Academic Senate for California Community Colleges
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EXECUTIVE COMMITTEE MEETING

Friday, January 12, 2018 to Saturday, January 13, 2018

The Mission Inn Hotel & Spa
3649 Mission Inn Avenue, Riverside, CA 92501
Meeting Room: Renaissance Salon

Thursday, January 11, 2018
7:00 p.m. to 9:00 p.m. Strategic Planning Dinner
Mario's Place
3646 Mission Inn Avenue, Riverside, CA 92501

Friday, January 12, 2018
7:30 a.m. to 8:00 a.m. Breakfast
8:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 1:00 p.m. Working Lunch
1:00 p.m. to 5:15 p.m. Closed Session
5:15 p.m. to 5:30 p.m. Executive Committee Meeting
6:00 p.m. to 8:00 p.m. Dinner
Las Campanas Mexican Cuisine & Cantina at The Mission Inn Hotel & Spa
3649 Mission Avenue, Riverside, CA 92501

Saturday, December 2, 2018
7:30 a.m. to 8:00 a.m. Breakfast
8:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Working Lunch
12:30 p.m. to 2:30 p.m. Executive Committee Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Ashley Fisher at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

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

D. Calendar

E. Action Tracking

F. Local Senate Visits

G. Dinner Arrangements

H. One Minute Accomplishment

II. CONSENT CALENDAR

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

B. Evaluation and Certification of Coursework from Home Schools Task Group, Beach

C. Accreditation Institute Program, May

D. Spring 2018 Curriculum Regional Meetings, Rutan

III. REPORTS

A. President's/Executive Director's Report – 20 mins., Bruno/Adams

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

C. Liaison Oral Reports *(please keep report to 5 mins., each)*
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, CIO, FACCC, and the Student Senate.

IV. ACTION ITEMS

A. Update of the ASCCC Strategic Plan – 2.5 hours, Stanskas
The Executive Committee will discuss and develop the goals for the 2018-2021 ASCCC Strategic Plan.

B. Legislation and Government Update – 20 mins., Stanskas
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.

C. Vendor Notation in ASCCC Program for Institutes and Sessions – 10 mins., Bruno
The Executive Committee will discuss whether or not to remove the "vendor" notation included in the breakout title of the event's program when it comes to sponsorships from partner organizations.

D. Spring Plenary Planning – 20 mins., Bruno
The Executive Committee will discuss and approve a theme for the 2018 Spring Plenary Session and discuss potential keynote speakers.

E. Liaison from the Council of Chief Librarians (CCL) to the ASCCC – 15 mins., Bruno
In order to build a stronger relationship with the ASCCC, the Executive Committee will discuss and consider establishing a CCL liaison position.

F. CCC Guided Pathways Award Program – 20 mins., Bruno
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

G. Succession Planning – 1 hour, Stanskas
The Executive Committee will review the Executive Director job description and discuss possible revisions.

H. Resolutions Handbook Revisions – 30 mins., May
The Executive Committee will provide direction to the Resolutions Operational Committee for revisions to the Resolutions Handbook.

I. EDAC Regionals for Spring 2018 – 20 mins., Davison
The Executive Committee will discuss and consider for approval dates and topics for the spring EDAC regionals.

J. Apprenticeship Minimum Qualifications – 20 mins., Freitas/Slattery-Farrell
The Executive Committee will be provided an update on these efforts and may consider action and direction on next steps.

K. Guided Pathways Survey – 10 mins., Roberson
The Executive Committee will discuss, provide feedback, and consider for approval distribution of the proposed survey.

L. Model Policy for Educational Programs Developed Using Grant or External Funding- 10 mins., Beach
The Executive Committee will review and provide feedback for model policy.

M. "Effective Practices for Educational Program Development" Paper – 10 mins., Beach
The Executive Committee will review and provide feedback for the proposed paper.

N. Approve Filing of Federal Form 990 Fiscal Year 2016 Tax Return – 15 mins., Freitas/Mica *(Time certain on Friday at 11:20 a.m.)*
The Executive Committee will be presented the Form 990 for Fiscal Year 2016 for review and approval.

O. ASCCC Budget Performance – 20 mins., Freitas/Mica
The Executive Committee will be updated on the budget performance for the second quarter and take actions as needed.

P. Partnership with the Chair Academy – 15 mins., Aschenbach
The Executive Committee will discuss and consider a partnership with the Chair Academy.

Q. ASCCC Role with Civic Engagement – 15 mins., Davison
The Executive Committee will discuss the direction they wish to move in terms of civic engagement activities.

R. Board of Governors Interviews – Closed Session, Bruno
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 – 45 mins. *(Time certain on Saturday at 10:00 a.m.)*
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. University of California Transfer Initiative – 10 mins., Stanskas
The Executive Committee will be provided an update on the University of California Office of the President (UCOP) Task Force.

C. California State University EO 1100/1110 Implementation Timelines and Guiding Principles for Quantitative Reasoning – 15 mins., May

The Executive Committee will review, discuss, and provide feedback on the CSU Quantitative Reasoning Task Force draft documents regarding the EO 1100/1110 Timelines and Guiding Principles for Quantitative Reasoning.

D. Meeting Debrief – 20 min., Bruno

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

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

A. Standing Committee Minutes

i. Accreditation Committee, May
ii. Curriculum Committee, Rutan
iii. Noncredit Committee, Freitas
iv. Resolutions Committee, May
v. Standards and Practices Committee, Freitas

B. Liaison Reports

i. California Community Colleges Curriculum Committee (5C), Rutan
ii. California Community Colleges Math Task Force, May
iii. Educational Planning Initiative Steering Committee, Beach
iv. Telecommunications and Technology Advisory Committee, Freitas

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Costa Mesa – February 2-3, 2018

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

Reminders/Due Dates

January 12-13, 2018:

- Develop a theme for Spring Plenary Session
- Discuss ideas for breakout topics for Spring Plenary Session

January 16, 2018:

- Agenda items for February 2-3 meeting
- Reports
- Action Tracking updates
- Breakout topics due to Executive Director for reading at February Executive Committee meeting

January 22, 2018:

- Paragraph for ASCCC Event Website Introduction and Communication due to Communications and Development Director (Erika Prasad)

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

REGIONAL MEETINGS DATES

DATES
September 15/16 – OER Regional
*September 22/23 – CTE Regional
October 20/21
*October 27/28 – Civil Discourse
*November 17/18 – Curriculum
February 9/10 – OER
February 16/17
*March 9/10 – CTE Regional
*March 8 and 9 – TASSC Regional
March 30/31
April 6/7
April 27/28

*Approved

Academic Senate

2017 - 2018

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

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

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
	Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			The Operational Committee will agendize this policy.
	A2Mend	June	2017	II. D.	Davison	October	Assigned			EDAC will bring back a recommendation about how to partner with A2Mend in the future.
	Periodic Review Report Recommendations	June	2017	II. F.	Adams	January/February	In progress			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Chairs	September	Assigned			The Accreditation and Curriculum Committee chairs will solicit members to serve on a task force to address Resolution 9.01 S17.
	Resolution Handbook	June	2017	II. I.	Stanskas	November/April	Assigned			When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.
	Leadership Survey	June	2017	IV. F.	Adams	June/September	In progress			The survey was passed out at the Faculty Leadership Institute. The RwLS Committee will review the survey summary and determine if another survey should be sent to the SP listserv. The RwLS requested that the survey be sent to the senate presidents. 12/6/17 update - the survey has been sent and results will be discussed in RwLS.
	ASCCC Professional Development	June	2017	IV. L	Aschenbach	September	In progress			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
	Executive Committee Participation at Events	June	2017	IV.M	Adams/Bruno	September	In progress			A policy will be brought back to a future meeting for consideration for approval. The policy is on the September 8 - 9 agenda for consideration. The policy will go to the Operational Committee for revision based on recommendations at the September 8th Executive Committee meeting.
	Publications Guidelines	August	2017	II. F.	Adams	November	Assigned			Adams will bring the "Other Official Documents" to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.
	Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.
	Policy for Executive Committee Members Attending Events	September 7-9	2017	II. C.	Adams	November	Assigned			The policy for Executive Committee members attending events will return to the Operations Committee for clarification and return to a future meeting for approval.
	Foundation Bylaws	September 7-9	2017	II. D.	Adams	November	Assigned			The Foundation Bylaws as amended have been posted on the Foundation website. Adams will contact the ASCCC attorney to explore actions to address possible conflict of interest of directors who serve on both the ASCCC and the ASFCCC.
	Career and Noncredit Education Institute	September 7-9	2017	IV. C.	Adams	January/February	Assigned			Staff will begin seeking locations for the event with Riverside Convention Center as the first option. A subgroup of the CTE Leadership and the Noncredit Committees will be formed with the addition of representatives from 3CSN, the Chancellor's Office, and ACCE to plan the event. Event marketing will begin once the event location is identified and registration is open.
	TASSC Regional Meetings	September 29-30	2017	II. C.	Beach	November	Assigned			Information about and registration for the events will posted on the website as soon as locations are determined.
	Standards and Practices Committee Charge	September 29-30	2017	II. D.	Freitas/Adams	November	**Completed**			The revised charge will be sent to the executive director for posting on the ASCCC website. The revised charge is now posted on the website.
	Accounting Policies	September 29-30	2017	II. E.	Adams	November	**Completed**			The changes will be accepted and updated to the Executive Committee livebinder. The revised Accounting Policies handbook approved Sept. 29, 2017 has been posted to the Livebinder.
	Update on Quantitative Reasoning	September 29-30	2017	IV. F.	Stanskas/May/Adams	November	Assigned			The ASCCC and CMC3 are meeting to discuss quantitative reasoning in light of ch

	Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures	November 1	2017	IV. B.	Davison	Spring 2018	Assigned			Make approved revisions and bring back for spring plenary session 2018.
	CTE C-ID and Model Curriculum Workgroup	November 1	2017	IV. E.	Slattery-Farrell	January 2018	Assigned			Arrange for a meeting between chairs and directors and bring further discussion and action to the Board at a future meeting.
	Guided Pathways Regional Meetings	December 1-2	2017	IV. C.	Roberson	March 2018	Assigned			Guided Pathways Task Force to discuss regional meetings further and bring to a future meeting for further discussion and action.
	Executive Director Succession Planning	December 1-2	2017	IV. D.	Bruno, Stanskas, Freitas, Davison, Aschenbach, Eikey	February 2018	Assigned			Four officers and two volunteer members to conduct research and provide recommendations to the group in February.
	Future Direction of ASCCC Foundation	December 1-2	2017	IV. F.	Rutan	February 2018	Assigned			Foundation Board to discuss future direction and provide a recommendation to the Executive Committee in February.

