success initiative in 2017, and all 114 campuses began developing programs based on this framework.

## Guided Pathways

Guided Pathways provides a highly structured framework for improving student success. The four main components, or pillars, of the program are Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Thus, this program challenges community colleges to ensure that students start college with a clear understanding of what they need to accomplish to reach their goals and the resources available to help them succeed, that they choose an area of study (referred to as a metamajor) early on, and that the success team (a group of teaching faculty, counselors, and student support staff) within that metamajor track student's progress and provide the necessary, discipline-specific resources to promote the student's success in reaching his or her goals. This program is still being developed across the state, so it is too soon to determine whether it will have any meaningful impact on closing the gaps to achieve equitable educational outcomes within the community colleges, but many across the system are hopeful that it will improve success for all students, especially racially minoritized students .

In addition to the funding of Guided Pathways, the 2017 California legislative cycle also brought about the adoption of AB 705, a law that overhauled the assessment and placement system in the community colleges. Designed to dramatically increase the likelihood that students would enter and pass transfer level math and English coursework within their first year of enrollment, AB 705 mandated multiple measures such as high-school coursework, high-school grades, and high-school GPA be used along with or in place of high stakes exams for initial student placement into math and English courses. California lawmakers hope that the implementation of AB 705 will promote equity by removing the barrier of remedial coursework from students' paths. As students of color are historically significantly more likely to be placed into remedial coursework than their white peers and students placed into remedial coursework face many more obstacles in their educational journeys than those placed directly into transfer level coursework, the use of multiple measures for placement along with proper

support to help students succeed in transfer level coursework may help to close equity gaps for students of color. Like Guided Pathways, AB 705 is still being implemented across the system and thus long-term success data is not yet available. However, early data indicates that while more students are withdrawing from or failing individual transfer level math and English courses than during prior years, a greater number of students are completing these courses within the first year. The details of AB 705 implementation are still being worked out at many campuses, and thus it is impossible to gauge its success at this time.

## Student Equity and Achievement Program (SEA)

Along with piloting Guided Pathways, the Chancellor's Office also overhauled student equity programs in 2018 to integrate student success and support, basic skills, and student equity into one program named Student Equity and Achievement (SEA). Designed to erase equity gaps between disproportionately impacted groups (disproportionately impacted groups are defined locally by each campus using equity data, so they can vary from college to college but typically include groups such as Black students, Latinx students, former/current foster youth, and differently abled students) and their peers, this program was designed simultaneously as Guided Pathways was being adopted and integrates well into the framework by offering students a clear path to their stated goals, developing an educational plan to meet those goals, and replacing outdated, inaccurate placement tools that were creating unnecessary barriers to success. Thus, SEA requires each college to incorporate the principles of Guided Pathways and AB 705 into a campus-wide equity plan where key success indicators will be monitored over time to determine whether the campus is making meaningful progress toward reaching equity goals. This data-driven approach is expected to allow colleges to determine early on which equity areas are most problematic and adjust to address these concerns in a timely manner. The years 2017-2018 marked a monumental shift in how the California community colleges approach student success and equity, and only in time will the success or failure of these reforms be elucidated.

## California Community College Vision for Success

To further promote equity and ensure that all students are able to reach their goals and help their families and communities, the California Community Colleges Board of Governors adopted a 5-year Vision for Success in 2017. This program is rooted in the Guided Pathways framework and has six measurable, aspirational goals: increase degrees and certificates by 20%, increase transfer to California State University and University of California by 35%, decrease unit accumulation, increase the number of existing Career Technical Education (CTE) students employed in their field of study, reduce equity gaps across all of the above measures through faster improvements among disproportionately impacted student groups, and reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults. To achieve these very ambitious goals, the Vision for Success includes seven core commitments on which colleges must focus: "focus relentlessly on student goals; always design with the

student in mind; pair high expectations paired with high support; foster the use of data, inquiry, and evidence; take ownership of goals and performance; enable action and thoughtful innovation; and lead the work of partnering across systems.” (Foundation, *Vision for Success*, p. 19). While none of these ideas are new, each of the commitments addresses a historical challenge for the CCCs in promoting equity for traditionally underrepresented student populations. While the goals of promoting equity for all and closing achievement gaps between white students and students of color once and for all are immensely challenging and have been elusive to this point in time, they must be realized not just because allowing all students an equal chance to succeed is the right thing to do, but because in order to meet the workforce needs of the next generation, the educational system must find a way to educate and prepare all Californians to be contributing members of society who can support themselves and their families. Only by providing opportunities for all students to succeed, regardless of their race or ethnic background, will the CCC system ever realize its mission of providing access to higher education for all.

## Academic Senate for California Community Colleges Actions

As noted earlier relative to pressure on the Chancellor’s Office to review effectiveness of student equity plans in 2002, the Academic Senate for California Community Colleges (ASCCC) has long been active in promoting and supporting efforts related to equity and closing success gaps among students of color and to increasing diversity of faculty through attention to hiring practices. A review of ASCCC resolutions, which establish the positions and actions of the organization once adopted by delegates at bi-annual plenary sessions, provides a historical trail of equity related positions and actions that include working with the Chancellor’s Office to implement, support, or influence policy and practices to providing support to local senates engaged in equity work. Further, ASCCC papers provide more in-depth information about topics impacting student access and success, including for students and faculty of color. Each paper includes historical and background information on the target topic; most also establish positions and provide recommendations for senates, colleges and districts, and the Board of Governors. Articles in the quarterly ASCCC Senate Rostrum also address equity gaps and challenges with access and success, particularly for underserved and disproportionately impacted populations.

Despite many years of ASCCC and system efforts related to closing gaps to achieve equitable outcomes, increasing access and success, and increasing diversity of faculty serving within the California community college system, not enough significant change has occurred. As an example, according to the Chancellor’s Office DataMart, between 2000 and 2019, the number of people employed by colleges increased by ten percent from 80,377 to 88,533. Employment of faculty, including tenured/tenure track and academic temporary, increased at nearly the same pace, from 53,024 to 58,187. Some change in the racial make-up of faculty has occurred, primarily through increases in the ratio of Asian and Hispanic faculty groups to all faculty (6.7% to 10.5% and 8.9% to 15.9% respectively) and decreases in the ratio of White Non-Hispanic faculty to all

faculty (74.2% in 2000 to 58.4% in 2019). Employment of African American faculty has remained relatively static, only slightly increasing from 5.3% of all faculty in 2000 to 5.8% of all faculty in 2019. While these gains may be promising, these changes have taken nearly twenty years and the racial diversity and makeup of faculty is still inconsistent with the student population of the California community college system.

Much of the effort to improve diversity, equity, and inclusion across the California community colleges has been directed at processes, practices, and curriculum. Most efforts, at least at the statewide level, have also been more focused on equity across all groups than on actions to elevate representation and performance of specific racial groups. It has largely been a color-evasive approach and has not been focused on systems and policies that were built as a result of the history of structural racism reviewed in this paper. Fortunately, that is changing. In Fall 2019, ASCCC delegates approved Resolution 3.02 Support Infusing Anti-Racism/No Hate Education in Community Colleges as a first step toward addressing racism, including developing an increased awareness of racism, its impacts, and anti racist practices. That action has been followed by development of this paper to assist in providing faculty an overview of the impacts of historical racism as well as steps that can be taken individually, by colleges and districts, and by the system to more directly address racism.

To increase awareness of the experiences of Black faculty within the California community colleges, in Summer 2020 ASCCC called for contributions for a special edition Senate Rostrum. The resulting [Summer 2020 ASCCC Senate Rostrum](#) is a powerful and moving collection of Black voices, experiences, and perspectives with topics ranging from personal experiences to recommended changes in hiring practices, institutional constructs, and individual disciplines.

## Diversity, Equity and Inclusion Implementation Plan

In recent years, the ASCCC has also been a partner with the Chancellor's Office on diversity, equity, and inclusion efforts. In January 2019, the Chancellor's Office engaged stakeholders with the Diversity, Equity, and Inclusion Taskforce and included ASCCC President John Stankas as co-chair. The taskforce led the foundational effort whose groundwork was adopted by the Board of Governors in September of 2019 as the [Diversity, Equity and Inclusion \(DEI\) Integration Plan](#), which included strategies to integrate diversity, equity and inclusion into the *Vision for Success*, adopt the California Community Colleges Diversity, Equity and Inclusion Statement, and approve the budget proposal necessary to augment statewide resources to advance the implementation of the faculty and staff diversity, equity and inclusion integration plan.

Since February of 2020, and on behalf of the Board of Governors, the taskforce evolved to the Statewide Diversity, Equity and Inclusion (DEI) Implementation Workgroup. The workgroup is focusing on measuring progress and accountability in the implementation of the plan. This will occur through progress reports to the Board of Governors in

September 2020, March 2021, September 2021, and March 2022. The workgroup is also focused on coordinating structural changes and deployment of systemwide professional development and technical assistance.

On June 3rd of 2020, as a result of COVID-19 and the brutal killings of George Floyd and other people of Black/African descent, the Chancellor's Office called for action and established a set of systemwide priorities. These priorities are aligned to the DEI Implementation Plan and are as follows:

1. A System wide review of law enforcement officers and first responder training and curriculum.
2. Campus leaders must host open dialogue and address campus climate.
3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
4. District Boards review and update your Equity plans with urgency.
5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.
6. Engage in the Vision Resource Center "Community Colleges for Change."

These priorities require that the community college system, colleges/districts, local academic senates as well as ASCCC, identify, describe, analyze and change racist structures that have led to inequitable outcomes. The covert focus on anti-racism is an added emphasis to original diversity, equity, and inclusion efforts and reinforces the need for all those vested in the success of community college students to become more educated in the history of racism, its effects in education, principles of anti-racism, and anti racist actions that should be taken. The need for the information within this paper is critical.

## Anti-Racism Tenets for Community Colleges

For much of recent history, our education systems have valued policies that "don't see race" and "treat all students equally" rather than working from a place of being race conscious, which requires noticing and embracing difference as the first step to ensuring that these differences do not become weaponized or used to disadvantage some. This trend stems from what Critical Race Theorists recognize as a "Color-blind" approach to addressing racism and assumes that "neutrality" is an effective method for achieving equality. However, because such methods tend to erase "race" from any dialogue on racism, and because they tend to emphasize approaches that insist on treatments that are across-the-board equal for all groups, they are able to address only the most blatant forms of discrimination. As Ibram Kendi (2019) explained, "there is no neutrality in the racism struggle...One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in between safe space of 'not racist.' The claim of 'not racist' neutrality is a mask for racism" (p. 9). The systems of the California community colleges and California higher education have come into being over time and have long histories. In some cases, those histories are explicitly racist, shaped by explicitly racist ideas and ideologies. Even in cases that may

not be explicitly racist, misguided attempts to “treat all students the same” and efforts that support color-blind neutrality can create racial disparities, or at best, uphold them.

Engaging in Anti-racist work requires one to be a race conscious leader. It requires going beyond conversations and moving towards raising questions and being reflective about how one’s own (in)actions reproduce racial inequity. In a 2015 presentation titled “Responding to Racism on College and University Campuses,” Shaun Harper introduced four steps to becoming a race-conscious leader (RCL):

- Understanding the current moment
- Authentic conversations and collaborations with people that entail feeling and hearing which leads to action
- Accurate understanding of the realities of race on campus
- Boldly confronting long-standing racial problems embedded into the structure of the institution.

Race conscious leaders know the difference between individual and systemic racism and understand that while white people may not consider themselves racist, they still benefit from a system that favors them. Race conscious leaders create change by constant questioning and critical self-reflection. They question meritocracy when they see racial inequity and segregation. They recognize that overwhelmingly white leadership teams are a sign of a malfunctioning organization and seek out other perspectives. They own their imperfections by being vulnerable (Selzer, Evans-Phillips, Johnson, Vol. 26 No 10 p.1-3,2017).

The primary tenets of doing anti racist work, as we strive to be race-conscious leaders, are to identify racial inequities, to take deliberate, targeted action to counteract inequities, and to engage in constant inquiry and improvement. Anti-racism requires action as opposed to neutrality or “niceness.” It is critical that practitioners within the California community colleges familiarize themselves with these tenets in order to make progress as anti racist educators and administrators and to make progress dismantling the racist structures that adversely impact Blacks and other people of color.

## Identify Racial Inequities

Being anti racist means that taking a look at every aspect of systems within which one lives and works through a race-conscious lens that looks not just for explicit racism, but that considers the racial implications of policies and practices. In order to identify these inequities, professional development and education can help develop race-consciousness as a lens to seek out implicit racism in its many forms. While the voices of people of color should be centered in these conversations, it is important to not expect nor rely upon faculty of color to fix the problems of white supremacy. As racial inequities are uncovered, there will likely be resistance and denial, because as Kendi explains, “denial is the heartbeat of racism, beating across ideologies, races, and

nations” (Kendi, 2019, p. 9). To be anti racist is to confront this denial and expose the inequity in order to understand how to fix it.

## Take Deliberate, Targeted Action to Counteract Racial Inequities

Once the policies, practices, or systems that create racial inequity are identified, they must be corrected. As Kendi (2019) stated, “The defining question is whether the discrimination is creating equity or inequity. If discrimination is creating equity, then it is anti racist. If discrimination is creating inequity, then it is racist.” He continued, “The only remedy to racist discrimination is anti racist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination” (p. 19). These points may be confusing at first, and may seem counter to what we are normally taught to believe, but this is a foundational tenet of anti-racism: practitioners must be discriminating, in that they must take deliberate action and actively work not toward equality but to combat inequities in systems to bring equity and to best ensure current systems do not create future inequities.

## Engage in Constant Inquiry and Improvement

One-off professional development opportunities or meetings will not work to support anti-racism. As the next section in this paper explains more in depth, anti-racism is an iterative and accretive process. To be anti racist is to understand the need for cultural humility and constant growth, which necessitates continuous professional development, conversation, reflection, and work. To be anti racist is to understand that racism is not a fixed identity, and neither is anti-racism. Mistakes will happen, but it is important to acknowledge them and work to get it right. Most of all, to be anti racist is to resist comfort by challenging oneself, one’s beliefs and assumptions, and listening openly when challenged by others.

As community college professionals engage in anti racist work, much needed change to systems and structures brings encouragement to those who understand their positions and roles in anti racist efforts. As inequities are addressed, environments can be re-created in culturally responsive ways. As Zaretta Hammond (2015) reflected, classrooms must be spaces of positive relationships that do not just acknowledge struggles or histories, but actively affirm students’ identities and build agency. While the challenges and potential for a focus just on diversity to cause problems if they are stopping points or the only efforts to be acknowledged, positive social interaction and affirmation that comes from celebrating diversity can be an integral part to culturally responsive spaces. To further understand key areas to engage in operationalizing equity, Hammond’s research and praxis presents a continuum and the differences between multicultural education, social justice and culturally responsive teaching. Multicultural education focuses on diversity while social justice education centers on developing consciousness about the inequities that exist. Anti-racism work is an intricate part of social justice learning and teaching. Culturally responsive teaching is a



process of using cultural information to build cognitive capacity and an academic mindset that pushes back on dominant narratives about people of color. While many efforts to advance equity centered around multicultural education and, to some degree, culturally responsive teaching, efforts have fallen short. Social justice learning and teaching, inclusive of anti-racism education, is a critical area to include in self-growth as well as curriculum, instruction, and professional development. To achieve equity, practitioners must use anti racist lenses to develop institutions in multiple areas, and a major key that this paper focuses on is the necessity to equitize our systems and structures to enable more equitable systems and culturally responsive teaching.

Bianca C. Williams (2016) wrote, “The forms of racism and sexism that permeate the academy frequently push women and scholars of color to question their sense of worth and belonging, which can lead to feelings of shame about perceived incapacities” (p. 75). By creating spaces of “truth-telling” where narratives and experiences are valued and affirmed, more culturally responsive learning environments can be developed where students can be their whole selves. Williams argues that “truth-telling and brave vulnerability...open up space for educational moments and chip away at cultures of silence and shame.” (p.79)

Thus, it is an imperative tenet of anti-racism that practitioners not only dismantle racist systems, but also develop culturally response systems in their place. This work can be difficult. Bianca C. Williams (2016) shared, “As we gain entrance to this privileged world and earn the right to access its substantial social and economic resources, we are required to be radically honest as we acknowledge the ways we are sometimes implicated in the oppressions we seek to destroy” (p.81). Anti-racist work requires that people take action with integrity, and often that can be uncomfortable. As such, it is imperative to keep seeking education and finding opportunities to grow and challenge one’s self. The next section of this paper will provide an overview of one approach to centering the values of an institution in work like anti racist work and will provide ways to advance anti-racism education in systems and institutions as well as ways to engage in collective and individual professional development.

## Organizational Development Theory and Professional Development

*“Many practitioners have become routine in their applications; they have succumbed to management pressure for the quick fix, the emphasis on the bottom line, and the cure-all mentality....They seem to have lost sight of the core values of the field” Margulies and Raia 1990 (as cited in Anderson, 2012)*

According to Anderson (2012), the values of an organization are a significant part of its identity. He emphasized that an organization’s values help leaders with identifying choices about how to proceed in an intervention and provide a method for evaluating work. Moreover, he identified the following as organizational values: participation,

involvement, empowerment, groups and teams, growth development, learning, thinking or organizational members as whole people, dialogue, collaboration, authenticity, openness, and trust. Organizational development (OD) leaders provide intervention strategies for conscious organizational change, and the principles of organizational development may be useful in transforming colleges as anti-racism agents. In restructuring or advancing equity work in California community colleges, a primary responsibility of organizations is the management of systems and structures to bring about necessary change.

The process may include three primary change areas, which include the team, organization processes, or responsibilities. The strategies encompass effective approaches and techniques to facilitate change within organizations. Implemented strategies require organizational development leaders to understand how to navigate challenges to holding organizational development values. Burke and Bradford, 2005 (as cited in Anderson, 2012) defined the practical application of these strategies as a "...systemwide process of planned change aimed toward improving overall organization effectiveness by way of enhanced congruence of such key organizational dimensions as external environment, mission, strategy, leadership, culture, structure, information and reward systems, and work policies and procedures" (p. 3). Additionally, organizational development leaders provide broad behavioral science techniques applicable to organizational change. The practical application strategies that change agents use are viable for achieving organizational goals, marketing, information technology, operations, human resources, and communications. Although originally used for business organizations, organizational development practices can be applied to the desired accountable systemic change for California community colleges. The practical application of organizational development theory can serve to achieve organizational anti-racism goals.

The organizational development political strategies will provide a moral operating system for effective professional development approaches and techniques to facilitate universal change within the California community college system. Additionally, the organizational development leadership approach will provide broad behavioral techniques applicable to "transform work", defined by Howard & Korver (2008) as skillful decision making in the workplace. The practical ethical application strategies of the organizational development leadership approach provides values of quality, productivity, and efficiency intervention techniques, and directs leadership behavior. Ethics derive from values, which undergird behaviors that are based on those values (White & Wooten, 1985). Therefore, it is critical that anti-racism becomes an explicit value in California Community Colleges and for its institutional agents.

While organizational development and OD leaders provide a framework for integration of anti-racism values and examination of existing structures, policies, and processes in California community colleges, the effects of transformational leadership must also be considered. Several studies introduced leadership constructs associated with organizational change and innovation adoption (Aarons, 2006; Anderson & Ackerman-Anderson, 2010; Ashbaugh, 2013; Basham, 2012; Bass, 1990; & Ozarialli, 41 2003; Sanchez, 2014). Aarons (2006) identified links between leadership, organizational

process, consumer satisfaction, and outcome. Ozaralli (2003) discovered significant correlation between transformational leadership and empowerment and team effectiveness. Basham (2012) identified transformational leadership as the extent to which one is able to serve and learn across disciplines. He stated, "Transformational leadership is essential within higher education so that adaptation can be completed to meet the constantly changing economic and academic environment" (p. 344). Transformational leaders challenge the organizational culture and possess the ability to share their vision; they influence others and generate awareness by inspiration, intellectual stimulation, and meeting others' emotional needs (Bass 1990). Recognizing and meeting others' emotional needs is vital to anti-racism work, and, more specifically, to anti-racism education. Those engaged in anti-racism work beyond self-growth and activism can utilize organizational development leadership and transformative leadership when engaging and educating others through professional development.

## Anti-Racism Education and Professional Development

Education must be viewed as liberation work, be it financial freedom or emancipating one's mind. Being race conscious should be at the rudimentary level of any professional development as educators. The ambivalence of colorblind education, well intentioned or not, has been detrimental to minoritized students. The term colorblind itself has a negative abalistic connotation and has more recently and progressively been replaced with color-evasiveness. Due to its widespread usage and notoriety, both colorblind and color evasiveness can be utilized interchangeably during transition towards more equity-based language. While race itself is a social construct, it is more imperative that the social construction of it be addressed at the socialization process of educational institutions (Monroe, 2013). In constructing curriculum and teaching it in classrooms, teachers often insert their bias or regurgitate the standard colonized systematic discriminatory practices that exist. Furthermore, research is clear that instructors are often hesitant to discuss race and have open discourse about it much less incorporate it in their syllabus and lesson plans (Lewis, 2001). In actively reflecting on their positionality, humans must reflect on their racial identity and its impact on the emancipation and liberation of their experiences with others (West, 1993). Likewise, the faculty who view education in this light must lift the veils of racist stereotypes and emancipate themselves prior to beginning to emancipate the minds of their students. Thus, actively reflecting on the experiences of race and its benefits and consequences such as privilege often causes the uncomfortable experiences needed to move from a racist base of understanding to an anti-racist platform. The examination and interrogation of oneself and perspectives of which one views the world must be modeled in the active decolonization of self and teaching andragogy. For faculty and institutions ready to engage in this work there is a four part framework that includes researching the self, researching the self in relation to others, shifting from self to system, and understanding curriculum and instruction.

## Researching the Self

It is important for faculty to respect the racial identity of their students just as it is important for them to reflect on their own. Faculty must reflect on the experiences that shape who they are in and outside the classroom. They must interrogate their thought process and views on race and actively reflect on how those thoughts and behaviors impact them in the classroom. Some good guiding questions include asking oneself:

- What is my race and how did I come to that conclusion?
- How do I negotiate race outside and inside my classroom?
- In what ways has my racial background impacted my decision making?
- In what ways has my racial background informed what I emphasize in the classroom or not? How do I know?
- How do my beliefs about learning and pedagogy impact the race of my students in the classroom?
- In what ways have my beliefs about certain student's racial upbringing changed as a result of my teachings?
- How has teaching students of color impacted my pedagogy and curriculum?

## Researching the Self in Relation to Others

In understanding that race is the most salient factor in the work that is needed, there is an opportunity to dissect the many layers of experiences that exist. CRT once again gives us an effective framework for this dissection. In understanding how the self is impacted by the interplay between power and authority in our society, CRT scholars point to Intersectionality, a term coined by Kimberlé Crenshaw, as an important element. According to Delgado and Stefancic (2017), Intersectionality “means the examination of race, sex, class, national origin, and sexual orientation and how their combination plays out in various settings. These categories—and still others—can be separate disadvantaging factors” (p.58). Understanding the intersectionalities of experiences and identities and how they are impacted by societal power dynamics, may lend itself to a more nuanced approach connecting the complex experiences of humans from race, class, and gender (Crenshaw, 1993). The lived experiences of poverty or class may sprout an opportunity of empathy in relation to their students. Some things to reflect upon here is also the potential lack of experience in regard to faculty in relation to their students. Ladson-Billings (2009) mentioned that perhaps growing up in privilege or wealth or a different race provides an essential learning opportunity as both differences and similarities must be analyzed. Some active questions to reflect here would be:

- How do I negotiate my racial experiences with those of my students?
- What are some political, social, historical events that have shaped my life and how do I view them differently or similarly with my students?
- How consistent or inconsistent is my reality from those of my students?

Thinking of current events like the election of Donald Trump, or the laws and bans such as DACA, the Muslim travel ban, and the Black Lives Matter protests, or the Dakota pipeline protest provides additional opportunities to be reflective:

- How have these events shaped my lens and those of my students?

- How have I emphasized or neglected these experiences in my classrooms?
- How have I negotiated my understanding of these events in my curriculum and pedagogy?

## Shifting from Self to System

Systems are made up of people who then enact racist policy thus making racism systemic and institutional. It's important to deviate from the common misnomer that racism is at the individual level. In fact, many of the deleterious miseducation teachers received are from racist colonial versions of education that most educators are now trying to augment via culturally relevant teaching and professional development (Lopez, 2003). Some guiding questions here can be:

- What are some systematic and organizational barriers that shape the experiences of students of color?
- What is the pre-school to prison pipeline?
- In what ways do policies and practices intentional or unintentionally produce inequitable outcomes for students of color?
- How have educators and policy makers contributed to unproven popular discourse regarding students of color?

*“We are living in a society that is poisoned. The history of racism and foundation of racism has intoxicated every single system including our community colleges. We are complicit. We are complicit and we need to dismantle the status quo.” Dr. Luke Lara, Academic Senate President, MiraCosta College*

## Understanding Curriculum and Instruction

The shifting of the aforementioned three steps must now be enacted in shaping the classroom and curriculum. It is important for teachers to transition from theory to action and design classrooms reflective of their student's experiences. Curriculum in its broader sense is defined as what students have the opportunity to learn in schools (Eisner, 1994). Eisner classified it in three different sections: explicit, implicit, and null. The implicit refers to what is emphasized and stated in policies, procedures, and publications and is actively and visibly prominent. It is featured in the syllabus and salient across the course content. The implicit is drizzled throughout and sprinkled on unlike the explicit which is baked in. It is perhaps brought into the conversation by accident or supplemental material, much like ethnic studies being an alternative and not a core requirement. Then there is the null which is completely negated and erased from the curriculum. Eisner eloquently argues by not learning the null elements of curriculum, faculty are by default learning its importance and relevance. The erasure of historical figures and contributions or inventions by non-whites to the world have lasting implications. It is obligatory for educators to insert null curriculum into the explicit domains. This is economics courses covering Black wall street, urban planning courses covering gerrymandering, biology courses covering medical apartheid and the

Tuskegee experiment, and STEM courses covering environmental racism and understanding why COVID-19 has a statistically higher probability for communities of color than White Americans. Some questions to ask here:

- How can I ensure my students see themselves in the curriculum?
- How can I ensure they are represented in the curriculum?
- How can I draw upon the experiences of my students and reflect that in my curriculum?

## Advancing Anti-Racism Professional Development

To this point, this paper has emphasized the need for an anti-racism climate in the California community college system through an overview of the foundations of race and racism, history of discriminatory laws in the United States, an overview of racism in academia, working toward racial equity in the California community colleges, anti-racism tenants for community colleges, organizational leadership and professional development, and a four-part platform for engaging in anti-racism work. The shifting of an organization from passively racist to active anti-racism leadership requires systematic approaches and appropriate resolution strategies. It is critical that institutions provide faculty with professional development (Nash 2015) centered on understanding racism and progressing as anti racist practitioners.