LOCAL SENATE CAMPUS VISITS
2016 – 2018

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield	Bruno	11/28/17			Collegiality in Action
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison	05/12/17	Butte Chico Center/ Curriculum Streamlining Workshop
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	1. IEPI PRT 2. Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16	Aschenbach/Rutan	11/17/17	1. Area A meeting 2. Discipline Conversation 3. Curriculum Regional – North
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto					
Porterville					
Redwoods, College of the					
Reedley					

Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting
San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the					
Shasta					
Sierra	Freitas/May	10/4/17	May/Aschenbach/Bruno/Roberson	10/13/17	1. 10+1 2. Area A Meeting
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/16	Aschenbach	10/20/17	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison	4/28/17			Curriculum Streamlining Workshop
Cañada					
Chabot	Smith	3/21/17	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/17			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley					
Foothill	Executive Committee Meeting	3/3/17			
Gavilan					
Hartnell					
Laney	May	3/6/17	Corrina Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives

Los Medanos					
Marin, College of	Davison	3/17/17	Davison	9/15/17	1. Curriculum Streamlining 2. OER Regional
Mendocino					
Merritt	Davison	3/17/17			Curriculum Streamlining
Mission	Davison/Freitas	12/08/16			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16			Local Visit
Napa Valley	Beach	11/14/16			IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/17			Local Senate Visit
San Francisco, City College of	Davison	3/8/17			Technical Curriculum
San José City	Davison	5/24/17			Curriculum Streamlining Workshop
San Mateo, College of					
Santa Rosa Junior	Beach Slattery-Farrell/Foster	12/21/16 3/10/17			1. EDAC Strategic Plan Meeting 2. MQ
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16	John Stanskas; McKay/Davison	1/25/17 10/13/17	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stanskas/McKay/Smith/Davison	10/14/16	Rutan; Foster/Davison	2/16/17 10/27/17	1. Area B Meeting 2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach	11/8/16 12/07/16			1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force)

AREA C					
Allan Hancock					

Antelope Valley	Freitas/Slattery-Farrell	11/29/16			Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas	10/21/16	Davison	10/5-6/17	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit
Cerritos					
Citrus					
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/17			Area C
El Camino	Executive Committee Meeting	2/3/17	Freitas	10/20/17	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting
Compton College	May/Roberson	8/25/17			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery-Farrell/Stanskas	6/9/17	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City	Rutan	9/22/17			LACCD District Academic Senate Summit
LA Harbor	Rutan	5/5/17			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley					
Moorpark	Freitas/Stanskas/Eikey	10/14/17			Area C Meeting

Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/17	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura	Freitas	4/2/2016			Area C Meeting
West LA					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery-Farrell/Stanskas	8/29/17	1. Area D Meeting 2. Technical Visit
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/17	Slattery-Farrell/Aschenbach	10/21/17	1. MQ Regional 2. CTE Regional
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16	Davison/Foster	10/28/17	1. SLO Presentation 2. EDAC Regional
Golden West					
Grossmont					
Imperial Valley	Beach	4/7/17			Governance Presentation

Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17	Aschenbach/Rutan	11/18/17	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Educational Policies
Moreno Valley	McKay/Stanskas	1/27/17	Executive Committee	9/29-30-17	1. Online Education Committee 2. Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/17			SI Conference
Norco					
North Orange - Noncredit					
Orange Coast					
Palo Verde	Rutan	8/31/17			Top Code Alignment
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	1. MQ South Regional Meeting 2. Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/16			
San Diego City					
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster	5/2/17	1. Area D Meeting 2. Top Code Alignment 3. Tech. Visit
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					

Santa Ana	Beach	8/23/17			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon					
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					

Academic Senate
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EXECUTIVE COMMITTEE MEETING
Friday, December 1, 2017 to Saturday, December 2, 2017
Residence Inn Downtown Marriott, Sacramento

I. ORDER OF BUSINESS

A. Roll Call
President Bruno called the meeting to order at 11:03 a.m. and welcomed members and guests.

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

Guests: Dan Crump, Council of Chief Librarians, American River College; Alice Perez, Vice Chancellor of Academic Affairs.

B. Approval of the Agenda
MSC (Freitas/Parker) to approve the agenda with the following amendments:

1. **Add Action Item IV. L. Establishment of ASCCC Latinx Caucus**
2. **Add Action Item IV. M. Accreditation Institute – Program Addition**

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.

Dan Crump, library faculty at American River College and member of the Council of Chief Librarians, provided a public comment. On behalf of the Council, Crump expressed the desire to have more involvement with the ASCCC. Bruno, in collaboration with Crump, included in the agenda an item regarding the possibility of creating a librarian liaison position within the ASCCC.

D. Calendar
Members were updated on deadlines.

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

F. Local Senate Visits
Members updated the local senate visits table.

G. Dinner Arrangements
Members discussed dinner arrangements.

H. One Minute Accomplishment
Each member shared a one-minute accomplishment.

II. CONSENT CALENDAR

A. November 1, 2017 Meeting Minutes, Davison
B. Statistics Survey Related to Resolution 18.02 S16, Rutan
C. Reassignment of Resolution 7.01 F16, Freitas
D. Support for Students to Attend Plenary, Beach
E. Naming of the CTE/Noncredit Collaborative Institute, Slattery-Farrell/Freitas
F. ASCCC Monthly Webinars, Aschenbach
G. Resolution Assignments F2017, Bruno

Items A, B, D, and G were pulled from the consent calendar.

MSC (Foster/McKay) to approve the consent calendar as amended.

A. November 1, 2017 Meeting Minutes
Members requested an addition to the minutes at the end of Action Item IV. D. Apprenticeship Minimum Qualifications:

The discussion centered on the effects that action and potential adoption of Resolution 10.01 would have on the ongoing ASCCC efforts to establish relationships with the apprenticeship community.

MSC (Davison/Freitas) to amend the November 1, 2017 minutes.

B. Statistics Survey Related to Resolution 18.02 S16
The committee discussed Resolution 18.02 S16, which requested collecting data on the effectiveness of the statistics placement models.

MSC (Slattery-Farrell/Freitas) to approve the survey as presented.

D. Support for Students to Attend Plenary
This item arose from discussion between an Academic Senate President and an Executive Committee member during the Fall Plenary Session. The discussion stated the importance of student exposure and involvement in professional activities, such as ASCCC events, which could help students grow professionally. The committee discussed the Academic Senate's commitment to student development and considered extending resources and funding, noting that there should also be a level of commitment from the Student Senate of California Community Colleges or local Student Senates with regard to attendance.

The committee discussed ideas such as a student rate for events and inviting students to Saturday's voting during Spring Plenary Sessions. The group agreed that the item should be discussed at the December 13 Budget Committee meeting. In addition, the Relations with Local Senates Committee will discuss whether there are concerns or liabilities for the ASCCC when students attend events.

No action was taken on this item.

G. Resolution Assignments F2017

The following changes were discussed and changes approved on the Resolutions Assignment:

- Resolution 3.02 F17 ESL Equity Impact Caused by Termination of Common Assessment Initiative to be designated to the Equity and Diversity Action Committee.
- Resolution 7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses to be designated to the California Community Colleges Curriculum Committee with the Legislative and Advocacy Committee.
- Resolution 7.07 F17 Implementing AB 705 (Irwin, 2017) to Serve the Needs of All Community College Students to be designated to the President.
- Resolution 7.11 F17 Commitment to Reliable English as a Second Language (ESP) Success Date via the Scorecard to be designated to the Basic Skills Committee.
- Resolution 9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus to be designated to the Guided Pathways Task Force.
- Resolution 9.02 F17 Expand System-wide Online Educational Opportunities to be designated to the Online Education Committee.
- Resolution 9.03 F17 Online CTE Programs and Competency-Based Instruction to be designated to the CTE Leadership Committee.
- Resolution 15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems to be designated to the Vice President with GEAC Chair.
- Resolution 17.01 F17 Faculty Involvement in Scheduling of Courses to be designated to the Relations with Local Senates Committee.
- Resolutions 17.03 F17 Local Senate Purview Over Placement of Apprenticeship Courses within Disciplines to be designated to the Curriculum Committee.
- Resolution 17.07 F17 Effective Shared Governance through Communication and Collaboration to be designated to the President.
- Resolution 17.08 F17 Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives to be designated to the Guided Pathways Task Force.
- Resolution 22.01 F17 Ensure Equal Access for All Qualified California Community College Students to College Promise Funds to be designated to the Equity and Diversity Action Committee.

MSC (Rutan/Davison) to approve amendments.

III. REPORTS

A. President's/Executive Director's Report

The Chancellor's Office presented to Chief Executive Officers on the Flex Learning Options for Workers (FLOW) at the Community College League of California (CCLC) conference. Subsequently, a fourth option that utilizes the Online Education Initiative (OEI) was added to the report sent to the Governor. The ASCCC sent a letter to academic senate presidents requesting that local senates provide feedback on the FLOW options to the Chancellor's Office and the Governor. Some local senates submitted feedback directly to the Governor.

Bruno provided an update on the Open Educational Resources (OER) 5-year proposal developed by the ASCCC OER Task Force. ASCCC approached CCLC on advancing the proposal. Bruno will send talking points to the Executive Committee members.

Bruno and May recently attended the legislative forum on transfer presented by The Campaign for College Opportunity. Laura Hope presented and outlined the good work the colleges are doing with Associate Degrees for Transfer (ADT) and provided data to support.

The CCC Regulations Workgroups reconvening in December. This Workgroup is charged with reviewing the efficacy of the 50% law and the FON. The group includes representation from the ASCCC, the Chancellor's Office, the Chief Executive Officers, the Chief Business Officers and the state unions, including Community College Association, California Federation of Teachers, and California Community College Independents. The work began in 2016 but stalled with changes in personnel in the Chancellor's Office as well as the retirement of one of the CEOs.

Bruno attended the CCLC Conference with Stanskas and Davison. ASCCC presentations topics included transfer, civic engagement, and streamlining curriculum.

Bruno and Pam Walker visited Solano College to discuss Guided Pathways with faculty, classified staff, and administrators.

Bruno visited Bakersfield College for a Collegiality in Action presentation with members of CCLC. Future CIA presentations will be held at Lassen College and West Valley College.

Eric Skinner of the CCC Chancellor's Office accepted the position of Director of Finance at Sierra College. His new position begins January 1, 2018.

An Executive Director report was not provided.

B. Foundation President's Report

During the Fall Plenary Session Executive Committee meeting, the Foundation Board of Directors unanimously agreed to postpone Foundation elections and to schedule a meeting to discuss the future direction and purpose of the ASCCC Foundation.

The Fall Foundation Fundraiser for victims of the Northern California wildfires is not as successful as hoped. The online fundraiser closed on November 30 and raised less than $500. The Executive Committee agreed that the fundraiser should remain open for the rest of 2017 and that the Foundation President should create an email to be sent out to all listservs letting people know that they can still contribute to this important cause.

C. Liaison Oral Reports *(please keep report to 5 mins., each)*

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, CIO, FACCC, and the Student Senate.

Shaaron Vogel, FACCC liaison, submitted a written report for the Executive Committee.

IV. ACTION ITEMS

A. Legislation and Government Update

The Executive Committee was updated on recent legislative activities.

CCLC recently extended an invitation to the ASCCC to participate in a joint federal legislative visit with the Chancellor's Office in Washington D.C. on February 2018.

MSC (Davison/Eikey) to authorize two or more members of the Executive Committee to attend a legislative visit to Washington DC.

The committee discussed OER and the possibility of sponsoring legislation.

MSC (Freitas/Aschenbach) to support ASCCC moving forward in OER discussions with the Chancellor's Office, FACCC, and the Community College League of California and to explore sponsoring legislation.

B. Clarifications and Revisions to Local Senate Visit Policies

The committee discussed possible changes to the Local Senate visits policies, which came up during discussions at the Fall Plenary Session. It was noted that providing clarification on the different types of services the ASCCC offers to colleges, such as local senate visits and technical visits, would be beneficial for all involved as there was recent confusion regarding what each type of visit entails.