As the rise of diversity, equity, and inclusion awareness and professional development and programming across the California Community College system is acknowledged, questions about why past diversity, equity, and inclusion work has done little to bridge the equity achievement gap must be asked. It is now more than ever clear that diversity-focused professional development does not address the root causes of the inequity embedded in today's educational system (McNair, Bensimon, and Malcom-Piqueux, 2020). A true commitment to anti-racism requires an understanding that it is not the same thing as diversity. Diversity asks everyone to celebrate differences while at the same time elucidate shared humanity. Learning to be comfortable with people who are different is a very good thing, but no one can afford to continue to bask in commonalities while people of color continue to live under the oppression of racism. Anti-racism is focused on removing systemic barriers that restrict access to resources and opportunities for people of color. It requires practitioners to critically consider the needs of people of color at the foundation of the development of new educational services, policies, and curriculum, and it requires the reform of old systems. Most importantly, anti-racism work compels people to action and demands persistence and stamina because racist structures are insidious, formidable, and enduring (Alexander, 2012).

If community college practitioners are to authentically commit to serving the students being left behind, they must be willing to look more deeply into themselves and their campus institutional structures and honestly address the documented fact that race is at the heart of educational inequity. Many white California community college faculty members grew up in homes in which equality and colorblindness were fundamental values, yet the roots of racial inequity could not and were not discussed (Subini,

Jackson, and Morrison, 2017). At the heart of this color evasion was often suppressed and unacknowledged white supremacist beliefs. Despite espousals of equality in American society, white Americans knew the races did in fact not hold equal status and rather than confront the shame and benefit of structural inequity, they lived under the delusion that the inequality was in fact the fault of people of color, conclusions they justified by citing unsubstantiated evidence of poor family structures and a lack of value for education (Gotanda, 1991). The logic of the delusion expounded that if America provided equal opportunity and people of color were not capable of embracing what was free for the taking, there was little white America could do but continue to treat everyone the same and hope that one day people of color would be ready to share in the privileges white Americans had earned. Color evasion excused good-meaning white Americans from confronting their implicit racism and exclusive structures. The inability to acknowledge white privilege and the existence of structural racism kept the culture of white America silent on issues of race (Sue, 2015).

We must now see the limitations to colorblindness and even inherent barriers that work against an outcome of racial justice. Colorblindness keeps many campuses in the comfortable limbo of diversity work at the expense of transformational anti-racist change. Students and colleagues of color have not experienced colorblindness and the belief that all should be colorblind impairs everyone's ability to identify and actively work to dismantle the structures which perpetuate racism on community college campuses. In order to take the deep look necessary to penetrate the heart of institutional racism, campus personnel must first begin with the difficult conversation on race and racism. A key cause of tension around this conversation is a lack of shared vocabulary and common understanding regarding what is meant by race, racism, and institutional racism. In order to begin to do anti-racism work, it is important to begin with a shared definition of the term *racism*. As explained earlier in this paper, racism is prejudice based on race and reinforced by systems of power (Oluo, 2019). Discussion of racism without a power analysis reduces racism to merely excusable individual acts of prejudice versus, without truly understanding that racist acts are part of a larger system of oppression. A corollary of this definition is that the concept of reverse racism cannot exist, because people from the dominant race, who benefit from the privilege of power, cannot experience racism (Oluo, 2019).

One of the greatest obstacles to effective campus anti-racism work, next to color-evasion, is ideas surrounding racism that are embedded in a good-bad binary where society is divided into the bad people who are racist and the good people who are color-blind and see all people as equal. Alternatively, an anti racist analysis views racism as structural and embedded into all societal structures. This means that all people are affected by racism and hold implicit bias, which allows for the sustenance of racist structures. This good-bad binary prevents good-meaning people from confronting their own racism or taking action against racism because their beliefs which connect racism to their own immorality do not allow them to see or acknowledge the racism around them, nor their accountability and complacency. The moral investment in not being a racist makes people actively resistant to anti racist change or even the starting point of anti-racism education (D'Angelo, 2018). When anti racists declare their institution is

racist, those who do not have a common understanding see this as a deep moral affront and resist moving forward in conversation or action. This is why campuses need to begin by establishing common language and understanding. An explanation of the anti racist perspective, with a structural perspective on racism, allows for the elimination of the diversion of the good-bad binary, and clears the way for the structural analysis necessary to set a foundation for effective and meaningful change.

Anti-racists also understand that belief in colorblindness and meritocracy, which are directly connected to the good-bad binary, also serve as an obstacle to productive anti-racism discussion. When a person claims to see and treat all people equally, regardless of race, they disregard the negative impact racism has had on the lives of people of color and the privilege and opportunity that comes with being white. This is why institutions have moved beyond an inadequate focus on equality to a more informed aspiration of equity. Efforts must no longer be directed to providing all students with the same resources, but instead providing students with what each one needs through an individualized assessment that takes into consideration the legacy of racism (Crenshaw, Harris, HoSang and Lipsitz, 2019). Yet, like campuses who remain stuck in diversity, there is a danger of remaining comfortable at the higher stage of equity work that does not force a structural analysis. If practitioners are to truly provide students of color with the resources and opportunities each needs, they must first dismantle the racist structures which have perpetuated their struggles in education.

If anti-racism professional development is going to effect real campus change, it must also include a discussion of the traditional governance structures that work in community college institutions to oppress and marginalize faculty in addition to diverse student populations. College governance structures have adapted to support and sustain inequity, and those who work in the system have learned to adapt and, for many, even thrive. For this reason, Audre Lorde's (1984) words, "The master's tools will never dismantle the master's house," must be taken into consideration. A new form of campus organizing is needed to support anti-racism work. Traditional shared governance structures support racist structures and have historically silenced people of color and their allies as gadflies and troublemakers. In order to allow space for authentic anti-racism work, anti racist activists must be supported to organize outside of the structures that have traditionally silenced and villainized them. Activists must be supported to organize in affinity groups that separate white colleagues from colleagues of color. There must be an understanding that self-reflective and action oriented anti racist work is not the same for white people as it is for people of color. Also, as white people awaken to the realities of racism, care must be taken to ensure the feelings and experiences they have during their learning process is not at the expense or taxation of people of color. Activist leaders must also be accountable to people of color and provided with resources and empowered to enact change, even as the structures and the status-quo that has thrived for so long resists.

An example of active leadership is found at Santa Barbara City College's Leaders for Equity, Anti-racism, and Reparations Now (LEARN) Committee, recipient of the 2019 Dr. John W. Rice Diversity and Equity Award honoring California Community College



programs making the greatest contributions towards student equity. LEARN is a grassroots committee composed of a variety of stakeholders from across Santa Barbara City College who came together after independently expressing frustration about the lack of impactful diversity and inclusion training on campus and the myriad problems that students, faculty, and staff of color experience due to this lack. Before the establishment of LEARN, the focus of SBCC's campus equity training had been in celebration of diversity and did not get to the heart of the structural basis of racism at SBCC. LEARN's envisioned training model, which included face to face and online professional development, empowers SBCC faculty, administrators, and staff to be versed in the many forms of systemic oppression so they can act as effective and well-informed advocates, allies, and partners to students as they actively work together to dismantle oppressive systems.

As a result of the efforts of LEARN, by spring semester 2020 more than 250 members of SBCC's faculty, staff and administration experienced intensive anti-racism training and were invited into SBCC's Anti-racism Community, an ongoing forum committed to anti-racism work. Most telling of the transformative nature of the anti-racism training at SBCC, as SBCC faced the Coronavirus pandemic, was that the college held fast to its commitment to anti racist structural change. With acute knowledge that students of color and disproportionately impacted students were being the most harmed by the virus and the transition to online learning, the campus required every faculty member to go through foundational anti-racism training and required an anti-racism guided equity plan to be embedded into its Emergency Distance Education Addendum approval process for every course taught at SBCC. This process ensured students of color and other disproportionately impacted students were foundational to the consideration of the formation of the new systems in response to the Coronavirus, and the college made the commitment to continue to require an equity plan in the regular curriculum approval process to ensure equity would remain at the forefront of college planning beyond the pandemic.

For campuses ready to go beyond diversity and basic equity training and advance to anti-racism professional development, there are key elements of effective anti-racism training that should be included. These elements are based on LEARN's anti-racism work at SBCC as well as similar work at other colleges and are infused with ideas of many of the authors cited throughout this paper.

1. The analysis of racism as an individual, cultural, systemic, and institutional problem of power that goes beyond personal prejudice. Racism should be contextualized with the historical development of systemic racism in American institutions generally, and the educational system specifically, with consideration of the link between racism and other forms of oppression.
2. Masterfully guided self-reflection about personal investment in racist structures and the actions individuals take to uphold these structures followed with skills to interrupt old patterns and inequitable practices that limit access and exclude some people of color.

3. Effective methodology for facilitating productive conversations about race including methods to build trust and clear communication and to make decisions based on multiple perspectives, especially those of people of color.
4. An examination of the ongoing realities of racism including the identity-shaping power racism has on People of Color and White people.
5. The provision of participants with tools to take personal action to disrupt racism and a strategic methodology to dismantle racism in campus institutions.
6. The practice of affinity group separation during training with the understanding that the nature of anti-racism work is not the same for white people as it is for people of color and a commitment to prevent anti-racism education for white people from taxing colleagues of color.
7. A campus commitment to view anti-racism professional development as an ongoing cycle of collegial development that takes time. Trainings should be multiple days and should be spread out over weeks or months to allow time for self reflection and growth, affinity group support, campus organizing, and anti racist practice.

Educational institutions must provide belonging for students of color at all levels of the academic experience from the classroom to the quad. For this reason professional development efforts must not only penetrate services and procedures but also the classroom experience. Academic disciplines in the California community colleges and at most American colleges and universities are organized according to European and White ways of organizing and legitimizing specific types of knowledge and ways of knowing. Many academic disciplines have as foundations within the colonial systems a means of understanding, categorizing, and subjecting other cultures. The lack of systems for recognizing and understanding other cultural and belief systems has historically caused antagonism and racism and embedded bias into many traditional american academic disciplinary methodologies (Battiste, 2017).

New research in the field of neuroscience and memory adds important scientific understanding to why this form of subjugation through knowledge is so effective in maintaining racist and biased structures in the educational system. These ways of knowing are perpetuated through the use of eurocentric examples and images that reinforce racist and colonialist structures and delegitimize and disclude non-Eurocentric knowledge. They privilege students who are able to identify with Eurocentric reference points and examples who have an easier time correlating new information with previously held knowledge which is the foundation for long term memory storage and deep learning (Hammond, 2015).

If structural bias in classrooms is to be addressed, it must be through training instructors who create space and time for students to understand new knowledge in non-Eurocentric and culturally relevant contexts in order to facilitate the learning of students from diverse cultural experiences. Culturally Responsive Teaching, also known as Culturally Reflective Pedagogy, recognizes the importance of including students' multiple cultural references in all aspects of learning (Ladson-Billings, 1994). The goal is for every student to see themselves in course content. Key to the success of culturally

responsive pedagogy is the collaboration between faculty and students to co-produce knowledge to ensure courses are culturally responsive and emphasize cultural wealth, are relevant to students' experiences and goals, are academically rigorous, and cultivate belonging and community among students and faculty. The practice of Culturally Responsive Pedagogy in our classrooms is an effective tool for the promotion of healing and reconciliation that will be directly and immediately experienced by our students of color and other disproportionately impacted students.

## Intentional Online Faculty Professional Development

In the journey toward a progressive anti-racism educational climate, California community college stakeholders must not overlook the value of conducting intentional faculty-focused professional development in the online environment. This is even more important in the midst of the COVID-19 pandemic that has prevented on-campus professional development opportunities and will likely require many aspects of faculty and staff responsibilities, including professional development, to remain online.

One culturally responsive implementation strategy anti racist practitioners and organizational developers must integrate in an organization is intentional professional development focused on rethinking the way faculty engage with students in learning spaces online. With the growing presence of online programs in higher education, faculty development programs focused on the knowledge, skills, and attitudes critical to faculty roles have increased (Cook & Steinert, 2013; Lane, 2013; Paul & Cochran, 2013; Reilly, Vandenhouten & Gallagher-Lepak, 2012; Roehrs, Wang & Kendrick, 2013). Paul and Cochran (2013) identified faculty technology training as critical to keeping pace.

Cornner (2010) asserted the implementation of technology enriched curriculum in California community colleges requires transformational leadership, and that faculty leaders “may have as great an impact on the trajectory of a change process as those administrators in formal leadership positions” (p. 46). His research evaluated organizational leadership and institutional factors related to the implementation of online educational programming in California community colleges. Additionally, Cornner’s research on 21<sup>st</sup> century organization characteristics for effective course implementation (Cornner, 2010) suggested the traits that define leadership were valuable teaching practices for technology driven pedagogy, and they influence change (Cornner, 2010).

While online faculty development has been explored due to increased student enrollment (Cook & Steinert, 2013), this growth area provides leaders the ability to promote race literacy competency pedagogy in online faculty development. “Critical race literacy pedagogy – a subset of the approaches known as multicultural education, culturally responsive teaching, and anti-racist teaching – is a set of tools to practice racial literacy in school settings with children, peers, colleagues, and so forth” (Mosley, 2010). Gunter (2001) researched the effectiveness of redesigning instructional strategies and implications for student learning. He stated, “To prepare educators for

the 21<sup>st</sup> century, colleges of education must be leaders of change by providing pre-service teachers with a technology-enriched curriculum” (p. 1).

According to Eberwein (2011), professional development that incorporates technology should serve as the foundation of blended online and face-to-face pedagogy in higher education. One approach to faculty online development is the engaged self-training approach (Roehrs et al., 2013). Cook and Steinert (2013) examined faculty development programs common in online learning programs, and concluded online faculty development appears to be at least comparable to traditional training and online faculty development can be, but is not always, effective in comparison with no intervention. Johnson, Wisniewski, Kuhlemeyer, Isaacs and Krzykowski (2012) acknowledged that “faculty development programs grounded in andragogy and transfer of learning theory can greatly enhance and strengthen an educator’s teaching/learning repertoire” (p. 64). As faculty engage in professional development with an anti-racism focus, whether via traditional face-to-face modes or via online delivery, the goal should be developing a cadre of anti-racism practitioners while modeling effective engagement with anti racist principles, both with the ultimate goal of increasing understanding to bring about transformational change for faculty and students.

## Racial Reconciliation

Racial reconciliation is considered a healing process that positively transforms the ripple effects of an enslaved people through a responsive curriculum. Racial reconciliation manifests itself in the following ways:

1. Recognizes that racism in the United States is both systemic and institutionalized.
2. Point out that racial reconciliation is engendered by empowering local colleges and academic leaders through relationship-building and truth-telling.
3. Stresses that justice is the essential component of the process, often known as restorative justice.

In recognizing America’s construction of race and re-organizing European immigrants who had a sense of identity such as Jews, Irish, Polish into Whiteness, structural barriers were created to promote white supremacy. Hence, the racial structural and systemic barriers resulted in a plethora of Jim Crow laws targeting racial minorities, specifically African Americans, from receiving certain inalienable rights. Educators must grapple with the fact that the educational system was amongst those institutions which was weaponized by white supremacy to subjugate Blacks. It was illegal for Blacks to read, and subsequent policies and laws prohibited Blacks from accessing education. The educational system must reconcile with the fact that it was constructed to produce inequitable access and unjust outcomes for all. The United States Supreme Court ruled in favor of segregation in *Plessy* arguing for segregation; *Plessy v. Ferguson* (1896) asserted the underlying fallacy of the plaintiff’s argument to consist in the assumption that the enforced separation of the two races stamps a badge of inferiority. If this be so,

it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it (p. 551).

This is the ugly truth and the first step in any reconciliation effort, be it atonement or forgiveness in spiritual practices or recovery in substance abuse treatments, is grappling with the truth and being honest to admitting or confessing there is a problem. The educational system is marred with inequities and injustices. White allyship must be at the forefront in providing space for reconciliation efforts as beneficiaries of white supremacy. Minoritized people in predominantly white institutions (PWI) consistently grapple to justify their existence. This often leads to psychological and physiological impacts that can be detrimental to their health and career. In seminal research on stereotype threat, Steele (1997) stated that one must surely turn first to social structure: limits on educational access that have been imposed on these groups by socioeconomic disadvantage, segregating social practices, and restrictive cultural orientations limits to both historical and ongoing effect. By diminishing one's educational prospects, these limitations (e.g., inadequate resources, few role models, preparational disadvantages) should make it more difficult to identify with academic domains (p. 613).

Local academic senate leaders must provide space and mentorship as well as leadership opportunities for people of color who may not otherwise have access to such opportunities. That requires an understanding of privilege, exercising that privilege to promote justice and supporting endeavors that may not necessarily be advantageous to them personally but beneficial to the collective betterment of the institution. This can be operationalized by ensuring people of color have a seat at the table in various committees of influence both at the statewide and local level. It requires one to introspectively interrogate themselves and their positionality to conclude if it's more appropriate to take a back seat for people of color and voices who have been marginalized be heard or amplify their voice by elevating and centering their challenges. Each institution has its own unique set of challenges therefore justice is the aim and, unlike the conflation of equity and equality, a one size fits all approach is not appropriate. Part of seeking justice requires, after seeking the truth, an opportunity to repeal the harm by listening to the victim's recommendations to repair the institutional damage that has transpired. This paradigm shift required flexibility and extreme collegiality. College faculty institutional vision needs to center race and adapt to the campus community's demands. Those historically in power or have been in power must reconcile that they must now either relinquish that power or share it.

Restorative justice emphasizes repairing the harm caused or revealed by criminal behavior. "The purpose of restorative justice dialogue is to provide a safe place for the people most affected by a specific hate crime, hate incident, or criminal act (victim, offender, family members of both, and other support persons or community members) to have the opportunity to enter into a direct dialogue with each other in order to talk about the full impact of the crime upon their lives, to address any lingering questions, and to develop a plan for responding to the harm caused to the greatest extent possible" (Andrus, Downes, and Umbreit, 2001, p.1).

In the development of opportunities to address racial reconciliation, academic leaders must address the following:

1. Becoming aware of the historical context of enslaved people, Blacks/African descent;
2. Being uncomfortable with institutional change;
3. Honoring and embracing diversity and representation;
4. Gaining the intentional and deliberate knowledge by working to achieve cross-cultural/multicultural literacy, embracing ethnic diversity, taking risk, developing authentic multi-ethnic relationships;
5. Developing the institutional structures needed to create a “Culture of Care”;<sup>2</sup>
6. Taking risk and developing relationships; and lastly
7. Educating and working with faculty and other stakeholders across differences.

These efforts may seem cumbersome to some and overwhelming to others. They are essential in the healing process which is what is historically sought after. The duality of relinquishing power and resources to create space at the table presents a winner vs loser paradigm which is truly inaccurate. As active agents and participants of a system that excluded Blacks the human right of literacy and enacted laws that prohibited them from accessing education as a fundamental right, part of repairing the harm and the conversation of race must explicitly include their offspring receiving those rights. Thus, an anti racist approach is inclusive and liberating, restorative and just.

## Summary and Conclusion

The roots of systemic racism in the United States higher education system are deep-seated in its history. White supremacy and white privilege systematically affect communities of color, the way they are treated, the way in which policy is enacted and the way in which we perpetuate discrimination in academia. The United States is experiencing a moment of awakening and an opportunity to dismantle, deconstruct and reconstruct the systems that have created inequities in education for minoritized groups.

Local academic senates play a pivotal role in transforming institutional policies and practices. The work requires that academic faculty leaders, in partnership with other stakeholders, understand and act on the four levels of this work as noted earlier-- researching self, researching self in relation to others, shifting from self to systems, and understanding curriculum and instruction. It also calls for faculty to examine the anti-racism concepts such as good-bad binary, meritocracy, color-evasion and colorblindness. Furthermore, professional development efforts must focus on transformative organizational development leadership in creating the professional

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<sup>2</sup> “Building a culture of caring means providing a supportive environment that is focused on the employees; it means truly wanting to take care of them.” David Bruce, “Team Culture: If You Don’t Build It, Someone Else Will,” *EDUCAUSE Review*, September 19, 2016.

learning opportunities needed to respond to the times, including online culturally responsive andragogy, and creating a path toward racial reconciliation and healing.

The Academic Senate for California Community Colleges is committed to deliberately engaging faculty and faculty leaders across the system in a call for action and education on anti-racism. The ASCCC recognizes that racist conditions impact the educational experiences and outcomes of students of color. Consequently, the achievement of racial equity is prioritized as an intricate part of the transformation of our community college system. This foundational paper serves as the context for future papers and for the development of tools to support the field and the system in advancing anti-racism education.

## Recommendations

Anti-Racism Education is necessary to respond to this moment in time and to ensure the community college system, colleges and districts' transformation. The following recommendations are intended to guide academic and system leaders to facilitate the development of anti-racism education as an integral part of the equity driven systems movement. The Academic Senate for California Community Colleges offers these recommendations for individual self growth, local academic senates, colleges and districts, and for the Board of Governors.

### Recommendations for Individual Self Growth

1. Use the work and scholarship of Black scholars to recognize and address challenges of Black students and Black colleagues.
2. Participate in implicit bias training in the context of oppression and racism.
3. Learn the history of discriminatory laws and practices that contribute to the stratification of U.S. society by race.
4. Actively explore various methods of assessments to adapt to technological disparities exacerbated by COVID-19.

### Recommendations for Local Academic Senates

1. Convene Black, Latinx/Chicanx, Indigenous, and other people of color to understand lived experiences and to inform cultural climate and structural updates to senate constitutions, bylaws, rules, policies, and processes.
2. Intentionally increase representation on the local academic senate by identifying, including, and empowering missing voices.
3. Create a local senate goal focused on anti-racism/no-hate education.
4. Hold a series of discussions of structural racism and colorblind culture and address the topics of race consciousness, lifting the veil of white supremacy, danger of the good-bad racist binary, dilemma of dismantling the "master's

house with the master's tools" and what this means for shared governance, and the need for calling-in culture.

5. Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees.
6. Acknowledge, without assigning blame, that the structure of the college houses the institutional biases and prejudices of its founding time. Those biases have privileged some and disadvantaged others, particularly African-American and LatinX/ChicanX communities.
7. Partner with administration and union leaders to transform faculty hiring, onboarding, evaluation, and tenure processes with an anti-racism focus.
8. Work with your administration and students to offer constructive ways for students to express themselves about their lived experiences and the structural and historical biases that exist for Blacks, Latinx/Chicanx, Indigenous, and other minoritized groups and to center student voice more predominantly in governance and decision-making.
9. Provide organizational and transformational leadership faculty training and support, ongoing online faculty development, and online racial literacy education.

## Recommendations for Colleges and Districts

1. Explicitly make a commitment to anti-racism and incorporate it into guiding institutional documents such as diversity, equity, and inclusion statements, values statements, and mission statements.
2. Conduct a racial climate survey to better understand racial attitudes and issues.
3. Implement restorative justice practices into district and college culture.
4. Fund and create a professional development program in culturally relevant and responsive pedagogy and andragogy.
5. Scale up and appropriately fund programs and services dedicated to advancing racial equity through a holistic approach.
6. Provide professional development in equity-mindedness and anti-racism.
7. Provide resources and professional development opportunities to critically interrogate and reflect on the impact of key discriminatory laws and practices in the U.S. on higher education
8. Examine and update current policies and procedures using both an equity and anti racist lens.
9. Incorporate explicit anti-racism training in new faculty onboarding processes and programming as well as existing professional development.
10. Center student voice more predominantly in governance and decision-making.
11. In partnership with unions, conduct an audit of collective bargaining agreements through a lens of equity and racial and social justice.

## Recommendations for the Board of Governors

1. Make anti-racism a focus of the Board's goals underlined in the California Community Colleges Vision for Success.



2. Explicitly state a commitment to anti -racism within the Board's Diversity, Equity, and Inclusion statement.
3. Incorporate anti-racism and equity minded language in the system's regulations, policies, plans, and areas such as finance, institutional effectiveness, educational services and support, digital innovation and other areas identified.
4. Establish an anti-racism policy to drive the assessment and evaluation of racial equity.
5. Support anti-racism, equity, diversity and inclusion policy making and funding allocation to provide professional development and learning at the system and local levels. Allocate resources at the state level to partner with expert organizations in the provision of professional development and learning.
6. Provide intentional incentives to institutions that move beyond complicity towards anti racist reform.

# Appendix A: Timeline of Discriminatory Laws in the United States

Past discriminatory laws and practices impact today.

- 1607 Colonists founded first American colony in Jamestown, Virginia
- 1669 Virginia legislature passed "an act about the casual [sic] killing of slaves"
- 1699 First African captives arrived in Virginia to be sold as slaves via The White Lion, a Dutch ship flying a British flag
- 1704 First Slave Patrol created in the Carolina colonies
- 1740 The Negro Law of 1740 prohibited Blacks from leaving America, congregating in groups, earning money, and learning to write
- 1776 Declaration of Independence. "All Men are Created Equal" except for those who had no legal rights, including Native Americans, indentured servants, poor White men who did not own property, slaves (Blacks), and women
- 1789 US Constitution "three-fifths compromise". Slaves (Blacks) to be counted as 3/5 of a person for calculating representation in Congress for states
- 1790 Naturalization Act of 1790. Citizenship restricted to free Whites
- 1819 Civilization Act of 1819. Assimilation of Native Americans. Provided US government funds to subsidize Protestant missionary educators in order to convert Native Americans to Christianity
- 1830 Indian Removal Act. Legalized removal of all Native Americans east of the Mississippi
- 1831 Act Prohibiting the Teaching of Slaves to Read. Stated teaching slaves to read or write is illegal.
- 1848 Treaty of Guadalupe Hidalgo. Ceded Mexican territory in the Southwest to the United States (over 1 million square miles, including what is now California, New Mexico, Nevada, parts of Colorado, Arizona, and Utah). The treaty promised to protect the land, language, and culture of Mexicans living in the ceded territory. Mexicans were given the right to become US citizens if they decided to stay in the territory. Many were not granted citizenship despite adhering to the treaty. The US Congress did not pass Article X, which stipulated the protection of the ancestral lands of Mexican people. The US Congress required inhabitants to prove, in US courts, speaking English, and with US lawyers, that they had legitimate titles to their lands. Many became landless and disenfranchised.
- 1848 Gold found at Sutter's Mill in California. California Gold Rush 1848-1855. White miners learned mining techniques from miners of Mexican ancestry because techniques for extracting gold were developed in Mexico. Mexican mining laws in California were repealed so miners could not claim mine ownership based on the Mexican laws.
- 1848 The Great Mahele in Hawaii (1848-1855). Allowed private ownership of land for the first time in Hawaii. Lands were formally divided and commoners were given an opportunity to claim their traditional family (kuleana) lands. Many claims were never established and foreigners (whites) were able to acquire large tracts of land
- 1849 California Constitutional Convention. Called by Governor Riley to draft the first California Constitution. Decided not to allow slavery in California because they did not want southerners to bring their slaves to work the gold mines due to competition for gold.
- 1850 Alien Land Ownership Act in Hawaii. Written by an American lawyer, it allowed foreigners (non-Hawaiians) to hold title to Hawaiian Land.