It was suggested that the ASCCC should update the descriptions on the website outlining cost, scenarios, and services provided and note the type of services included with membership dues. The committee requested that the Relations with

Local Senates Committee discuss the details and bring to the February meeting an agenda item with a revised draft of the policies. The Budget Committee will discuss visit costs and bring back an item to the February Executive Committee as well.

C. Guided Pathways Regional Meetings

The committee discussed holding two Guided Pathways Regional meetings in spring 2018, at a northern and southern California location with tentative dates brought forth for consideration. The committee discussed the idea of conducting the meetings via webinars, but ultimately decided that webinars don't engage as much dialogue as the regional meetings. The group discussed possible content for the meetings. It was suggested that the Guided Pathways Task Force participate in existing ASCCC professional development events (Curriculum Institute, Leadership Institute, etc.) for Guided Pathways expertise. There was concern that there is no Guided Pathways forum specifically for faculty currently planned and that the regional meetings would be very beneficial to faculty. Other ideas included streaming online to colleges that can't attend, holding events during weekdays, or bringing the events directly to college campuses.

MSC (Foster/Aschenbach) to approve further regional discussion; date and format to be determined by the Guided Pathways Task Force.

Action: Guided Pathways Task Force to discuss regional meetings further and bring to a future meeting for further discussion and action.

D. Executive Director Succession Planning

The committee discussed the need to have in place an Executive Director transition plan. The group received training in September that suggested a plan is warranted and many possibilities exist including utilizing a search firm for assistance. The committee determined that a small group of Executive Committee members might develop a plan that includes creating the search committee, conducting research on search firms, gathering ideas, and developing a budget. The group would bring back a plan to the Executive Committee in February. Cheryl Aschenbach and Rebecca Eikey volunteered to serve on the succession committee.

MSC (Freitas/Beach) to create the Executive Director Succession Committee with four officers (President to be ex-officio), plus two volunteer Executive Committee members, whom will conduct the research and provide the committee with a recommendation on a plan moving forward. Timeline to be ready for February meeting to discuss.

Action: Four officers and two volunteer members to conduct research and provide recommendations to the group in February.

E. Chancellor's Office Apprenticeship Minimum Qualifications Proposal

The ASCCC and the California Apprenticeship Council (CAC), recently discussed apprenticeship minimum qualifications. The CCC Chancellor's Office brought forward their proposal to the Consultation Council and will bring to the January Board of Governors meeting, without ASCCC input. There were discussions between Executive Committee members and CAC to create an MOU for partnership on these matters in the future. The Executive Committee discussed and provided recommendations for possible next steps. An update will be brought to the January meeting.

F. Future Direction of ASCCC Foundation

During the Fall Plenary Session, the ASCCC Foundation decided to postpone the Foundation elections to determine its future direction. The Executive Committee would like clarification on the Foundation's direction and determine if it aligns with its original vision. The idea of dissolution was brought up in discussions. Foundation President Rutan would like the Foundation Board to have the opportunity to discuss prior to a final decision by the Executive Committee.

MSC (Aschenbach/Davison) to send back to the Foundation Board for further discussion and then bring recommendation to the Executive Committee meeting in February.

Action: Foundation Board to discuss future direction and provide a recommendation to the Executive Committee in February.

G. New Survey of Supplemental Instruction Programs with 3CSN

The committee discussed whether the Transfer, Articulation, and Student Services (TASSC) Committee should partner with 3CSN to complete a survey of supplemental instruction programs. A few years ago, a resolution was passed directing the ASCCC to provide clarity on supplemental instruction.

Some members didn't feel that a survey or partnership was necessary, as Guided Pathways touches on these elements and will provide clarification as the conversation expands. The committee determined to delay the survey until further developments occur regarding supplemental instruction. 3CSN has a strong voice, particularly with legislators, and a continued partnership is beneficial for both ASCCC and 3CSN. This item will be further discussed by TASSC and be brought back to the Executive Committee in the future.

H. 2018 Part-Time Faculty Leadership Institute

The Part-time Committee met and discussed the logistics of the institute. Based on feedback received, the Part-Time committee proposed holding the next Part-Time Institute on Friday and Saturday only, as Thursday's attendance was light. There was concern however, that a Friday-Saturday institute would deter faculty coming in from far away.

The committee discussed charging a small fee and not capping the limit of attendees in comparison to the previous Part-Time Institute, which did not charge a fee as a grant was able to cover registration costs for attendees. Another idea presented was to provide a certain number of free entries to colleges and charge a small fee for each additional faculty member.

The committee discussed continuing the Thursday to Saturday pattern, as Thursday would allow faculty to network via a general session or reception in the evening. Other ideas suggested included having a presentation from a Human Resources professional, providing strategies to part-time faculty members on how to market their skills, and to discuss what colleges are looking for during pre-screening. Potential dates to be considered for the 2018 Part-Time Institute are in late July or early August. The committee and office staff will discuss dates to see what works best regarding availability and space in northern California. If they are not able to secure a venue in the north, they will need to consider southern California.

I. Title 5 Workgroup

The committee discussed the charge of the Educational Policies Committee workgroup on the Title 5 regulations. There is still a need to recruit more people for the workgroup, but responsibilities need further clarification. It was mentioned that it would be beneficial to learn what other ASCCC committees are doing with regard to Title 5. The workgroup suggested they interview CEOs, CSSOs, and CIOs to gather information on what sections of Title 5 they feel should be revised. The committee noted that they would appreciate updates on this workgroup more frequently, but were unsure how to go about obtaining the updates. The group suggested sending out workgroup information via the Executive Committee listserv and then members can forward to their committees.

MSC (Davison/May) to approve direction of the Title 5 Workgroup of the Educational Policies Committee.

J. Board of Governors Nomination Process

The committee reviewed the nomination process and suggested next steps for proceeding and possible improvements to the process. They discussed the idea of retired faculty serving on the Board of Governor. It was suggested that the Standards and Practices Committee review the criteria to determine revisions for better clarity and possibly amend timeline. ASCCC staff does the preliminary screening of applications and will need to be notified of interpretations of criteria on tenured faculty. The application process closes December 15 and interviews will take place in January.

MSC (Rutan/Aschenbach) to leave definition of "Tenured faculty member" up to Officers for new applicants, have Standards and Practices Committee review criteria and timeline for further clarification, and bring forward recommendations to the Executive Committee.

K. Strategic Planning Process 2018-2021

The Executive Committee developed the timeline and process for the 2018-2021 strategic plan. Planning will take place at the January and February meetings, in order to have a strategic plan prepared in March in time for the Area meetings. The January meeting will start with a dinner on Thursday night and continue through Friday and Saturday. The group will decide the meeting structure for February as it nears.

L. Establishment of ASCCC Latinx Caucus

The committee discussed the establishment of an ASCCC Latinx Caucus.

MSC (Slattery-Farrell/Eikey) to recognize the establishment of the ASCCC Latinx Caucus as presented.

M. Accreditation Institute – Program Addition

The committee discussed the Accrediting Commission for Community and Junior Colleges (ACCJC) request for the Accreditation Institute program. They would like a one or two page space in the printed program recognizing faculty that have served on visiting teams, honoring their work, and encouraging other faculty to be part of visiting teams. They are providing a sponsorship to the event, so this would be in addition to sponsorship space in the program. This is, in part, a response to an ASCCC resolution asking for more faculty to join visiting teams. The committee agreed it should be a joint contribution (ASCCC and ACCJC), in order to ensure that it is geared toward honoring faculty and drawing them to join teams.

MSC (Freitas/Slattery-Farrell) to approve the inclusion of a page in the 2018 Accreditation Program, jointly created by ACCJC and ASCCC, that recognizes the faculty that have served on evaluation teams in the past year.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Alice Perez, Vice Chancellor of Academic Affairs, provided the committee with an update from the CCC Chancellor's Office.

The AB 705 Implementation Team met on November 21. The compliance due date was extended to fall 2019. The finalized timeline should be posted to the website soon. The next meeting will take place in Long Beach in January 2018.

There is a draft document of the Guided Pathways work plan circulating among the partnership organizations and the CO staff. The workgroup meeting will take place on Monday and the work plan should then be released.

The C-ID System budget went to the Board of Governors and was approved.

B. Board of Governors/Consultation Council

The president and the vice president provided an update on the Board of Governor's meeting and Consultation Council.

At the Board of Governors meeting, there was discussion regarding Flex Learning Options for Workers (FLOW). The group was supportive of serving that population. The C-ID budget was approved and money should be released soon. Full-time faculty obligation numbers were presented and discussed by the Board of Governors.

At the Consultation Council, there was discussion regarding Guided Pathways, AB 705 implementation, and the Western Governors University model as one of the examples for the FLOW workgroup.

C. Guided Pathways

Members provided an update on the CCC Chancellor's Office Guided Pathways Program and the ASCCC Guided Pathways Task Force. The task force is close to completing their survey for distribution. A lot of focus is on the Guided Pathways Regionals.

D. AB 705 Update

The Executive Committee discussed the CCC Chancellor's Office AB 705 meeting held on November 21 and what is planned for future meetings. There was concern raised at the meeting regarding language and how it will be interpreted. Colleges will need to fully implement guidelines by fall 2019.

E. ADT Course Substitution Paper

The committee reviewed the revised ADT Course Substitution Paper and provided feedback for TASSC. A position paper will be developed by TASSC for Spring Plenary Session expanding the relationship between ASCCC, CSU, UC, C-ID, and other articulation issues. The ADT Course Substitution Paper presented could be used as a guideline and a resource and may be brought back to a future meeting for action as to next steps for the paper. It was mentioned that this paper could be posted as guidelines for Articulation Officers from Articulation Officers, but also point deans, local senates, etc. to the resource. Beach to amend paper and bring back for action on posting online.

F. Update on Equivalency Toolkit/CCCCO MQ Workgroups Activities

The committee was updated on the workgroup's progress. After several meetings with the CCC Chancellor's Office, it was agreed that the ASCCC and CCCCO will work together on these matters. Following discussions, three subgroups were established: Equivalency Processes, Discipline Specializations and Matching Industry Credentials to General Education, and Faculty Internships.

G. California Community Colleges Math Task Force

The committee was updated on the work of the California Community Colleges Math Task Force (CCC MTF).

H. ASCCC Service-Training Requirement

The committee discussed the ASCCC service-training requirement. Some members were unaware that this was a requirement for serving on an ASCCC committee. Last year, the committee expressed concerns regarding committee

appointments and ensuring committee members are properly trained on how to represent the ASCCC. It was agreed that this item should be discussed further by the Faculty Development Committee and determine if it is a requirement or recommendation. The Faculty Development Committee will draft verbiage for email, call for nominations, and other documents, as needed.

I. Meeting Debrief

The committee debriefed the meeting and discussed what worked well and where improvements may be made in the future. Suggestions include:

- Placing items on Consent Calendar which don't need discussion.
- Including additional background on certain agenda items for the general public.

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

A. Standing Committee Minutes

i. Basic Skills Committee, Davison
ii. Curriculum Committee, Rutan
iii. Educational Policies Committee, Beach
iv. Equity and Diversity Action Committee, Davison
v. Faculty Development Committee, Aschenbach
vi. Transfer, Articulation and Student Services Committee, Beach

B. Liaison Reports

i. Adult Education Policy Alignment Committee, Aschenbach
ii. AMATYC Annual Conference Report, May
iii. CIO Executive Board Meeting, Rutan
iv. Online Education Initiative Steering Committee, Aschenbach

C. Senate and Grant Reports

D. Local Senate Visits

i. Local Senate Visit to Ohlone College, Davison/McKay

VII. ADJOURNMENT

The Executive Committee adjourned at 2:15 p.m.

Closed Session

The Executive Committee entered closed session at 3:00 p.m.
The Executive Committee adjourned from closed session at 5:10 p.m.
The Executive Committee went into closed session to conference with legal counsel.
No reportable action was taken in closed session.

Respectfully submitted by:
Ashley Fisher, Executive Assistant
Dolores Davison, Secretary

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Evaluation and Certification of Coursework from Home Schools Task Group		Month: January	Year: 2018
		Item No: II. B.	
		Attachment: NO	
DESIRED OUTCOME:	To address Resolution F17 7.03, the Executive Committee will direct Educational Policies to create a task group that includes K-12 partners and community college classified professionals.	Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution F17 7.03 "Evaluation and Certification of Coursework from Home Schools" calls for the ASCCC to explore a process and guidelines for college evaluation and/or certification of coursework from home schools. The committee would like to form a task group to research the topic and address the resolution, but would like that group to include members from other educational sectors as well as a community college classified professional working in Evaluations and/or Admissions and Records. The committee would like the Executive Committee to create the task group that includes members from outside organizations and provide recommendations for the task group's membership.

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

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Executive Committee Agenda Item

SUBJECT: Accreditation Institute Program		Month: January	Year: 2018
		Item No: II. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Program for the 2018 Accreditation Institute.	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Accreditation Institute is taking place February 23-24, 2018 in Garden Grove, CA. There is also a pre-session on February 22. The Accreditation Committee, in consultation with facilitators for the breakout and general sessions, is requesting approval of this program.

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

2018 Accreditation Institute

February 23-24, Pre-session: February 22
Wyndam Anaheim – Garden Grove
12021 Harbor Blvd., Garden Grove, CA, 92840

Change—It's Here!

Goals for this Accreditation Institute

1. Provide
    a. basic information on accreditation; and
    b. information on effective practices in accreditation.
2. Empower and energize participants to take ownership of accreditation to
    a. continuously improve their colleges; and
    b. identify existing infrastructure that supports and sustains ongoing evaluation.

Strands for Breakout Sessions

The ACCJC Accreditation Standards
Regional and Programmatic Accreditation in addition to ACCJC
Continuous Quality Improvement
Peer Review

Thursday, February 22, 2018 – Pre-session

10:00 am - 4:00 pm

New Peer Reviewer Training for Faculty and Administrators
Ginni May, ASCCC Area A Representative, Accreditation Committee Chair
Steve Reynolds, ACCJC Vice-President
Irit Gat (facilitator), Antelope Valley College, Accreditation Committee

For faculty who wish to serve as a peer reviewer on a site team, this workshop will provide essential training for first-time evaluators. The training will review the basics of serving on an evaluation team and offer participants the opportunity to discuss the philosophy of accreditation and peer review, review the standards and sections of the Institutional Self-Evaluation Report (ISER), use case studies to prepare a simulated team report section, and discuss some of the situations that are commonly faced by evaluation teams.

1:00 pm - 4:00 pm

New Accreditation Liaison Officer Training
Stephanie Droker, ACCJC Vice-President
Gohar Momjian, ACCJC Vice-President

John Freitas (facilitator), ASCCC Treasurer, Accreditation Committee

This pre-session is intended for Accreditation Liaison Officers who are new to their positions and who have not previously attended an orientation session.

Friday, February 23, 2018

General Session 1
9:45 am - 10:15 am

Welcome
Ginni May, ASCCC Area A Representative, Accreditation Committee Chair
Julie Bruno, ASCCC President

Breakout Session 1
10:30 am - 11:45 am

Overview of ACCJC Standard I with Guidance on Standards I.B.3 and I.B.6
Stephanie Droker, ACCJC Vice-President
Christy Karau, Sierra College, Accreditation Committee (facilitator)
Craig Rutan, ASCCC Area D Representative

How effective is your college? Does your college mission reflect the community the college serves? How do you demonstrate that your college is satisfying its mission and meeting the needs of students and the community? How can the disaggregation of student outcomes and achievement help colleges demonstrate they are meeting the needs of students while also assisting the college with improving institutional effectiveness? Join is for a discussion about Standard I that will include specific information about Standards I.B.3 and I.B.6.

California Community Colleges Chancellor's Office Accreditation Workgroups 1 and 2: History, Update, and Future
Julie Bruno, ASCCC President (facilitator)
Meridith Randall, Chaffey College

Accreditation in the California community colleges has had a long and often torturous history, especially in recent years. In this session, the presenters will describe the California Community College system's history with accreditation, assess where they are today, and explore what may happen in the years to come. This session will cover any changes in accreditation standards and processes that are being considered. Join us for a discussion on the past, present, and future of accreditation in California.

A Life of Change: Sustaining the Momentum beyond the ISER
John Freitas, ASCCC Treasurer, Accreditation Committee (facilitator)
Steve Reynolds, ACCJC Vice-President

Of course, colleges are required to conduct institutional self evaluation once every seven years, culminating in the production of an Institutional Self Evaluation Report (ISER) and a visit from a peer review team. But Accreditation is not a singular event that happens once every seven years. As a system of quality assurance and continuous quality improvement, accreditation should be an ongoing, dynamic process throughout the seven-year cycle. This session will explore accreditation-related activities and the reporting that faculty can and should be involved in during the intervening years between ISERs, such as the Quality Focus Essay, Midterm Reports, Substantive Change Proposals, and the importance of continuously connecting those activities to college integrated planning processes.

The Nuts and Bolts of the ISER—Demystifying the Process of Writing the Institutional Self Evaluation Report
Ginni May, ASCCC Area A Representative, Accreditation Committee Chair (facilitator)
Gohar Momjian, ACCJC Vice-President
Deborah Wulff, Cuesta College, Accreditation Committee

Writing your college's Institutional Self Evaluation Report can be a daunting task. At this breakout session, the presenters will provide some nuts and bolts, tips on how to get started, as well as examples on how to keep the college community engaged. Join this discussion to explore ways to simplify the process, stay focused throughout, and ensure that it is evidence based.

General Session 2
12:00 pm - 2:00 pm

Lunch

eLumen presentation

What's New at ACCJC?
Stephanie Droker, ACCJC Vice-President
Gohar Momjian, ACCJC Vice-President
Steve Reynolds, ACCJC Vice-President
Ginni May (facilitator), ASCCC Area A Representative, Accreditation Committee Chair

During the past 18 months, there have been a number of changes at the Accrediting Commission for Community and Junior Colleges: new staff, new structures, new procedures, and new core values. Vice Presidents Droker, Momjian, and Reynolds will update us on the changes and what we can expect from the Commission as we move forward.

Breakout Session 2
2:15 pm - 3:30 pm

Overview of ACCJC Standard II including update on II.A.2
Randy Beach, ASCCC South Representative (facilitator)
Stephanie Droker, ACCJC Vice-President
Deborah Wulff, Cuesta College, Accreditation Committee

Accreditation is the review of academic quality of higher education institutions. Provisions of ACCJC's Standard II: Student Learning Programs and Support Services ensure that all programs offered in the name of the college align to the institution's mission and are conducted at levels of quality and rigor appropriate for higher education. This break-out will focus on the specific components of Standard II, including proposed changes to standard II.A.2.

Accreditation of Noncredit Programs – Western Association of Schools and Colleges-Accrediting Commission for Schools (WASC ACS)
Madelyn Arballo, Mount San Antonio College
L.E. Foisia, Mount San Antonion College
Valentina Purtell, North Orange Continuing Education
John Freitas (facilitator), ASCCC Treasurer, Accreditation Committee

The California Community Colleges are generally accredited by ACCJC. Some colleges also have their noncredit programs, such as adult basic education, ESL, vocational, older adult, parenting, and high school diploma programs separately accredited by ACS WASC. Two practitioners from noncredit programs will present the process, the reasons for, and benefits of seeking a separate WASC accreditation. The critical leadership role of faculty will also be discussed.

Faculty Leadership in Accreditation Processes – fleshing out the 10+1, serving as a chair/co-chair/tri-chair
Dolores Davison, ASCCC Secretary
Christopher Howerton, Woodland College
Christy Karau, Sierra College, Accreditation Committee (facilitator)

The accreditation process has the potential to improve quality, educational effectiveness and identify a path to continuous improvement. It is the shared responsibility of faculty to participate during all stages in the accreditation process. How might local senates define and encourage faculty's substantive role? What does faculty leadership look like in the midst of an accreditation visit? What can colleges do to inspire and sustain widespread faculty involvement in matters of accreditation? Come to this breakout session to discuss the roles of faculty leadership and identify strategies to motivate faculty to participate in the accreditation process.

Gearing Up for and Getting through "The Visit"—Understanding Your Visiting Team
Irit Gat, Antelope Valley College, Accreditation Committee (facilitator)
Ginni May, ASCCC Area A Representative, Accreditation Committee Chair
Meridith Randall, Chaffey College

Being well-informed and prepared for the visiting team is key for a smooth visit. Your visiting team of peer reviewers will have dedicated many hours before the visit reviewing your ISER, evidence, college materials, all while preparing questions and requesting meetings with various college faculty, staff, students, and administrators. This is a time for your college to shine and also a time to be ready for helpful feedback. It is important to gear your campus up for the peer review visit properly. This will help make the visit both a fun one where your campus can rejoice

in the years of hard work and also a time to anticipate helpful ideas for continued improvement. Come learn how to prepare for an effective visit and share your experiences in this process.

Breakout Session 3
3:45 pm - 5:00 pm

Standard III: Resources – A Big Picture Perspective
John Freitas, ASCCC Treasurer, Accreditation Committee (facilitator)
Mary Gallagher, Vice President of Administrative Services, Los Angeles Trade Technical College
Gohar Momjian, ACCJC Vice-President

In order to fulfill its mission and serve its students, a college must have sufficient human, physical, technology, and financial resources. The presenters will provide an overview of the core of Standard III, with a focus on understanding how an institution effectively uses its resources to support the mission and improve academic quality and institutional effectiveness. In addition, practical advice will be provided documenting the evidence needed to demonstrate that the standard is met. Finally, the presenters will address the recent change to Standard III – the deletion of Standard III.A.6 (pending at time of agenda publication) and the impact on this change on Standard II.A.2.

Accreditation and Career Technical Education
Stephanie Droker, ACCJC Vice-President
Lorraine Slattery-Farrell, ASCCC South Representative (facilitator)

In addition to the college's regional accreditation requirements and processes, many Career Technical Programs undergo programmatic accreditation as well. Join the conversation during this breakout, as the presenters provide an overview of specific ACCJC accreditation standards as they apply to Career Technical Education programs and how institutions can manage both programmatic and institutional accreditation.

Faculty Serving on Visiting Teams
Julie Bruno, ASCCC President
Irit Gat, Antelope Valley College, Accreditation Committee (facilitator)
Steve Reynolds, ACCJC Vice-President

Peer review of institutions is incomplete without the perspectives of faculty. Faculty are engaged professionals who understand educational and institutional quality and play a vital part of providing assistance to peer institutions in their quest for improvement. Please join us in this session as we explore how participating on an evaluation team not only benefits our sister colleges but also expands our own understanding of institutional excellence. We will also discuss some of the nuts and bolts of getting onto a team as well as the time commitment and benefits.