- 1850 Foreign Miners Tax. California levied taxes on all "foreigners" engaged in mining. This was aimed at Mexicans. After a revolt it was repealed in 1851 and then reestablished in 1852 (aimed at Chinese). It remained in effect until the 1870 Civil Rights Act.
- 1850 California enters Union as a free state due to concerns over having Blacks in California and allowing Southerners to bring their slaves to California to work the gold mines
- 1851 Governor of California, John McDougall declared a "war of extermination" against Native Americans
- 1854 People v. George W. Hall. Established that people of color could not testify against White men. "No Black, or Mulatto person, or Indian, shall be allowed to give evidence in favor of, or against a White man"
- 1855 California requires all instruction to be conducted in English
- 1860 The Bureau of Indian Affairs established the first Indian boarding school on the Yakima Indian Reservation in the state of Washington. Boarding schools were made to assimilate Native Americans into U.S. society
- 1862 Homestead Act. Allotted 160 acres of western land (Native American land) to anyone who could pay \$1.25 and cultivate it for five years. European immigrants and land speculators bought 50 million acres. Congress gave another 100 million acres of Native American land to the railroads for free. Since the Homestead Act applied only to US citizens, Native Americans, Blacks and non-European immigrants were excluded.
- 1862 Morrill Act, also known as Land-Grant College Act of 1862. Provided grants of land to states to establish federal public colleges. The land used was taken from indigenous people
- 1865 Juneteenth. Union soldiers landed at Galveston, TX with news that all slaves were free (two and a half years after the 1863 Emancipation Proclamation and a year after the 13th Amendment to the Constitution abolishing slavery)
- 1868 Treaty of Fort Laramie. Whites could not enter Black Hills without Native American permission. When gold was found there, the terms of the treaty were changed by US Congress without Native American consent.
- 1870 Naturalization Act of 1870. Revised Naturalization Act of 1790 and 14th Amendment. Naturalization limited to white persons and persons of African descent. Excluded Chinese and other Asian immigrants from naturalization.
- 1878 The United States Supreme Court ruled Chinese individuals ineligible for naturalized citizenship.
- 1882 Chinese Exclusion Act. Prohibited Chinese immigration for 10 years, bowing to pressure from nativists on the West Coast (renewed 1892, made permanent 1902, repealed 1943)
- 1887 Dawes Act. Dissolved tribal lands, granting land allotments to individual families. Explicitly prohibited communal land ownership. The United States Supreme Court decided in favor of the Maxwell Company and allocated millions of acres of Mexican and Native American land in New Mexico to the white-owned corporation.
- 1887 Bayonet Constitution in Hawaii. King David Kalakaua, the last reigning monarch of Hawaii, was forced at gunpoint to sign a constitution drafted by white businessmen that stripped the monarchy of much of its power. Changed voting rights in the kingdom; only men of Hawaiian, American, and European ancestry who met certain financial requirements could vote. Disenfranchised thousands of Asian voters, and opened voting to thousands of non-citizens
- 1890 Wounded Knee massacre of Native Americans by US Army
- 1893 Queen Liliuokalani deposed in an overthrow of the Hawaiian monarchy by a group of American businessmen led by Sanford B. Dole.

- 1896 Plessy V. Ferguson. Upheld "separate but equal" doctrine among Blacks and Whites in public facilities
- 1901 US citizenship granted to the "Five Civilized Tribes" -- Cherokee, Choctaw, Seminole, Creek, and Chickasaw.
- 1910 Restrictive covenants used as a way of "protecting" White neighborhoods. The states were barred from setting racial boundaries in housing, but private citizens could. An example of restrictive covenant language is "Racial Restrictions: No property in said Addition shall at any time be sold, conveyed, rented or leased in whole or in part to any person or persons not of the White or Caucasian race"
- 1921 Corrigan v. Buckley. The United States Supreme Court upheld the rights of property owners to protect their land from being sold to non-Whites.
- 1921 The Black Wall Street Massacre. In Greenwood, Oklahoma, 300 African Americans lost their lives and more than 9,000 were left homeless when the small town was attacked, looted, and literally burned to the ground by Whites
- 1923 Japanese businessman, Takao Ozawa, petitioned the Supreme Court for naturalization arguing that his skin was as white as any Caucasian; .Supreme Court ruled Ozawa cannot be a citizen because he is not "white" within the meaning of the statute because science defined him as of the Mongolian race. In the same year, in U.S. v Bhagat Singh Thind, the Supreme Court recognized that Indians are scientifically classified as Caucasians but concluded that Indians are not white in popular understanding. (Reversing the logic used in the Ozawa case in the same year)
- 1924 Realtor Code of Ethics, Article 34 said, "A Realtor should never be instrumental in introducing into a neighborhood a character of property or occupancy, members of any race or nationality, or any individual whose presence will clearly be detrimental to property values in that Neighborhood"; This clause remained in effect from 1924 to 1950
- 1924 Indian Citizenship act. Native Americans granted US Citizenship
- 1931 Alvarez v. Lemon Grove. Mexican parents overturned school segregation on the grounds that separate facilities for Mexican American students were not conducive to their "Americanization" and prevented them from learning English.
- 1932 National Recovery Act. forbade more than one family member from holding a government job. Removed from the workplace women who filled jobs while men were fighting in World War II
- 1934 Federal Housing Administration (FHA) created in part by the National Housing Act of 1934. The mortgage lending system still in use today was created and enabled the White masses to purchase homes while denying home loans to Blacks, other people of color, and non-Christians. The FHA took advantage of racially restrictive covenants and insisted that the properties they insured use them. Along with the Home Owner's Loan Coalition (HOLC), a federally-funded program created to help homeowners refinance their mortgages, the FHA introduced redlining policies in over 200 American cities. From 1934-1968 FHA mortgage insurance requirements utilized redlining. Redlining is the practice of denying or limiting financial services to certain neighborhoods based on racial or ethnic composition without regard to the residents' qualifications or creditworthiness. The term "redlining" refers to the practice of using a red line on a map to delineate the area where financial institutions would not invest. At the same time, the FHA was subsidizing builders who were mass-producing entire subdivisions for whites — with the requirement that none of the homes be sold to African-Americans.
- 1935 California law declared Mexican Americans as foreign-born Native Americans (not citizens).

- 1935 Social Security Act. established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped; excluded farm workers and domestic workers from coverage, denying those disproportionately minority sectors of the workforce protections and benefits routinely distributed to Whites
- 1935 Wagner Act. Legalized the right to organize and create unions but excluded farm workers and domestic workers, most of whom were Latinx, Asian, and African American
- 1942 Executive Order 9066 ordered the internment of Japanese Americans
- 1943 Zoot Suit riots. Police arrested only Mexican youth, not Whites
- 1946 Mendez v. Westminster. Court ended de jure segregation in California finding that Mexican American children were segregated based on their "Latinized" appearance and district boundaries manipulated to ensure Mexican American children attended separate schools
- 1954 Brown v. Board of Education. Overturned Plessy v. Ferguson "separate but equal" doctrine. Supreme Court ruled segregation in education is inherently unequal
- 1961 Executive Order 10925 by President Kennedy. Federal contractors were to take "affirmative action to ensure that applicants are treated equally without regard to race, color, religion, sex, or national origin."
- 1963 Rumford Fair Housing Act. California act which outlawed restrictive covenants and the refusal to rent or sell property on the basis of race, ethnicity, gender, marital status or physical disability
- 1963 Martin Luther King jailed during anti-segregation protests. He wrote "Letter from the Birmingham Jail" arguing that individuals have a moral duty to disobey unjust laws
- 1964 California Proposition 13 passed. Amended the California Constitution and nullified the Rumford Fair Housing Act. Proposition 13 remained in effect until it was declared unconstitutional by the California Supreme Court in 1996.
- 1964 Civil Rights Act of 1964. Outlawed discrimination based on race, color, religion, sex, or national origin. Prohibited discrimination in a number of settings including employment, housing, and public accommodations
- 1965 Executive Order 11246 by President Johnson. Required all government contractors and subcontractors to take affirmative action to expand job opportunities for minorities
- 1971 Serrano v. Priest. California case where students of Los Angeles County public schools and their families argued that the California school finance system, which relied heavily on local property tax, disadvantaged the students in districts with lower income. The California Supreme Court found the system in violation of the Equal Protection Clause because there was too great a disparity in the funding provided for various districts.
- 1972 Lau v. Nichols. The United States Supreme Court ruled that school programs conducted exclusively in English deny equal access to education to students who speak other languages. Determined that districts have a responsibility to help students learn English
- 1972 Title IX, a portion of the U.S. Education Amendments of 1972. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance

- 1973 San Antonio Independent School District v. Rodriguez. Texas case where parents of students in a Texas school district argued that the school finance system in Texas, which relied on local property tax for funding beyond that provided by the state, disadvantaged the children whose districts were located in poorer areas. Unlike the California state court in Serrano v. Priest, the U.S. Supreme Court found that the system did not violate the Equal Protection Clause after determining that the system did not intentionally or substantially discriminate against a class of people.
- 1973 Robinson v. Cahill. A New Jersey case where the public school funding system relied heavily on local property tax. The New Jersey Supreme Court found that this system violated the state constitutional guarantee of access to a “thorough and efficient” public education system.
- 1974 Milliken v. Bradley. The United States Supreme Court ruled schools may not be desegregated across school districts. The ruling clarified the distinction between de jure and de facto segregation, confirming that segregation was allowed if it was not considered an explicit policy of each school district
- 1978 The Indian Child Welfare Act was passed. Native American parents gained the legal right to deny their children’s placement in off-reservation schools
- 1982 Plyler v. Doe. A Texas law allowed the state to withhold school funds for undocumented children. The Supreme Court found that this law violated the Fourteenth Amendment rights of these children because it discriminated against them on the basis of a factor beyond their control, and because this discrimination could not be found to serve a large enough state interest.
- 1995 Hate Crimes Sentencing Enhancement Act. Allowed a judge to impose harder sentences if there is evidence showing that a victim was selected because of the “actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person”
- 1996 California Proposition 209. Prohibited state governmental institutions from considering race, sex, or ethnicity in the areas of public employment, public contracting, and public education. Ended affirmative action in California
- 2010 Development, Relief, and Education for Alien Minors Act of 2010 (DREAM Act of 2010). Authorized the Secretary of Homeland Security (DHS) to cancel the removal of, and adjust to conditional nonimmigrant status, an alien who: (1) entered the United States before his or her 16th birthday and has been present in the United States for at least five years immediately preceding this Act’s enactment; (2) is a person of good moral character; (3) is not inadmissible or deportable under specified grounds of the Immigration and Nationality Act; (4) has not participated in the persecution of any person on account of race, religion, nationality, membership in a particular social group, or political opinion; (5) has not been convicted of certain offenses under federal or state law; (6) has been admitted to an institution of higher education (IHE) or has earned a high school diploma or general education development certificate in the United States; (7) has never been under a final order of exclusion, deportation, or removal unless the alien has remained in the United States under color of law after such order's issuance, or received the order before attaining the age of 16; and (8) was under age 30 on the date of this Act's enactment.
- 2012 Deferred Action for Childhood Arrivals (DACA). Secretary of Homeland Security announced that certain people who came to the United States as children and who meet several guidelines may request consideration of deferred action for a period of two years, subject to renewal. They are also eligible for work authorization

- 2017 President Trump issued a series of discriminatory executive orders banning Muslims from travel to the United States. The first was Executive Order 13769 Protecting the Nation from Foreign Terrorist Entry into the United States, also known as the Muslim ban; the Supreme Court allowed the third iteration of the Muslim ban to stay in place pending further legal challenges. Separated American families.
- 2018 Deferred Action for Childhood Arrivals (DACA) rescinded by President Trump. Left nearly 700,000 Dreamers eligible for deportation. Was to be effective as of March 2018, but a Supreme Court ruling postponed the effective date to October 2018
- 2020 Memorandum on Excluding Illegal Aliens From the Apportionment Base following the 2020 Census issued by President Trump

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## Executive Committee Agenda Item

SUBJECT: Board of Governors Interview		Month: September	Year: 2020
		Item No: IV. K.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.	Urgent: Yes	
		Time Requested: Closed Session	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Discussion	

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

**BACKGROUND:**

The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.

The Board of Governors – Faculty Appointee Nomination Policy and Procedures states that,

The Officers and Executive Director will screen the applications based on the required and desirable qualifications and determine the candidates for nomination to be interviewed by the Executive Committee.

**September:** All candidates, including sitting Board of Governors members, shall be interviewed by the Executive Committee to be considered for nomination to the Governor.

i. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.

ii. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor’s Office as nominees to fill the Board of Governors appointment(s).

If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new applicants.