Accreditation in Multi-College Districts
Raul Rodriguez, Santiago Community College District

Craig Rutan, ASCCC Area D Representative (facilitator)
Deborah Wulff, Cuesta College, Accreditation Committee

Participants will discern how key functions of the Standards may be organized in many different ways among colleges and districts. Individual colleges are held responsible for meeting ERs, Standards, and Commission policies. The district plays a substantial role in the college's ability to meet the accreditation requirements and must support each college within the district. Participants will learn about a "functional map," a delineation of functional responsibilities of the district and colleges; best practices in developing the map and how it should reflect consultation between the college and district; and how the district functions affect the college's ability to meet the Standards. The Commission's "Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems" and processes for the assignment of visiting teams for multi-college districts will be reviewed.

eLumen Sponsor's Breakout

Saturday, February 24, 2017

Breakfast
8:15 am – 8:45 am

General Session 3
9:00 am - 10:00 am

The Compton College Story
Keith Curry, President/CEO
Paul Flor, Academic Senate President
Amber Gillis, ISER Editor/Accreditation Chair
Jennifer Hill, ISER Editor/Accreditation Chair
Joshua Meadors, Institutional Research
Ginni May, Visiting Team Member
John Freitas (facilitator)

In June 2005, the Accrediting Commission for Community and Junior Colleges (ACCJC) revoked Compton Community College's accreditation, and on August 22, 2006, the local board of trustees was dissolved. Students, faculty, and staff faced adversity and grudgingly accepted the implosion of their school with heavy, demoralized hearts. In the course of a decade, Compton College leaders assumed the role as sense-makers to bring about renewal through participatory governance. In 2016, Compton Center submitted its application for candidacy and regained accredited status in June 2017. Come hear the panel tell their story!

Breakout Session 4
10:15 am - 11:30 am

Overview of ACCJC Standard IV
Dolores Davison, ASCCC Secretary
Irit Gat, Antelope Valley College (facilitator)

Standard IV covers decision-making roles and processes, the CEO, Governing Board, and multi-college districts and systems. What are some common practices and evidence that colleges use to show that they meet and exceed standards? What standards are more difficult to address? This session will facilitate the development of a more complete understanding of the role of faculty, staff, administration, and the board, in terms of leadership and the accreditation standards.

Distance Education and United States Department of Education Requirements
Stephanie Droker, ACCJC Vice-President
Lorraine Slattery-Farrell, ASCCC South Representative (facilitator)

The ACCJC Policy on Distance Education and on Correspondence Education requires that all learning opportunities offered by the institution must be of equivalent quality. Furthermore, this policy reflects the United States Department of Education (USDE) requirements for college distance education programs. The presenters will provide an overview of the ACCJC policy requirements and the USDE requirements for distance education instruction and guidance on how colleges can ensure that their distance education programs are compliant with the Commission policy and USDE requirements in order to best serve students.

Eligibility Requirements and Commission Policies
Randy Beach, ASCCC South Representative (facilitator)
Steve Reynolds, ACCJC Vice-President

In addition to the accreditation standards colleges use to assess their effectiveness, colleges must also evaluate how their institution's basic nature and design align with the ACCJC Eligibility Requirements for Accreditation and how their practices align with Commission policies in order to establish and maintain their accredited status. This session will identify the basis for these requirements, the nuances that should be considered when responding to them, and how these "lesser angels of accreditation" crosswalk to the standards.

Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Teams (PRTs) and Accreditation
Christy Karau, Sierra College, Accreditation Committee (facilitator)
Andrew Lamanque, Foothill Collge
Ginni May, ASCCC Area A Representative, Accreditation Committee Chair
Gohar Momjian, ACCJC Vice-President
Theresa Tena, CCCCO Vice-Chancellor of Institutional Effectiveness

Initiated in January 2015 the Institutional Effectiveness Partnership Initiative (IEPI) is a statewide collaborative effort to help advance the effective practices of the California Community Colleges and, in the process, to significantly reduce the number of accreditation sanctions and state and federal audit issues. Through Partnership Resource Teams (PRTs), IEPI

provides technical assistance to colleges, districts, and centers upon request. Come and learn about Partnership Resource Team assistance and the assistance available via IEPI to help colleges in the accreditation process. In addition, learn about future collaborations between ACCJC and IEPI to facilitate the creation of resources and tools that support the college accreditation process.

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Executive Committee Agenda Item

SUBJECT: Spring 2018 Curriculum Regional Meetings		Month: January	Year: 2018
		Item No: II. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve the dates for the spring 2018 curriculum regional meetings.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: With the continued implementation of guided pathways programs and the likely curricular changes that will be needed to comply with AB 705, the Curriculum Committee is proposing to offer two regional meetings in the spring. The proposed dates are May 18 and 19. The regionals will include recent updates on curriculum, assistance for the implementation of AB 705, and discussions around possible shifting of curriculum related to guided pathways.

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

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Executive Committee Agenda Item

SUBJECT: *Update of the ASCCC Strategic Plan*		Month: January	Year: 2018
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will discuss and develop the goals for the 2018-2021 ASCCC Strategic Plan.	Urgent: Yes	
		Time Requested: 2.5 hours	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Strategic Plan of the ASCCC, called for by resolution and adopted by the body in spring 2015 (SP15 01.03) is at the end of its three year cycle. At the December 2017 Executive Committee meeting, it was determined that we would extend the time of the January and February Executive Committee meetings in an effort to update the strategic plan to present to the body at the Spring Area Meetings, a breakout at the Spring Plenary Session, and possible adoption by the body.

Attached are the current strategic plan and the most recent annual report.

DESIRED OUTCOME:

First, the Executive Committee should evaluate the five main goals listed in the current plan and agree on any changes, additions, or deletions at this meeting. The goals for the 2015-2018 cycle are:

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

GOAL 2: ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP

GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

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

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

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

Once the main goals are established, objectives relating to each goal can be added and possibly categorized into subheadings. This work should begin at this meeting and conclude in February. The March Executive Committee meeting will be to approve the final document to send to the Area Meetings.

2017

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ANNUAL REPORT

CONTENT

PRESIDENT'S LETTER

Dear Colleagues,

It has been a busy and productive year for the Academic Senate for California Community Colleges (ASCCC). The ASCCC Strategic Plan served us well in face of new and continuing opportunities and challenges. This three-year plan provided consistent direction to the Academic Senate leadership while allowing us to be nimble in responding to a changing environment.

The Academic Senate leadership and representatives were successful in building on last year's efforts. We continued our collaboration with our partners on initiatives such as the Institutional Effectiveness Partnership, Online Education, Educational Planning, and the Common Assessment while adding new projects such as implementing efforts to streamline the curriculum approval processes, promoting effective practices to recruit, hire, and retain diverse full time faculty, and developing guidelines for the application of minimum qualifications and equivalency. By cultivating relationships with the Chancellor's Office, system partners, government representatives, and constituent organizations, we were able to influence policies that affect our colleges and our students. Additionally, we continued to strengthen the organization through the development of policies and plans in the areas of communication, professional development, and service to our members. Finally, we engaged in direct support to faculty and local senates through our events, meetings, institutes, and workshops on governance, curriculum, leadership, career technical education, basic skills, and noncredit instruction.

This annual report gives an overview of our progress on implementing the ASCCC Strategic Plan, and it also summarizes the work and accomplishments of the Academic Senate on behalf of the faculty of the California Community College System.

Respectfully,

Julie Bruno

INTRODUCTION

Over the past two years, the Academic Senate has been implementing the Strategic Plan adopted by the delegates at the Spring 2015 Plenary Session. As we move forward in the third and final year of the plan, this annual report reflects last year's accomplishments and provides updates on the goals and priorities identified by the ASCCC Executive Committee for the 2016-17 year.


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GOALS, OBJECTIVES, STRATEGIES, AND ACTIONS FOR 2016–17

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

Objective 1.1.: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.

A. Establish relationships between ASCCC Executive Committee members and legislators and aides.

The ASCCC has established and improved relationships with legislators and their staff during the year through individual interaction as well as by holding legislative advocacy days. As a result, the Academic Senate has influenced legislation to protect faculty purview. For example, the ASCCC president and vice president worked with legislators, their aides, committee consultants from the assembly and senate, and the governor's office to make significant revisions to AB 705 (Irwin) Multiple Measures. The Academic Senate also wrote letters and made calls to legislative offices in support of or in opposition to priority legislation on behalf of the ASCCC membership including AB 204 (Medina) Board of Governors Fee Waiver, AB 2892 (Medina) CalGrant C Awards, AB 2009 (Lopez) Dream Resource Liaison on Campuses, and AB 2434 (Bonta) Establish a Blue-Ribbon Commission on Public Postsecondary Education.

B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.

The ASCCC Legislative and Advocacy Committee recommended and the ASCCC Executive Committee approved the 2016-2017 advocacy agenda that includes calling for legislation to increase the number of full-time faculty, supporting new resources for stu-

dents including veteran resource centers and mental health services, and securing funding for the C-ID system. Additionally, the Executive Committee received monthly reports on the status of bills and took positions on bills as guided by existing or new resolutions. Finally, the Legislative and Advocacy Committee developed a Legislative Newsletter that is disseminated biannually.

The following list is an overview of the progress made in the priorities identified by the Legislative and Advocacy Committee:

Full-Time Faculty and Faculty Diversification:

While no distinct funding for hiring full-time faculty was granted in the 2017-2018 budget, a significant increase to the base funding for the colleges was realized in the legislative process, in part due to our advocacy efforts.

Audit Fee

No progress has been made on this priority. However, the ASCCC signed a letter from the Council of Faculty Organizations (CoFO) to Consultation Council requesting that a work group be convened to address barriers that impede progress on providing life-long learning opportunities in our colleges' communities. Changes to the audit fee would provide colleges with another option to address the needs of students, including serving community members who value life-long learning. The Legislative and Advocacy Committee will continue to work with other ASCCC committees and system partners to pursue solutions.

Support for Veteran's Support Centers and Mental Health Services for Students

Both priorities were included in the final 2017-2018 budget for one-time funding.

Permanent and Sustainable Funding for C-ID

The 2017-2018 budget also contains one-time funding in the amount of one million dollars to the ASCCC for C-ID. In addition, Education Code was amended to permit the Chancellor's Office to contract directly with the ASCCC for work that falls within the academic senate's purview over academic and professional matters.

In addition, the Legislative and Advocacy Committee organized the ASCCC Legislative and Advocacy day in May during which teams consisting of members from the committee and the Executive Committee visited legislative offices in Sacramento to advocate for ASCCC's legislative priorities. The interaction successfully forged new bonds with legislators and further promoted the priorities and mission of the Academic Senate.

C. Develop a public relations campaign to promote the visibility of the ASCCC.

The ASCCC has drafted a communications plan. The plan will inform and assist the ASCCC to identify and prioritize specific areas where increased visibility for the organization would benefit from strategic public relations campaigns. It is anticipated that this plan will be completed in 2017–18.

Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.

A. Include Legislative Advocacy topics at appropriate ASCCC Events.

The ASCCC Legislative and Advocacy Committee (LAC) provided breakout sessions on current legislation and issues of interests at fall and spring plenary sessions as well as at the ASCCC Faculty Leadership Institute. The committee also organized a legislative pre-session to the Leadership Institute in June to educate new faculty leaders about legislative issues of concern.

GOAL 2: ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.

A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.

The Academic Senate continued to recruit diverse faculty to participate in local and statewide senate activities. Members of the ASCCC Executive Committee promoted faculty diversity by presenting at plenary sessions and institutes as well as by holding regional meetings and participating in system partner conferences such as the 2016 Community College League of California fall conference. In addition, the Academic Senate continued its efforts to improve the diversity of full-time faculty by working with the Chancellor's Office and system partners to advance the goal of hiring diverse faculty.

The Academic Senate continued to work with the Chancellor's Office Equal Employment Opportunity Committee. The ASCCC representatives assisted the Chancellor's Office to develop the EEO and Diversity Best Practices Handbook and to provide training statewide on the practices highlighted. The handbook included an explanation of the multiple methods criteria developed by the committee for awarding EEO funds based on a college's comprehensive EEO plan. The handbook includes selected models of effective practices at colleges in the system.

The Equity, Diversity and Action committee (EDAC) hosted two regional workshops on the importance of and challenges in recruiting and hiring diverse faculty in support of student equity at our colleges. Each regional meeting featured general ses-

sions on Equal Opportunity Employment legal requirements as well as a general session on building a college culture of inclusivity and respect. Breakout sessions focused on hiring practices encouraging faculty diversity, facilitating civil dialogue, and writing an effective EEO plan. In addition to the regional meetings, EDAC is in the process of creating a cultural competency course for the Professional Development College and

The Academic Senate Foundation for California Community Colleges is working on a grant to fund a research project that will expand the Equity and Diversity Action Committee's initial outreach efforts to diverse faculty.

coordinating focus group research on the barriers to hiring diverse faculty and effective practices to support equity and inclusion in faculty hiring.

The Academic Senate Foundation for California Community Colleges is working on a grant to fund a research project that will expand the Equity and Diversity Action Committee's initial outreach efforts to diverse faculty. The research project will conduct a minimum of six focus groups with a trained facilitator that will examine recruitment and hiring experiences, along with discussions on implicit bias, cultural competence, and other inequities that may be contributing to inadequate retention for faculty of color. Facilitators will assist groups to identify challenges and suggest solutions to develop materials that can be presented at professional training events. The research will also be used to develop a paper that will be disseminated to all 114 California community colleges as well as nationally. The resources developed will also be shared at events and trainings including the paper adopted by the delegates from all 114 California community colleges. To measure outcomes, field surveys will be conducted as well as updates through data and equity plans.

Objective 2.2. Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

A. Develop a cultural competency plan.

The ASCCC Equity and Diversity Committee completed a cultural competency plan, which was approved at the May 2016 ASCCC Executive Committee Meeting; additional efforts will focus on implementing and utilizing the plan. The plan called for the Executive Committee to participate in a facilitated training at each orientation on "ensuring CCC academic senates are culturally inclusive communities and provide culturally proficient leadership for their campus." The Executive Committee participated in this training in both 2016 and 2017.

B. Increase outreach activities.

The ASCCC Executive Committee has actively recruited diverse faculty at all Academic Senate events as well as during other events such as the Research and Planning Student Success Conference and events hosted by the Faculty Association of California Community Colleges. This year staff distributed in each breakout session at all Academic Senate events a sign-up sheet for faculty interested in serving at the state level. This process has created a pool of faculty volunteers who would not have normally completed an Application for State Service form. In an effort to gather information about the progress the Academic Senate is making to encourage participation of faculty with diverse backgrounds and who represent a wide array of disciplines and colleges, the Executive Committee reviewed the diversity of the pool of applications received and compared their observations to the faculty appointments to ASCCC standing committees. While the faculty appointments were representative of the pool of applications received, the diversity of the applications was still very low. The Executive Committee determined that additional efforts are required in this area.

GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.

The Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) has become one of the primary providers of professional development for the California Community Colleges. Representatives from the Academic Senate provide advice on the workshop offerings, present at IEPI workshops, review the evaluation results from each in-person training, help develop the review criteria for submissions to the Professional Learning Network (PLN), and serve as reviewers for all PLN submissions involving academic and professional matters. ASCCC representatives were directly involved with the planning and presentation of workshops on curriculum and financial aid as well as basic skills and noncredit instruction.

The ASCCC Equity and Diversity Action Committee worked with the ASCCC Transfer, Articulation, and Student Services Committee to offer the ASCCC Academic Academy in October 2016. The theme and sessions of the academy stressed the need for faculty from instructional programs and student services to work together to provide equitable and effective support and instruction for all students.

The Academic Senate has also partnered with the Chancellor's Office, CTE Data Unlocked, and WestEd to improve the accuracy of coding for CTE certificates, degrees, and courses by providing professional development for faculty and staff at local colleges and districts. The TOP (Taxonomy of Programs) Code Alignment Project is a

faculty-driven process, and discipline faculty must make a commitment to participate for a college to be a part of the project. For colleges in the Project, faculty realign codes based on their knowledge of the subject matter and expertise in the industry to identify intended occupations related to a course or program and use those occupations to identify appropriate federal and state codes to assign to awards.

The Academic Senate continued to improve its collaboration with Accrediting Commission for Community and Junior Colleges (ACCJC) by sending several members of the ASCCC Executive Committee to the ACCJC conference in April. ASCCC representatives presented on reshaping student learning outcomes, disaggregation of student learning outcomes assessment, and the role of academic senates in accreditation. The

ASCCC representatives presented on reshaping student learning outcomes, disaggregation of student learning outcomes assessment, and the role of academic senates in accreditation.

improved communication between ACCJC and ASCCC has provided the Academic Senate the chance to share communications from ACCJC more effectively with faculty leaders. Previously, these communications were only sent to college presidents and accreditation liaison officers. ASCCC representatives continue to serve on the Accreditation Workgroup I that was convened by the Chief Executive Officers of the California Community Colleges to recommend improvements in the structure and functioning of the ACCJC.

B. When grant opportunities for system initiatives are released, immediately contact applicant and urge inclusion of the ASCCC in grants applications.

The intent of this strategy was to ensure that the Academic Senate was involved in all grant activities that fell within the 10 + 1. However, the ASCCC Executive Committee discovered that establishing a partnership with the applicant is not effective until the grant has been awarded. Thus, the Academic Senate now explores opportunities for partnering with the applicant after they receive the award and become the grantee.

C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.

The ASCCC Executive Committee continues to cultivate relationships with the Chancellor's Office to ensure that the Academic Senate is leading professional development activities regarding academic and professional matters and is an active partner in the work of the IEPI and other professional development efforts spearheaded by the Chancellor's Office.

D. Develop relationships and collaborate with other professional development organizations on events.

In 2016-2017, the Academic Senate continued its collaboration with a variety of organizations and system partners to provide professional development to faculty and others. ASCCC representatives attended and presented at conferences and institutes of the Faculty Association of California Community Colleges, the Chief Instructional Officers, the Association of California Community College Administrators, the Research and Planning Group, and at multiple events of the Community College League of California.

In Fall 2015, the Institutional Effectiveness Initiative Policy, Practice, and Procedures (P3) Advisory Workgroup brought forward a plan to develop collections of operational and professional development tools (PowerPoint presentations, videos, handbooks, etc.) focused on a specific area of interest for all colleges. The collections of tools are now known as Applied Solution Kits (ASKs) and content has been developed in the following three areas: integrated planning, disaggregated data, and strategic enrollment management. Significant and frequent discussions took place regarding the vetting process for materials to be included in the ASKs, and how those processes would be communicated to the field. The next two ASKs to be developed will focus on guided pathways and change leadership. ASCCC representatives take a lead in these efforts and the Academic Senate continues to partner with organizations such as the Research and Planning Group to bring these projects to fruition.

In Spring 2017, the Academic Senate held its 10th annual Accreditation Institute in Napa. The institute offered sessions on the basics of accreditation, student learning outcomes, data disaggregation, and accreditation standards. The Academic Senate invited the participation of staff from the Accrediting Commission for Community and Junior Colleges (ACCJC) as well as presenters including faculty, administrators, and researchers.

The ASCCC Noncredit Committee worked with the Chancellor's Office (Academic Affairs, Institutional Effectiveness, and Student Services), the Association of Community and Continuing Education (ACCE), the Career Ladders Project (CLP), and the California Community College Success Network (3CSN) to present the inaugural Noncredit Summit, "Building Bridges," dedicated to noncredit-related topics such as curriculum development and instruction. The Academic Senate continued its support of the Chancellor's Office Academic Affairs division and ACCE by taking the lead to establish a Noncredit Community of Practice that encourages collaboration between and among system partners. The ASCCC Noncredit Committee Chair presented at the 2017 ACCE

Annual Conference about the Academic Senate's efforts to support and advocate for noncredit programs.

E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.

The Academic Senate established a line item in the budget to provide an opportunity for Executive Committee members and staff to participate in conferences, institutes, and events. Executive committee members and the office team took advantage of this funding source to attend and present at conferences focused on topics such as equity and student access.

Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.

A. Design and Implement a comprehensive ASCCC Professional Development Plan.

Last year, the ASCCC Faculty Development Committee created a professional development plan that included expanding the Academic Senate's Professional Development College (PDC), exploring new ways of offering professional development, and surveying the field each year to ensure that the Senate is meeting the professional development needs of all faculty. The ASCCC Executive Committee approved this plan in March 2016 and is currently identifying consistent ways to implement the plan. In addition, the PDC offerings have expanded significantly. Currently, there are eight modules on the PDC website including five modules on curriculum and one module for each of the following areas: participatory governance, new faculty orientation, and teaching incarcerated students. Each module is free of charge. If individuals complete the modules and assessment test, they receive an ASCCC Certification of Completion. Other modules under development include noncredit, basic skills, and student learning outcomes.

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

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

A. Strengthen partnership with Chancellor's Office Divisions.

The ASCCC strengthened the relationship with the Chancellor's Office through service on committees, taskforces, and workgroups such as the California Community Colleges Curriculum Committee (5C), Institutional Effectiveness Partnership Initiative (IEPI) advisory workgroups and executive committee, Telecommunications and Technology Advisory Committee, CTE Minimum Qualifications Workgroup, Noncredit Advisory Committee, and the Equal Employment Opportunity and Diversity Advisory Committee. Additionally, ASCCC representatives partnered with the Chancellor's Office to assist in implementing efforts that benefit the system as a whole including the Common Assessment Initiative, the Educational Planning Initiative, the Online Education Initiative, and the Chancellor's Office Curriculum Inventory.

The ASCCC strengthened the relationship with the Chancellor's Office through service on committees, taskforces, and workgroups such as the California Community Colleges Curriculum Committee...

Finally, the Chancellor's Office staff participated in ASCCC events, regional meetings, and institutes.

The Telecommunications and Technology Advisor Committee (TTAC) co-chairs worked closely with the Vice Chancellor of Institutional Effectiveness to move forward with investigating the topics identified at TTAC's April 2016 retreat including accessibility standards, instructional technology infrastructure, seamless integration of technology, improved navigation of course enrollment, and system-wide data governance. TTAC will continue to investigate and implement these efforts in 2017-2018.

ASCCC representatives co-chaired and served on the California Community Colleges Curriculum Committee (5C), which undertook a series of projects designed to stream-

As part of the work on minimum qualifications for apprenticeship instructors, ASCCC representatives worked closely with Chancellor's Office staff to implement the process for these minimum qualifications.

line curriculum approval processes, further clarify the roles of groups including the California Community Colleges Chancellor's Office, and ensure that the materials necessary for these projects were easily available. In partnership with the Chancellor's Office, the ASCCC provided professional development to faculty and staff to facilitate the implementation of effective curriculum processes at local colleges.