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





## Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: September	Year: 2020
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

### BACKGROUND:

A Chancellor’s Office representative will bring items of interest regarding Chancellor’s Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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



## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: September	Year: 2020
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

### BACKGROUND:

President Davison and Vice President May will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

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



## Executive Committee Agenda Item

SUBJECT: Online Community College District Board of Trustees Meeting		Month: September	Year: 2020
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent California Online Community College District Board of Trustees Meeting.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

### BACKGROUND:

President Davison and Vice President May will highlight the California Online Community College District Board of Trustees Meeting. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<https://go.boarddocs.com/ca/cccco/Board.nsf/Public>

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

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



## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: September	Year: 2020
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

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

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

**California Community Colleges Chancellor's Office**  
**Credit for Prior Learning (CPL) Workgroup**  
**Meeting Notes**

**July 23, 2020 | 10 a.m. – 12 p.m.**

<b>Workgroup Members</b>	<b>Organization</b>	<b>In Attendance</b>
Arambula, Raul	CCCCO, Dean	Y
Cruz, Mayra (Co-chair)	ASCCC, 5C	Y
Finch, Wilson	CAEL Consultant	Y
Guiney, Chantee (Co-chair)	CCCCO, Specialist	Y
Henderson, Silvester	ASCCC	N
Justice, Lilian	CACCRAO Rep	N
Lowe, Aisha	CCCCO, Vice Chancellor	Y
Matykiewicz, Edward	ASCCC	N
Nash, Bob	CVC-OEI Consultant	Y
Nelson, Terence	ASCCC	N*
Plug, Michelle	ASCCC	Y
Sampson, Sharon	ASCCC	Y

<b>Guests in Attendance</b>	
<b>Name</b>	<b>Organization</b>
Chacon, Jacqueline	CCCCO
Chapman, Quajuana	CSUCO
Lewis, Jodi	Success Center, Foundation CCC
Lezon, Barbara	CCCCO
Mudgett, Benjamin	Palomar College
Quinn, Bob	CCCCO
Rodriguez, Devin	CCCCO
Rose, Candace	Palomar College
Thomas, Marshall	CSUCO
Lavitt, Melissa	CSUCO
Dr. Peggy Campos*	fill-in on behalf of T. Nelson
Ellen Drinkwater*	fill-in on behalf of T. Nelson

**Workgroup Meeting Recording (7/23/20)** – Please click [\[here\]](#) to listen to/view the Zoom recording with the integrated audio transcript of the workgroup meeting (note: audio transcription is from a separate speech recognition software; please pardon grammatical errors in the audio transcript).

URL to archived recording: [https://cccconfer.zoom.us/rec/share/4eNHDI-o2DILGLeV-lzxRPIMEJnYT6a82iVL-qJcmkIQR1vP-UnQMQ2v-5CC29\\_L](https://cccconfer.zoom.us/rec/share/4eNHDI-o2DILGLeV-lzxRPIMEJnYT6a82iVL-qJcmkIQR1vP-UnQMQ2v-5CC29_L)

**California Community Colleges Chancellor's Office**  
**Credit for Prior Learning (CPL) Workgroup**  
**Meeting Notes**  
**July 23, 2020 | 10 a.m. – 12 p.m.**

**Workgroup Discussion Highlights:**

- Review of draft CPL policy guidance memo and draft toolkit. [discussion at approx. 00:00:36 of audio transcript]
- Review of CCR title 5, § 55050 (d) on policy requirements for college catalog course listing requirements. [discussion at approx. 00:21:34 of audio transcript]
- CPL data reporting requirement [discussion at approx. 00:44:16 of audio transcript]
- Implementation timeline [discussion at approx. 00:54:16 and 00:57:34 of audio transcript]
- Stakeholder updates [discussion at approx. 01:00:19 of audio transcript]
- Next Steps [discussion at approx. 01:10:52 of audio transcript]
- Closing remarks. Meeting adjourned at approximately 11:30 a.m. [approx. 01:18:20 of audio transcript]

**Optional Workgroup Feedback Survey** – Please take a moment to complete this short survey to share feedback on the workgroup meeting experience  
<https://www.surveymzmo.com/s3/5572651/CPL-Work-Group-Participant-Feedback-Survey>

## California Community Colleges Chancellor's Office

### Credit for Prior Learning (CPL) Workgroup

The CPL workgroup provides recommendations and perspectives to the California Community Colleges Chancellor's Office on alternative methods for awarding college credit, to include practices to assist colleges in establishing and maintaining viable credit for prior learning mechanisms.

#### August 20, 2020 Meeting Highlights

- Reviewed Memo and toolkit released to the field on August 14, 2020 and resources posted to Vision Resource Center (VRC).
- Discussed CPL system-wide webinar held on August 18, 2020.
- Reviewed the CPL Timeline.

**August** - Begin development of survey tool to collect district CPL written certs & policies due 12/31/20 (work group feedback)

**September** - Convene Guided Pathways Regional Coordinators (mobilization to support CPL)

**September** - Continue development of survey tool to collect district CPL written certs & policies due 12/31/20

**October** - Launch survey tool to collect district CPL written certs & policies

**December** - District CPL written certs & policies due by 12/31/2020 to CCCCCO

- Reviewed the Draft CPL policy certification form [Re: title 5, section 55050 (n)].
  - Title 5, § 55050 (n) requires districts to submit written certification to CO that CPL policy is adopted and implemented
  - Development of draft certification form in progress
    - Work group assistance and feedback requested
  - Districts to submit policy certifications to CO via online tool (e.g., Survey Gizmo)
- Discussed the proposed focus areas for 20-21 and the formation of focus areas team to support CPL implementation- Ambassadors, Resources, Professional Development activities (including training faculty to use the CPL toolkit) and Research and Data.
- Save the date invitation to ACE (American Council on Education) CPL training, Friday, Sept 18th 9am-12pm. RSVP: <https://forms.gle/SxXdRx2VDQekoBHW7>.

Submitted by Mayra Cruz, CPL Workgroup Co-Chair



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Monday, July 27, 2020

12:00p.m.-3:00p.m. via zoom

### I. Welcome and Meeting Goals

- A. Goal 1: Communal Learning about the implementation of the DEI Integration Plan by workgroup members.
- B. Goal 2: Engage in the development of a glossary and a strategy to communicate the DEI workgroup goals to our system and statewide leaders.

### II. DEI Implementation Workgroup Member Reports

#### A. ACBO

- No rep. present due to family emergency.

#### B. ACHRO

- Email for volunteers from the ACHRO field to assist as subject matter experts with tackling DEI work plan.
- Achro will need legal review to ensure compliance with ed. code of templates and guidelines produced.

#### C. ASCCC

- The work plan has been submitted to the ASCCC executive committee and will be discussed at their meeting in August.

#### D. Campaign for College Opportunity

- The Campaign has established a steering committee focused on the messaging of Prop 16.
- August 4<sup>th</sup> at 5pm there's a kickoff rally for Prop 16 hosted by the Campaign.

#### E. CCCT

- CCCT steering committee composed of 4-5 trustees will serve as coached for the four workgroups established.
- The professional development workgroup will be reaching out to ASCCC and ACHRO to coordinate.

#### F. CEOCCC

- CEO's have had scheduling conflicts and have been unable to meet with Siria. When they are able to meet they will be reaching out to other organizations to coordinate.





- A survey will be sent to CEO's regarding where they are in the EEO plan approval process.

**G. CIO**

- Top 3 priorities identified by CIO's: diversifying search committees, developing a year-long academy for current and future Dean's of color, and innovative hiring methods to ensure a diverse hiring pool.
- The CIO's have created a structure with a DEI committee will identify seven strategy leads and also provide recommendations to the executive committee.
- CIO's will host their third Town Hall on August 5<sup>th</sup> that will discuss diversifying curriculum.

**H. FACCC**

- Coordinating with the Campaign on Prop 16 and possibly prop 15.
- FACCC will be creating a strategic plan to lobby legislators to increase resources for faculty diversity.
- FACCC will also educate legislative, constitutional and trustee candidates they endorse on the importance of diversifying faculty.

**I. SSCCC**

- Three priorities identified: fostering open lines of communication for constructive feedback and dialogues through summits, town halls and forums, providing cultural competency and implicit bias training for SSCCC directors, and adopting a DEI statement for the organization
- Hosting a town hall August 4<sup>th</sup> from 2-4pm on how to be proactive in dismantling institutional barriers for people of color.

**III. Chancellor's Office Updates**

- A.** First reading of the DEI Title 5 changes (comments received to date)
- The Board affirmed their commitment and no comments have been received to date. There is a 45 day public comment period that concludes t the end of August.
- B.** Chancellor's Office Disaggregated Integration Plan
- Workgroup walked through all tier 1 strategies where the Chancellor's Office will lead or partners with organizations for the next 6-12 months. CCCCCO will focus on Tier 2 strategies beginning June 2021.



- Edits have been made and this item will be reviewed again at the next meeting.
- DEI workgroup is required to provide updates to the BOG at the following meetings: Sept. 2020, Mar. 2021, Sept. 2021, and Mar. 2022.

**IV. DEI Strategic Communications Plan**

- A. Draft Glossary of Terms
- B. Strategic Communications Plan



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Wednesday, August 12, 2020

11:00a.m.-1:00p.m. via zoom

### I. Welcome and Meeting Goals

- A. Goal 1: Communal Learning about the implementation of the DEI Integration Plan by workgroup members.
- B. Goal 2: Final changes and consensus around the glossary of terms
- C. Goal 3: Clarity on the expectation for the first implementation report to the Board of Governors.

### II. DEI Implementation Workgroup Member Reports

#### A. ACBO

- Workplan for ACBO presented to their board for review on August 8<sup>th</sup>. Will go back to the board for adoption.
- ACBO discussing making the topic of professional development front and center at annual conferences and workshops.

#### B. ACHRO

- Achro created 10 workgroups and sent out a call for volunteers via the Achro listserv asking for three levels of volunteers.
- Levels for volunteers: people to create templates, policies and new ideas; people to share practices, policies, and procedures that are working well at their district/college that can be included in a best practices handbook; and passive volunteers that can't join a workgroup, but would like to offer suggestions.
- Achro will partner with ASCCC to build out Canvas module.

#### C. ASCCC

- ASCCC executive committee meeting to discuss how they will execute the items remaining on their work plan.
- Proposal for the Strengthening Student Success Conference was accepted. (Conference in October). They would like examples of colleges that have modified faculty hiring processes to create more diverse hiring pools and more diverse results.



- Note: Martha Garcia suggests connecting with Dr. Keith Curry, Dr. Jose Fiero, and Dr. Tammeil Gilkerson who previously presented on best practices in regard to hiring, recruitment and hiring of diverse employees including their data collection methods.

**D. Campaign for College Opportunity**

- The Campaign has been heavily focused on ballot initiatives. Thus far, polling illustrates that it will be a tight race for prop 16. There has been opposition particularly focused and gaining steam in the Latin X Community.

**E. CCCT**

- CCCT has broken the work down into 4 workgroups with weekly steering meetings. The workgroups have begun to meet and discuss how they will tackle their portion of the work plan.
- Impediments to progress: Not having a full Zoom account.
- Trustees are coordinating efforts in a policy and fiduciary responsibility.

**F. CEOCCC**

- A survey will be sent to CEO's regarding where they are in the EEO plan approval process. They would like to coordinate with ACHRO's workgroup 10 in regard to EEO.

**G. CIO**

- CIO's hosted their third town hall focused on anti-racist curriculum.
- A draft work plan has been submitted; strategy leads have been identified for the CIO DEI committee and will meet the following week.

**H. FACCC**

- People of color committee met to discuss the work plan; adjustment were made based on the conversation at the meeting.
- FACCC inquired on bringing labor unions to the DEI workgroup table to assist in conversations related to labor negotiations identified in the work plans.
- Note: instead of adding additional members to the workgroup, it is important for us to think through how we engage our union colleagues.

**I. SSSCC**

- SSSCC Town Hall discussing the student experience



- SSSCC will continue to host town halls to provide the student perspective and elevate the student voice.

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

#### **A. Draft Glossary of Terms**

#### **B. Chancellor's Office Disaggregated Integration Plan**

### **IV. Implementation Report to the Board of Governors**

- Template provided for each organization to include a 500 word update for the Board of Governors on the progress of their organization.

### **V. Parking Lot**

- How do we bring in and engage our union partners into this work (ie: presenting at their conferences, inviting them to a DEI workgroup meeting, having a brainstorm session).
- Progress update on the communication plan.

## Diversity Equity and Inclusion Implementation Workgroup- Progress Report to the Board of Governors

### ASCCC Update

The Academic Senate for California Community Colleges (ASCCC) has established three areas of focus for 2020-2021. One of the areas of focus is Equity Driven System, which includes faculty diversification as well as the implementation of the new Faculty Empowerment and Leadership Academy (FELA), a faculty mentorship program designed to meet the needs of diverse faculty. The organization's leadership is committed to integrating diversity, equity and inclusion in its standing committees and have assigned the identified tier 1 strategies to its standing committees with regular reports at every executive committee meeting. In addition, the ASCCC has liaisons from system partners to provide expertise from other perspectives to inform the work of the ASCCC.

For the last two years, the ASCCC has intentionally designed faculty meetings and professional development with the lens of diversity, equity, and inclusion to communicate the importance of diverse faculty representation and perspectives and emphasize its impact on student success. We expect a comprehensive review and adoption of the formal revision to our mission, vision, and values statements will take place at the Fall 2020 plenary session.

The ASCCC is proud of the diversity, equity and inclusion work accomplished over the last two years while recognizing there is much more to do. Beyond the internal shaping of our work, the development of the [Model Hiring Principles and Procedures](#) (a Canvas site consisting of three (3) modules: pre-hiring, hiring and post-hiring) is the most tangible result of our work. The modules were developed in collaboration with system partners including the Association of Chief Human Resource Officers (ACHRO) and Chief Instructional Officers (CIOs). Each module has various processes to review and includes principles, guiding questions, activities, resources, and tools to support the review and revision of local faculty hiring processes. Several of the activities delineated in the DEI Implementation plan have been addressed with the development of the module as a tool to improve faculty diversification outcomes and affect students' success outcomes. The modules offer, (1) guidance on diversifying hiring and screening committees; (2) tools to assess diverse representation; (3) guidance on hiring committees including evaluation of the minimum qualifications; and (4) model hiring documents. This is the framework for continued improvement through the input of our system partners to create an even more robust tool for colleges.

The ASCCC appreciates the Board of Governors' commitment to our DEI work and asks you to continue to support our collaborative efforts with the Chancellor's Office and our system partners. Faculty diversification and culture change at the colleges remain our shared focus and we are specifically designing professional development and learning opportunities for faculty and the colleges. Dedicated resources can assist with the implementation of the Faculty Empowerment and Leadership Academy and providing high-touch support to college academic senates as they grapple with the inherent racism of our systems. We urge you to remain diligent in your efforts to keep this issue at the forefront of our efforts so that we can continue to make progress on our shared goal to ensure equitable educational opportunities to our students and communities.

Submitted by Dr. John Stankas and Mayra Cruz, DEI Implementation Workgroup Representatives  
September 26, 2020

## MEETING MINUTES

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

Wednesday, June 24, 2020 (10:30 a.m. – 1:30 p.m.)

Virtual Zoom Meeting

Co-Chair: Dr. Daisy Gonzales (Chancellor's Office)

Co-Chair: Dolores Davison (President of the ASCCC)

#### Welcome and Introductions

Dr. Gonzales opened the advisory committee meeting and welcomed everyone attending virtually. Dr. Gonzales commented on all of the new faces to the committee and thanked Dolores Davison for volunteering to be the co-chair of the EEO & Diversity Advisory Committee and congratulated her on becoming President of the Academic Senate of the California Community Colleges.

Dr. Gonzales noted a few changes to the agenda. Specifically, the addition of adding to all future agendas the Chancellor's Office EEO and Diversity Advisory Committee Purpose Statement/Charter. The charter is documented in our agenda to remind us of the language and whether, as written, it is still appropriate for the work that we are doing and the work we hope to do in 2021.

A second change is adding clear goals to the agenda and requesting reports from advisory committee member and their organizations. A key goal in the charter is to provide a space for collaboration and communication and this is why it has been added to the agenda for all future meetings. The Chancellor's office will be listening for any challenges you may be having or any needs that you may have, so please include in your reports.

Lastly, Dr. Gonzales mentioned that committee members will notice a cross pollination of speakers from the divisions of the Chancellor's office to come and speak and this is due to the Vision for Success as it is rooted in equity and EEO is a key focus of our office, it is a key focus of all the work and how it culminates around student success and equity. Today, you will meet a new member to our team at the Chancellor's office, Dr. Siria Martinez who is Assistant Vice Chancellor of the IEPI division and will be presenting on the work IEPI has and how it relates to EEO and Diversity. Moving forward, we will have Vice Chancellor, Lizette Navarette come and speak to us about the budget and how we might be more effective in advocating and collaborating together with her team and another speaker will be Vice Chancellor, David O'Brien from our Government Affairs division.

Below is list of attendees who introduced themselves.

Daisy Gonzales, Deputy Chancellor, CCCCCO  
Dolores Davison, President of the ASCCC  
Stacy Zuniga, State Center CCD  
David Betts, ACCCA, Chabot-Las Positas CCD  
Dr. LaTonya Parker, ASCCC  
Dr. Mayra Cruz, ASCCC  
Sussanah Sydney, Santa Rosa Jr. CCD  
Marissa Perez, Board of Trustee, Cerritos CCD  
Johanna Palkowitz, San Diego CCD  
Hildy Aguinaldo, Member of the Board of Governors  
Angela Hoyt, Cabrillo College  
Eric Ramones, West Valley-Mission College  
Fermin Villegas, CCCCCO  
Pricilla Pereschica, Success Center  
Greg Smith, Shasta College  
Ebony Lopez, CCCCCO  
Tanya Bosch, CCCCCO  
James Todd, San Joaquin Delta CCD  
Dr. Siria Martinez, CCCCCO

## **2. Today's Goals:**

- a. Adopt our FY 2020-21 EEO & Diversity Advisory Committee Goals and Timeline.
- b. Identify areas of collaboration and coordination.

Dr. Gonzales:

This committee meeting has two goals. One goal is to make sure that all of the language was added to the goals sheet from the last meeting as there were edits. If you have any further changes, we should discuss those changes. The second goal is to identify areas for collaboration and coordination. A request for questions or suggested changes to the goals sheet was made. No changes were requested by committee members.

## **3. Approval of the February 13, 2020 Meeting Minutes**

Dr. Gonzales requested to know if any members had any corrections to the meeting minutes otherwise she would like to formally adopt the meeting minutes from December 13, 2020. Consensus was reached through virtual thumbs up from a committee members.

## **4. Chancellor's Office Updates**

- a. Welcome new Advisory members and Assistant Vice Chancellor of Student Equity and Success, Dr. Siria Martinez.



b. Call to Action (see attachments 1 & 2)

c. State Budget Update

Dr. Gonzales sent the below to the Chat Box as an updates on the Budget for CCC.\

For more information please visit the Budget News section of the Chancellor's Office website:  
[www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News](http://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News) .

Fermin to complete a memo to the field regarding the EEO allocation fund amount for this year. FON penalties will not be included due to the executive order waiver due to the pandemic.

### **5. EEO Updates from Advisory Committee Members and their Organizations:**

#### **ACCCA Representative – David Betts**

David mentioned that ACCCA has a big focus on professional development and now that he knows this is a part of the agenda, moving forward, he will provide announcements.

#### **ACHRO Representative(s) – Dr. Eric Romanes and Angela Hoyt**

##### **Angela Hoyt:**

As most know, the ACHRO conference will not happen this year but they are talking about having Friday Zoom conferences to provide professional development and training that usually is provided at the ACHRO conference. It would be great to have all of the resources this group has gathered specifically the topics of what the anti-racism community looks like in our community college system and how does it translate for our employees, for our hiring practices and mostly for the students.

At Cabrillo College, an initiative that my department has driven this past season is to eliminate the need for requesting letters of recommendation, particularly with respect to faculty hiring processes as this creates a large barrier for people of color and women. By doing this, our application amount was so much more expanded.

My question is, what type of work, if any, has been done among statewide faculty senate to try and get that message out and to provide the data and information that it is a good practice and that we should all be doing it? Mayra and Angela will connect off-line to discuss this issue and report back later if any new information comes.

##### **Greg Smith:**

Irma Ramos and I participated in a few different task forces representing ACHRO around diversification strategies and in particular the work that we have done with the Academic Senate.

The resources they have been putting together is really exciting. So seeing all of this new work, we reached out to ACHRO and the new equity chair, Shawn Baker Hall and are putting together a workgroup of ACHRO members to start to build templates and processes of what we currently have in the system. It is working really well developing new things that we have not done before. We will provide those to the Academic Senate to include in their modules.

**ASCCC Representative(s) – Mayra Cruz and Dr. LaTonya Parker**

**Board of Governors Representative – Hildy Aguinaldo**

**Classified Representative – Nancy Lopez-Martinez**

No update, did not attend due to technology issues.

**CSSO Representative – Primavera Arvizu**

No update, did not attend.

**Trustee Representative – Marisa Perez**

The league is hosting weekly webinars for trustees every week on Thursdays at 12 noon.

Calendar of events below.

On July 4, 2020 they will host a discussion on Diversity, Equity and Inclusion.

On July 11, 2020, a trustee call to action with African American male Education Network and the African American CCC trustees.

There is interest in the league of have a webinar on policing, Administration of Justice Programs, campus policing and also a webinar on hiring.

November 17 -20, 2020 – The league’s annual convention will be virtual this year.

There is discussion about having a group of trustees to discuss DEI at the plenary level.

Lastly, June 5, 2020, the trustees and the CEO board approved a joint resolution approving our commitment to student success for black and African American students.

**6. California Community Colleges Registry Update (see attachment 3)**

Fermin Villegas:

Beth Au, Registry representative could not attend today’s meeting due to a training at her college but she did submit two documents which summarize the state of the registry. Please see attachments 3 and 3A.

The recommendation in the taskforce report about the registry, the Chancellor's office has searched for consultants to look at a broad view of the registry and a consultant has been hired. Beginning in July 2020 they will take a deep dive, reach out to stakeholders in various groups to see what is in the system and what the needs are for the registry. The consulting group hired with provide recommendations, we will consider those recommendations and bring it back to the committee to review. The recommendation would be presented to BOG at the September meeting and finalized in November. Implementation will be in 2122.

A question came up in committee of who is designing the questions. The questions are being designed in-house by the IEPI division. Dr. Gonzales states that we should also consider some in this group like Dolores, David and Greg. David agreed to assist. Fermin stated that anyone else who wishes to help to please email him.

Lastly, one committee member stated that his hope would be that underrepresented districts be represented and looked at with regard to the registry. The smaller district do not have other platforms like bigger district, they just have the registry. Mr. Villegas confirmed that they are looking at a large overview of districts, so small district would be included.

## **7. Update on EEO Plans & MM Working Group with proposed adoption of the new DEI statement**

Mr. Villegas gave an update and timeline for approval of the Diversity, Equity and Inclusion Title 5 regulation and also discussed was the statement. The regulation will be submitted for approval in the July Consultation Council (CC) and BOG meeting for a first reading. In the September BOG meeting the regulation will be on second reading and hopefully adopt by the Board.

The statement was reviewed by this advisory prior to the adoption by the BOG in September 2019. The statement, if changes are suggested by this committee they would need to made and considered by the DEI task force.

The regulation can be changed now and also when it is out for comment.

Two committee members had issues with the word "vestiges" in section c of the regulation and recommended it be removed.

Fermin requested that all changes/comments by the committee members be emailed to him by Friday, June 26<sup>th</sup> in order to meet the CC deadline.

Dr. Gonzales asked the academic senate how they came to removing the word vestiges from their statement? Dolores states the statement came to a plenary session and someone brought up that the word vestiges should be removed so it was struck from the statement.

Tanya Bosch is to send the regulation language viewed in the meeting to all EEO members and state when all comments are due for submission to Fermin Villegas.

A second update Fermin provided to the committee was an update on the EEO plans and MM working group. They are working on the title 5 regulations and hope to be finished with all updates by early next year, 2021 with implementation to all in the 2122 academic year.

#### **8. FY 2020-21 Goals for the EEO & Diversity Advisory Committee (see attachment 4)**

Dr. Gonzales:

The advisory committee determined that there would be five goals. The first two goals are regulations and the third one is related to disseminating a guidance memo. The fourth goal was improving the registry and advocating for additional resources, ongoing, and to review in December 2020. The fifth goal was to host one annual professional development event which will be hard as we are stuck in a virtual world currently but if we are creative we can do it. There was also discussion of a webinar series early on that meets our needs. Dr. Gonzales asked for any comments or question from the committee member. No comments from members. Dr. Gonzales asks for the groups support and received at least four thumbs up. The committee will use this goals document to hold ourselves accountable for future deadlines.

#### **9. EEO & Diversity, Equity & inclusion Professional Development & Technical assistance tools for IEPI (Dr. Martinez) (see attachment 5)**

Dr. Gonzales introduced Dr. Martinez who is our new assistant vice chancellor who leads our IEPI division. Dr. Martinez will discuss the efforts her division is working on related to EEO and Diversity and to also seek your input on the document she is presenting to our members (see attachment 5).

Dr. Martinez stated that IEPI funds are used in two ways. The first is to promote the technical assistance to create college districts and demonstrate low performance in areas of operation and the second way IEPI may use funds is to provide regional and online workshops and training to community college personnel to promote statewide priorities including statewide initiatives that align with the BOG vision for success. Attachment 5 contains calendar events, please view for more information on upcoming workshops and events for 2020-2022.

Dr. Martinez would like to know from members what the needs are so she can start working with her team. Some suggestions from members would be around professional development opportunities, to launch the toolkit. Stage workshops and trainings.

Another suggestion was to put together a quarterly, one page newsletter that goes out to highlight all the different resources available to everyone in the field. Place the newsletter on the Vision Resource Center.

Dr. Gonzales stated that one of the charters of this advisory group is to communicate with the field and feels that congregating all the resources highlighted and sharing it with others in the field would be great.

#### **10. Events & Resources / Announcements from Advisory Committee Members**

No information to add to this section as announcements were covered in #5.

#### **11. Future Advisory Committee Meetings in 2020. August 13<sup>th</sup> and December 10<sup>th</sup>.**

A conflict was mentioned regarding the next EEO meeting date of August 13, 2020. August 13, 2020 is the ASCCC's executive committee meeting so all faculty representative on the committee will not be able to attend and are requesting if the meeting can be moved to the morning of August 12, 2020. The following week is Consultation Council on that Thursday and they may need to meet before CC's deadline and also the BOG submission deadline of August 28, 2020, to discuss the EEO plan and the regulation changes. Dr. Gonzales asked if there were any challenges from members for the August 12<sup>th</sup> date or the December 10, 2020 dates, no challenges found. Greg, did bring up that there is a DEI taskforce meeting in the afternoon of the 12<sup>th</sup>. Dr. Gonzales confirmed this and said that the Chancellor's office will follow-up with a Doodle poll for August 12<sup>th</sup> date. The key focus will be the EEO plans and regulations.