As part of the work on minimum qualifications for apprenticeship instructors, ASCCC representatives worked closely with Chancellor's Office staff to implement the process for these minimum qualifications. The Academic Senate held special, public hearings on draft apprenticeship minimum qualifications on May 3 at Los Angeles City College and May 4 at the San Jose Marriott. As part of ASCCC efforts to build relationships with the California Apprenticeship Council, the Standards and Practices chair attended the council's meeting on April 26-27, 2017 and an apprenticeship student competition at the Lloyd E. Williams Pipe Trades Training Center in San Jose.

ASCCC representatives worked closely with representatives from the Chancellor's Office, Chief Instructional Officers, and the California Community Colleges Technology Center to develop a new Curriculum Inventory system for the submission of courses, certificates, and degrees to the Chancellor's Office for chaptering or approval. The creation and refinement of the new inventory system is a collaborative effort to ensure that the new technology aligns with the guidelines and standards set forth in the 6th edition of the Program and Course Approval Handbook (PCAH) and that the new system will not impose any unexpected restrictions on the development of new curriculum by colleges.

B. Expand the ASCCC presence at constituent group meetings and conferences to create more faculty presence.

ASCCC representatives attended as liaisons to develop relationships with many constituent groups, including the Chief Instructional Officers, the Chief Student Services Officers, the Council of Faculty Organizations, the Association for Community and Continuing Education, and the Faculty Association for California's Community Colleges. ASCCC representatives also have attended conferences presented by the Chief Instructional Officers, the Chief Student Services Officers, the California Community Colleges Association of Occupational Education, the Community College League of California, and the Research and Planning Group.

C. Create a Master Calendar of Events

The Chancellor's Office has created a master calendar of events for the California Community College system that includes events for all related constituent groups. The master calendar is on the Professional Learning Network. ASCCC staff worked closely with the Chancellor's Office to ensure accurate and timely information is provided to support this resource for colleges.

Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.

The ASCCC established three liaison positions: Legislative, Career Technical Education, and Noncredit. The purpose of the liaison positions is to serve as a conduit for gathering information from and communicating with faculty, local senates, and administrative and classified colleagues in these specific areas. The ASCCC asked local academic senates to identify a faculty member or members to serve in each of the three positions.

A. Create a communication plan.

ASCCC staff has drafted an organization-wide communications plan. The plan will serve as a guide to communicating effectively with the organization's membership as well as messaging strategically to stakeholders and the public at large. The goals of the plan include improving communication with the membership, fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of the ASCCC.

Objective 4.3. Visit all CCC colleges.

A. Develop short- and long-range plan for local senate visits by ASCCC.

The ASCCC Relations with Local Senate Committee developed a short- and long-range plan to visit all California Community Colleges within five years. The ASCCC Executive Committee approved the plan in March 2017. The Relations with Local Senates Committee is developing an implementation plan for the upcoming year.

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

Objective 5.1. Realize a minimum increase in ASFCCC funding of $25,000 per year.

A. Increase applications for appropriate short-term and long-term grants.

In the 2016-17 year, projects requiring grant funding were researched and evaluated. The Academic Senate Foundation directors identified three research topics for the following year and submitted letters of interest to potential grantors. The three research projects included topics such as effective practices for hiring diverse faculty and the efficacy of student learning outcomes research. The Academic Senate also secured a $325,000 grant to hold a Part-time Leadership Institute, develop modules for the Professional Development College, and provide technical assistance in noncredit and basic skills innovation.

B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.

As noted previously under legislative activities, the governor included in the budget trailer bill language that allows the Chancellor's Office to contract directly with the ASCCC. This change should provide the Academic Senate with more opportunities to secure funds to continue its work on academic and professional matters and faculty issues. For example, the ASCCC now directly contracts with the Chancellor's Office to conduct the Course Identification Numbering (C-ID) System.

C. Expand fundraising of ASCCC Foundation at events.

Fundraising was expanded through the creation of a formal sponsor program that increases the Academic Senate Foundation's financial stability by allowing vendors and other organizations to appear at ASCCC events in a reasonable capacity. The AS Foundation directors determined that fundraising from the body would only take place at

plenary sessions by means of a raffle as well as through existing donation opportunities such as ongoing, monthly donations.

Objective 5.2. Realize a Minimum increase in the Governor's base funding to the ASCCC of $XXX per year.

A. Secure appropriate resources implement the ASCCC's comprehensive professional development plan.

Many of the professional development activities noted in this strategic plan were funded by the Chancellor's Office or other sources. For example, the Part-time Leadership Summit was funded by the Chancellor's Office through Basic Skills Innovation dollars and the Noncredit Summit was funded through the Institutional Effectiveness Partnership Institute.

B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.

As a result of the advocacy efforts by the Executive Committee as noted in the legislative activities of this report, the C-ID project was granted one-time funds of $1M for the 2017-2018 academic year.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

A. Maintain Current Grants

Currently the Academic Senate has several ongoing grants such as the governor's grant and the C-ID grant. The Academic Senate has been successful in maintaining these grants as well as securing additional grants related to initiatives including Common Assessment, Online Education, Educational Planning, and the Institutional Effectiveness Partnership.

PERIODIC REVIEW OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

In response to Resolution 01.02 F14, the Academic Senate established an independent task force of faculty to conduct a periodic review of the organization. The purpose of the periodic review was to "to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures." The task force was formed of randomly selected faculty who participated in an Academic Senate activity the prior year. Over the course of the year, the faculty reviewed the following seven areas of the organization: mission, governance, responsible fiscal stewardship, professional integrity, openness and disclosure, inclusivity and diversity, and grants, programs, and planning. The task force engaged the field to gather data for the review via two plenary sessions and personal contact. While the results of the review indicate there are areas that need to be improved, the task force found that the ASCCC meets or exceeds expectations in the seven areas. The Periodic Review guidelines, criteria, task force membership, and report can be found on the ASCCC website.

Academic Senate for California Community Colleges
One Capitol Mall, Suite 340
Sacramento, CA 95814
www.asccc.org

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

Strategies	Actions	Lead	Support	Resource	Due Date
Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.					
A. Establish relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Yes – travel	
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.		Legislative Advocacy Committee Chair	Executive Director	Yes-Committee meeting costs	June 2016
C. Develop a public relations campaign to promote the visibility of the ASCCC.		Executive Director	Creative Director	Yes--Materials	June 2016
D. Research and attend state and national conferences related to academic and professional matters.		Committee Chairs	Executive Director	Yes-conference attendance	
E. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.		CoFO Representatives	Executive Director	No	
Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.					
A. Include Legislative Advocacy topics at appropriate ASCCC Events.		Legislative Advocacy Committee Chair	Executive Director	No	June 2016

GOAL 2: ENGAGE AND EMPOWER *DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP.

*See ASCCC Inclusivity Statement for definition of "diverse groups"

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.					
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.		Professional Development Chair	Executive Director	Yes—PDC costs	June 2016
B. Identify resources to fund and thus increase the attendance of diverse faculty at ASCCC events.		Executive Director		Yes -- scholarships	
Objective 2.2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.					
A. Develop a cultural competency plan.		EDAC Committee	Executive Director	Yes – committee costs	6/30/16
B. Increase outreach activities.		Committee chairs	Executive Director	No -- scholarships	6/30/16

GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM.

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, PD Cmte Chair, Executive Director		No	
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.		President, VP, Executive Director		No	June 2016
D. Develop relationship and collaborate with other professional development organizations on events.		All EC members		No	June 2016
E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director		Yes—conference attendance	June 2016

Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.

A. Design and Implement a comprehensive ASCCC Professional Development Plan.		PD Chair and Executive Director		Yes—meeting	June 2016

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 4.1 . Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.					
A. Strengthen partnership with the Chancellor's Office Divisions.		EC Members			
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.		EC Members			
Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.					
A. Create a communication plan.		Executive Director	Executive Committee members	No	June 2016
B. Create a master calendar of events.		Executive Director	Staff		
Objective 4.3. Visit all CCC colleges.					
A. Develop short- and long-range plan for local senate visits by ASCCC.		Local Senate Committee Chair	Executive Director	No	June 2016

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 5.1. Realize a minimum increase in ASFCCC funding of $25,000 per year.					
A. Increase applications for appropriate short-term and long-term grants.		Executive Director, Foundation Directors	Foundation directors and Executive Committee members	Yes—possible grant writer	June 2016
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.		President	Executive Director		
C. Expand fundraising of ASCCC Foundation at events.		Foundation President	Executive Director		
Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC of $XXX per year.					
A. Secure appropriate resources to implement the ASCCC's comprehensive professional development plan.		Executive Director	President		
B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.		President, Vice President, and Executive Director			
Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.					
A. Maintain current grants		Executive Director	President		June 2016

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Executive Committee Agenda Item

SUBJECT: *Legislation and Government Update*		Month: January	Year: 2018
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND ON THE POLITICS OF NOW:

The Legislature is not in session and there are no active bills to track at this time. However, there is planning occurring regarding the next half of the two-year legislative cycle. The Legislature has been actively observing the California Community College system, requested visits to community colleges by staff and legislators, and receives lobbying, publications such as ***The Transfer Maze*** *by the Campaign for College Opportunity, and sponsor bills that offer solutions to real or perceived problems from entities outside of our system. Organizations within our system sponsor legislation to facilitate change from their point of view that clearly fall within the purview of faculty sometimes with and sometimes without the support of the ASCCC.*

In the past, the ASCCC has chosen to support or oppose bills; sometimes we have worked with the author to improve bills or make them less harmful to students. We have not actively sponsored a bill. But over the past three years we have dramatically increased our presence in the legislative arena. We now have active and coordinated legislative visit days every year. We have developed relationships with legislative staff to the extent that they know who we are and sometimes request our input or opinion about pending legislation.

This is the last year of the governor's final term and there is a super-majority in both chambers of the same party – heightening the feeling of urgency to create new laws and cement political legacies.

The Intersegmental Committee of Academic Senates, ICAS, has chosen to step-up its advocacy efforts with visits by the tri-chairs in December, a legislative forum at the capitol on transfer prior to the last day to introduce legislation for this term, in addition to its legislative advocacy day in April.

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

BACKGROUND ON THE POLITICAL PROCESS:

It appears that if we are going to sponsor legislation, now is the time. Should we desire to do so, we need to find an author by the end of the third week of January. Our allies at CCLC and FACCC have agreed to help us and expressed support for this proposal. The author would introduce the bill by February 9 for consideration this cycle.

In other considerations regarding the political process, there is value in having a bill sponsored by the ASCCC in the legislative arena for discussion. It signals to other entities that we are an organization to consult with prior to the introduction of legislation in the future, it signals to legislators that we can provide them the background support they need to author a bill on academic and professional matters, it signals to our system partners that we have external avenues open to us to solve problems as well, and it generates goodwill toward the ASCCC with a bill that everyone can support in concept.

The danger of sponsoring legislation include that we cannot control the outcome as carefully as we may wish – legislation can be amended and changed in ways that we may not like. It also commits the organization to providing support to the author as they shepherd it through the legislature.

Lastly, there are limited ways to get this much money into the budget and directly under the control of the faculty through the ASCCC – a bill that is signed into legislation, or the budget trailer bill at the behest of the legislature or the Governor's May revision to the budget are the best options. To generate interest in adding money to the budget trailer bill, often a separate bill is generated to attract the interest of the legislature and governor.