Dr. Gonzales thanked everyone for joining us today and for being open to have this conversation.

#### **Attachments:**

1. 2020 DEI Legislative Report
2. Call to Action Letter
3. CCC Registry Update
4. FY 2020-21 Goals for the EEO & Diversity Advisory Committee
5. Professional Development and Technical Assistance from IEPI

#### **Chancellor's Office Equal Employment Opportunity and Diversity Advisory Committee Purpose Statement**

"The purpose of the state Chancellor's Office Equal Employment Opportunity (EEO) and Diversity Advisory Committee is multifaceted. The Advisory Committee will facilitate and improve the communication between the state Chancellor's Office and the community college

districts in regard to human resources matters with a focus on diversity and EEO Programs. The Committee is also a forum for the exchange of information to drive the promotion, creation or implementation of effective EEO and diversity programs. The Committee will develop resources such as samples and best practices which can be shared with districts throughout the state. The Committee consists of a diverse representation of community college constituency group leaders and human resource professionals throughout the state. The statewide EEO and Diversity Advisory Committee meets quarterly throughout the year to exchange information, develop resources, and promote best practices on issues related to diversity and the community college district EEO programs.” — *Purpose Statement 2017 Legislative Report*

**Chat Box – EEO & Diversity Advisory Committee 6-24-2020 – Cut and Paste from Zoom.**

From Marisa Perez to Everyone: 10:30 AM

Marisa Perez, representing the CCCT Board - here :-)

From Mayra Cruz (she/her/ella) to Everyone: 11:05 AM

ASCCC Model Hiring Principles & Procedures (launching late summer 2020)

<https://ccconlineed.instructure.com/courses/5733>

From DR. LATONYA PARKER to Everyone: 11:21 AM

In addressing systemic change in CCC's, specifying or presenting a model of what an anti-racism climate looks like. Yes, this will be different for each institution.

Accountability- What happens when local BoT's do not respond to the Call to Action?

From James Todd to Me: (Privately) 11:25 AM

tonya, I'm getting pulled into an emergency meeting with my president. I'll try to return as soon as possible.

From DR. LATONYA PARKER to Everyone: 11:28 AM

Well stated David, Thank you!

From Daisy Gonzales to Everyone: 11:28 AM

For California Community Colleges, the 2020-21 budget agreement prevents cuts to apportionments and categoricals. Rejects the May Revision proposal to cut apportionment funding.

Approves the May Revision proposal to extend minimum revenue provisions (hold harmless) under the Student Centered Funding Formula by an additional two years.

No COLA and no enrollment growth.

Approves a \$662.1 million deferral from 2020-21 to 2021-22. Includes trailer bill language to allow hardship exemptions.

Includes a trigger deferral of \$791.1 million Proposition 98. This deferral would be withdrawn if the state receives federal funding. Includes \$120 million one-time from Proposition 98 and federal funds to support a basic needs/learning loss/COVID-19 response block grant to colleges. Support expenses such as mental health services, housing and food insecurity, re-engagement for students who left college in Spring 2020, technology and development of online courses, and student supports.

Protects against cuts to any categorical programs, the Strong Workforce Program and Student Equity and Achievement, keeping the programs at 2019-20 spending levels.

Creates a food pantry expense within the Student Equity and Achievement Program.

Provides \$10 million ongoing support for immigrant legal services.

From Daisy Gonzales to Everyone: 11:28 AM

Reduces funding for Calbright College by \$5 million ongoing and \$40 million one-time.

Prohibits community college district boards from terminating the services of any permanent or probationary classified employees of the school district or community college district that hold classifications in or are assigned to positions in nutrition, transportation, or custodial services.

For more information please visit the Budget News section of the Chancellor's Office website: [www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News](http://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News).

From Marisa Perez to Everyone: 11:41 AM

Daisy, may I please give my update next? I need to leave for an appointment. Sorry about that. Thank you!

From Daisy Gonzales to Me: (Privately) 12:02 PM

please scroll down on the screen agenda  
how many more items do we have?

From DR. LATONYA PARKER to Everyone: 12:05 PM

CSSO rep who is not here should be considered to assist with the recommendations as well

From Dolores Davison to Everyone: 12:06 PM

Absolutely. Thank you Dr. Parker!

From Angela Hoyt to Everyone: 12:37 PM

Thank you. Where can I find a copy of the document Fermin is discussing and is showing on the shared screen?

From Ebony to Me: (Privately) 12:41 PM

can you zoom out to show the full statement

From Stacy Zuniga to Everyone: 12:47 PM

This statement is located in Appendix B of the Vision for Success Diversity, Equity, and Inclusion Task Force document that was sent to us (page 30)

From Angela Hoyt to Everyone: 12:48 PM

Thank you Stacy!

From Mayra Cruz (she/her/ella) to Everyone: 01:12 PM

Name “explicit bias”

I would also like to suggest that we expand the concept of cultural competence to include the spectrum to cultural proficiency and cultural humility.

From Eric Ramones to Everyone: 01:15 PM

I have to go to another zoom meeting. Thank you everyone for this important work and I will be in touch with Daisy offline.

From DR. LATONYA PARKER to Everyone: 01:15 PM

<https://docs.google.com/document/d/1iO7XccxJ2a9keKSm4z2kXF6D3sz-PugCGlZ00tALAFe/edit>

From Dolores Davison to Everyone: 01:15 PM

Thanks Eric!

From Mayra Cruz (she/her/ella) to Everyone: 01:22 PM

<https://asccc.org/content/introducing-cte-minimum-qualifications-toolkit>

This is the correct link of the CTE Faculty Minimum Qualifications Toolkit

[https://www.asccc.org/sites/default/files/ADAversion\\_CTEMinQualsToolkit.pdf](https://www.asccc.org/sites/default/files/ADAversion_CTEMinQualsToolkit.pdf)

Thank you all!



**Statewide EEO & Diversity Advisory Committee  
MEMBERSHIP LIST  
September 2, 2020**

<p>Hildegarde Aguinaldo Member of the Board of Governors</p> <p>Dr. Daisy Gonzales, <b>Co-Chair</b> Deputy Chancellor, Chancellor’s Office</p> <p>Dolores Davison, <b>Co-Chair</b> President of the ASCCC</p> <p><b><u>Bay Area region:</u></b> Dr. Eric Ramones West Valley Mission CCD</p> <p>Angela Hoyt Cabrillo CCD</p> <p><b><u>Southern California region:</u></b> Sokha Song Mt. San Antonio College</p> <p>Flavio Medina-Martin Santa Clarita CCD</p> <p>April He’bert Mt. San Jacinto, CCD</p> <p>Arturo Ocampo North Orange CCD</p> <p>Jo Palkowitz San Diego CCD</p> <p><b><u>Central region:</u></b> Vacant Rep Central region</p> <p>Stacy Zuniga State Center CCD</p> <p><b><u>Northern California region:</u></b> Vacant Northern CA Rep</p> <p>Sussanah Sydney Santa Rosa Jr. College</p> <p><b>ACCCA Rep</b> David Betts Chabot-Las Positas CCD</p>	<p><b>Academic Senate (ASCCC) Reps</b> Mayra Cruz Foothill-De Anza CCD</p> <p>LaTonya Parker Moreno Valley College</p> <p><b>CEO Rep</b> Vacant CEO Rep</p> <p><b>Trustee Rep</b> Marisa Perez, Cerritos CCD</p> <p><b>Chief Student Services Officer (CSSO) Rep</b> Primavera Arvizu Porterville College</p> <p><b>Data Analysis Expert</b> Greg Smith, Shasta College</p> <p><b>Chief Instructional Officer (CIO) Rep</b> Dr. Stacy Thompson Chabot College</p> <p><b>Classified Rep</b> Nancy Lopez-Martinez, retiree CSEA</p> <p><b>Student Senate Rep (SSCCC)</b> Katherine Squire</p> <p><b>Chancellor’s Office</b> Fermin Villegas, Deputy Counsel</p> <p>Dr. Siria Martinez, Assistant Vice Chancellor of IEPI</p> <p>Beth Au, CCC Registry, Yosemite CCD*</p> <p>*Vendor</p>
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## Pathways to Equity Conference Workgroup

July 31, 2020

10:00 a.m. – 11:30 p.m.

Meeting URL: <https://cccconfer.zoom.us/j/967689806>

Meeting ID: 967 689 806

Join by phone: (669) 900 6833 or (646) 876 9923

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### Event Changes

- Now a *virtual* event – September 29 & 30
- Slightly modified focus: ensuring equity within a distance ed/remote student services Guided Pathways framework
  - The event will help answer the question: how do we continue the critical equity work toward the goals of the Vision for Success and the Call to Action?
- Screen-intensive format means a slightly shorter event – under one and a half days
- Fewer session offerings
- Our goal is to *maintain*:
  - Focus on proven equity strategies with actionable takeaways for attendees
  - Student participation/involvement
  - Networking opportunities
  - Regional coordinator involvement

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### Draft Agenda

- Shorter event, and shorter sessions/presentations
  - Now 30-45 min featured sessions
  - 30 min break-outs with 15 min Q&A
  - Scheduled networking time
- Time between session for bio breaks
- Scheduled longer breaks (tech breaks, or just off-screen time)
- Day 1 9am to 2 or 3pm; Day 2 concludes before lunchtime
- **Considering**: Lunch provided (via a voucher for food delivery) on Day 1?
  - After discussion, **workgroup consensus** was to skip the lunch voucher and instead look into offering an event kit (mailed to registrants beforehand) to include supporting materials (book, articles, breakout session topic prompts, sing-ups) and self-care items
- **Considering**: Mental health/recognition of hard work and stressors of past 6 months – either part of opening or breaks or break out sessions?
  - **Workgroup consensus** was to go further and infuse self-care/support *throughout* the event or even focus ½ the event on this – ideas: inspiring opening session, sessions by practitioners, resources on event site, yoga or other stress alleviation activities, resources/tools in registration “kit”
- Additional ideas from workgroup:

- 
- First opening session speaker should be a very inspirational and motivating person – the work and the environment have been exhausting – need to inject passion, inspiration, appreciation and motivation
  - A video with images of accomplishments/successes, with a voice over. And/or...Video clips of “stories from the field” students/practitioners discussing equity work/experiences/self-care – may be shown at openings of sessions, between sessions, during breaks, etc.
  - Rethink the conference in a new way – an authentic online professional learning experience – rather than just moving a conference online (with set sessions and tracks) And perhaps beginning with something less intense and “webinar-y” at the start.
  - Interaction is key. Allow for a lot of networking time.
  - Important to have time for reflection in this event. Lunch not on required screen time - but perhaps could have a video playing or images and music for those who will leave it up and on during lunch break.
  - Idea to produce a video with clips of the event planning committee members talking about the event– “from the field for the field” (to help generate excitement for the event, and to help folks understand the intent and goals). [Beth Kay](#) would like members to email her if they are interested in being part of the video. (We hope most if not all members would be willing to add their voice!) She will draft some prompting “interview” questions and send to the group for feedback.
- 

## Event Platform

- Bizzabo has been selected. Group was provided a walk-through. Beneficial features:
    - Mobile-friendly
    - Green room for presenters/moderators
    - Typical presentation features: screen-share, multi-media, whiteboard, Q&A, chat, polling
    - Ability to customize the event site to CO/event brand
    - Event site will be up several weeks before event, so registrants can visit to view, click around, find resources, watch videos....
    - Will have links to VRC from event site. A new Pathways to Equity Community in VRC.
    - Possibility of using a separate platform for the networking aspect of the event – with more features and better engagement, and can have the networking page up at the same time as the event platform.
  - Additional ideas from group:
    - Think about ways to add the “human” aspect to the event platform (the example event we viewed was a little stark). Could add photos of practitioners and students, quotes, videos, resources, etc. It is customizable!
- 

## Registration

- Cvent – a familiar platform for our system
  - Attendee data will be uploaded into Bizzabo
  - Registration will go live in 2 weeks
  - Registration fees:
    - Early bird - \$50 (for two weeks)
    - Regular - \$75 (closes two weeks prior to event)
  - **Considering:** Cap on attendees?
    - **Workgroup consensus** is no cap/limit on attendees
      - Will need to keep in mind timing if we mail registration kits to each attendee
-

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- Break out session cap is 400 per.
  - Shorter sessions and large attendance will affect participation by attendees. These will be structured with 30 mins of info by presenter, then 15 mins of Q&A. Will need to be mindful of group size and ensure sessions are moderated accordingly.
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### **Communication/Marketing**

- Marketing schedule is being revised
  - Email announcement to field will be sent today or Monday – including call for proposals (new deadline is August 21)
  - Registration announcement in 2 weeks
  - Planned continued communications over the next 8 weeks
- 

### **Next Steps – What’s Needed from You!**

- Help spread the word about this event to colleagues!!
  - Let [Beth](#) know if you’re willing to send her a video of yourself. Do you know of others in the field who have great stories to share? - colleagues or students – refer them to us so we can collect videos before the event.
  - Subgroups to ramp up! Featured Sessions/Keynotes; Call for Proposals/ Workshop Sessions; Student Engagement; MarCom; Sponsors; Volunteers – watch for emails and meetings.
  - Volunteer to moderate sessions, if you’re interested.
  - Lots of work to be done within subgroups, but let’s keep in touch via email as well.
  - GO PLANNING TEAM!
- 

### **Additional Instruction:**

Please cc all members of the internal workgroup when responding, so we are all kept informed on activities. Thank you.