BACKGROUND ON ASCCC OPEN EDUCATIONAL RESOURCES PROPOSAL:

The ASCCC OER Task Force would like faculty within our system to take more control over the creation, curation, and distribution of resources other faculty may elect to use in lieu of publisher generated resources for profit and thereby lower the cost of educational materials to students. The scope is broad encompassing courses with C-ID descriptors and support tools for those courses that may speak to just-in-time, developmental educational needs. It is a multi-year proposal of $5M over five-years. The attached is a draft proposal vetted through the Task Force.

DESIRED OUTCOME:

The Executive Committee will discuss the merits of sponsoring legislation and determine if it agrees to sponsor legislation regarding Open Educational Resources as recommended by the ASCCC OER Task Force.

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Executive Committee Agenda Item

SUBJECT: Vendor Notation in ASCCC Program for Institutes and Sessions		Month: January	Year: 2018
		Item No: IV. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider the use of the "vendor" title in event programs.	Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

When a vendor conducts a breakout session during an event (institutes or sessions), the "vendor" notation is included in the breakout title of the event's program.

A CCC Chancellor's Office representative reached out to Julie Adams and Julie Bruno requesting to remove the "vendor" notation for the IEPI breakout at the upcoming Accreditation Institute, and any subsequent events where IEPI is both a vendor and a presenter. The concern was that faculty attendees may be reluctant to attend their breakout because of the notation. Julie Adams noted that the "vendor" notation is included in the titles to note when a presentation does not have an Executive Committee member as a co-presenter.

Desired Outcome:

The Executive Committee will discuss the request by the CCC Chancellor's Office to remove the "vendor" notation for breakouts conducted by IEPI and provide guidance to the ASCCC staff on whether to keep the notation or remove. The Executive Committee may also consider discussing how to move forward with other partner organizations that also provide sponsorship for events, such as EPI, PLN, and @One. The Executive Committee may also consider discussing whether all breakout sessions must have an Executive Committee member present.

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

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Executive Committee Agenda Item

SUBJECT: Spring Plenary Planning		Month: January	Year: 2018
		Item No: IV. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the theme for 2018 Spring Plenary Session and discuss potential keynote speakers.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the theme for the 2018 Spring Plenary Session taking place at the San Mateo Marriott on April 12-24. Members will also consider potential keynote speakers.

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

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Executive Committee Agenda Item

SUBJECT: Liaison from the Council of Chief Librarians (CCL) to the ASCCC		Month: January	Year: 2018
		Item No: IV. E.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider adding a liaison from CCL.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The primary objectives and purposes of the Council of Chief Librarians (CCL) are to represent, promote and advance libraries in the California Community Colleges; to provide a vehicle for communication, discussion, and collaboration among librarians; to provide opportunities for professional development, training and leadership development for all librarians; and to support data collection, analysis and dissemination for the purpose of good public policy development (paraphrased from the CCL Bylaws). www.cclibrarians.org

Julie Bruno was a guest speaker at the Library Deans and Directors summit held in March 2017 in Sacramento. She also spoke to Meghan Chen (Mt SAC, and CCL president) and Dan Crump about looking at the involvement of library faculty in the ASCCC and other state activities. The Council invited Julie to speak to the CCL Executive Board, which she did in October 2017.

At the meeting, the CCL Board had a very fruitful discussion about CCC faculty librarians, including avenues for highlighting the role of librarians in the CCCs.

- *ASCCC Resolutions (CCL Advocacy Committee helped Crump with the crafting of three resolutions adopted at the 2017 Fall Plenary Session).*
- *Rostrum articles (e.g. pathways frameworks, information literacy, statewide student success initiatives)*
- *Providing assistance on ASCCC papers, especially the two library papers. The 2010 white paper, Standards of Practice for CCC Library and Faculty and Programs, could benefit from a*

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

revision to foreground some of the ongoing issues and concerns related to library faculty and programs.

- *Presenting at ASCCC events, including Session, Accreditation Institute, and Curriculum Institute.*
- *Representing the interests of library faculty in discussions about the 50% Law*
- *Updating Education Code and Title 5. CCL is interested in looking at language in Ed Code and Title 5 regarding library staffing, facilities, and funding. The CCL Advocacy Committee could craft language with arguments.*
- *IEPI---CCL has a representative on the Professional Development work group*
- *Inclusion of libraries in the descriptive and funding bills of major state initiatives for the CCCs*
- *Inclusion of ASCCC representative in the state-wide Library Services Platform project. Since it will dramatically impact the fabric of the academic research experience across the colleges, engagement and assessment by classroom faculty will be an important aspect to ensure the successful implementation of a new library services platform.*
- *CCL playing a more active role in supporting the efforts of the ASCCC*

To establish a stronger relationship with CCL, the Executive Committee may establish a CCL Liaison. The liaison could provide a written or oral report at the ASCCC Executive Committee meetings.

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Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: January	Year: 2018
		Item No: IV. F.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate for California Community Colleges, in partnership with the Chancellor's Office, Career Ladders Project, and the Research and Planning Group, is leading the effort to provide guided pathways workshops, capacity building at colleges, and an Applied Solutions Kit.

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

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

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Executive Committee Agenda Item

SUBJECT: Succession Planning		Month: January	Year: 2018
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee may wish to evaluate and revise the job description of the Executive Director.	Urgent: No	
		Time Requested: 1 hour	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The current Executive Director job description was adopted at the same time as the strategic plan. The Executive Committee was advised at its September meeting that an evaluation of the job description of the Executive Director is an important step in understanding the current and future role of the position in the organization. Attached is the current job description.

DESIRED OUTCOME:

The Executive Committee may wish to evaluate and revise the job description of the Executive Director.

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

Executive Director Job Description

The Academic Senate is governed by the Executive Committee officers and members who are elected for limited terms from all 112 campuses and from the entire range of disciplines.

The Executive Director is a non-voting *ex-efficio* officer of the Academic Senate. The Executive Director carries out a variety of responsibilities in these key areas: chief administrator for the 501 (c) 6 nonprofit organization; policy advisor to the Senate officers, Executive Committee members, committees, and others; and chief of staff. Other duties include facilitating and coordinating the agendas and activities of the Executive Committee and plenary session, advocacy for the roles of the Senate and for resources necessary for it to excel in its shared-governance responsibilities granted to the Senate under Education Code, Title 5, and Board of Governors. The Executive Director works in a highly sensitive and political environment, as well as in an environment in which the faculty leadership and members change regularly.

Function	Duties
Chief Administrator	• Provides leadership and continuity to the Senate, in support of the president, by using comprehensive understanding of the governance and structure of California community colleges and institutional memory to effectively navigate and manage multiple, highly sensitive, and politically competing priorities while cognizant of the varied needs of multiple constituencies. • Provides oversight of Senate-wide grants and projects while being cognizant of the perspectives and concerns of the president, committee members, delegates, and members. • Provides advice, background research, and other support to the president and vice president in their roles as representatives to the Board of Governors, Consultation Council, and other groups such as Intersegmental Committee of Academic Senates. • Facilitates problem-solving of issues that fall within the purview of the Senate. • Reviews all official Senate communications, specifically those to the president, and uses independent judgment in determining the appropriate response and/or course of action. • Reviews and edits written material submitted to the president for his/her signature. • Provides executive analysis to the president. • Advises the president on determining agendas for the Executive Committee and the Plenary Sessions, prioritizing agenda items. • Advises committee chairs on determining agendas, and prioritizing of agenda items. • Assist in the development and implementation of short- and long-term goals and strategic plans. • In coordination with the president, undertakes (or supervises) unique and sensitive projects.

Approved November 12, 2015

	• In coordination with the Academic Senate Foundation Board of Directors, identifies and prioritizes prospective funding opportunities including grants, philanthropic organizations, and other nonprofit organizations. Assists in designing strategy and goals, and establishing and developing relationships with potential donors and grantors. • Develop and oversee the operations of the Senate Foundation.
Policy Advisor	• Provides leadership, consultation, and advice to the Senate committee chairs and staff on significant issues, proposed actions, policies, and procedures. • Identifies, analyzes, formulates, proposes, and drafts new and/or changes to existing policies, procedures, bylaws, regulations and any issues concerning the welfare of the Senate, drawing upon expert knowledge of the organization and the philosophy of the Senate, its bylaws, and its role in the CCC governance system. • Consults with appropriate groups and ensures appropriate consultation with the community college community on major policy issues, procedures, and Senate activities. • Conducts analysis of complex policy and issues. • Clarifying any issues related to the Senate bylaws and regulations, as well as the Senate's mission.
Chief of Staff	• Provides leadership to achieving the Senate mission by directing staff and assisting the president and other faculty in identifying and engaging in activities that promote the development of major academic policies and recommendations. • Motivates those responsible for the development and implementation of policies, programs, services, etc., for the Senate including committees and staff, to ensure that the Senate's work is accomplished; and monitor progress associated with these tasks. • Creates effective management systems and strategic planning activities for the overall administration of the Senate. • Assumes responsibility for all supervision and management of the staff (e.g., hiring, training, supervising, evaluating, corrective action, and dismissal of all staff) as well as establishing priorities, work rules, and office protocols for accomplishing the work of the Senate. • Provides independent oversight, analysis, planning, and management of all the Senate's resources including fiscal, physical, equipment, computing, and web-based resources. • Ensures that information systems appropriately support the needs of the Senate. Identifies ways in which to use technology and information systems and oversees development and refinement of electronic methods for more efficient and cost-effective methods of communications.
Public Relations/Liaison	• Serves as the principal staff liaison between the Senate office and local senates as well as divisions within the Chancellor's Office, the California State University, University of California, the community, and governmental members. • Assures the Senate and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders.

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Executive Committee Agenda Item

SUBJECT: Resolutions Handbook Revisions		Month: January	Year: 2018
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide direction to the Resolutions Operational Committee for revisions to the Resolutions Handbook.	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Resolutions Operational Committee met on December 18, 2017 to review the Resolutions procedures at Plenary Sessions, make recommendations for improving those procedures, and consider revisions to the Resolutions Handbook.

The Resolutions Operational Committee made a number of recommendations (in the submitted meeting minutes and below) and is requesting direction from the Executive Committee to move forward.

1. Review the timelines and processes at the fall 2017 Plenary Session and make recommendations for changes to the Resolutions timelines for the spring 2018 Plenary Session – the following recommendations and requests will be brought to the executive committee for the January meeting.
    a. The committee considered options for streamlining submissions using templates like google docs. It was decided there was too much of a learning curve and room for errors to implement right now, but would like to explore options for future sessions.
    b. The committee recommends that clerical staff be assigned to format the resolutions packet, so that committee members can focus more closely on the resolution content.
    c. All committee members need wifi capability during the Plenary Session to be able to check for prior resolutions and to edit in real time. Resolutions committee members need to either bring laptops or have access to a few extra laptops in order to work on resolutions during the plenary session. Work space that is not a breakout room is needed to allow the committee to work during the plenary session.
    d. Additional time between when the resolutions/amendments are due and mandatory contacts meeting is needed so that the committee members have time to consider the new resolutions/amendments and edits. Last spring, there was an hour and that time was needed this fall. For the spring 2018 plenary session the committee requests that resolutions are due at the start third breakout session on Thursday. The committee did

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

consider that it was possible that resolutions could arise out of the last breakout session on Thursday and would consider resolutions and amendments coming in after that if they are deemed urgent.

e. The committee recommends a breakout after lunch on Thursday to assist with writing and editing resolutions. Presenters could include competent, expert and/or veteran resolution writers that are familiar with proper language and research of past resolutions.
f. The committee recommends that resolutions and amendments submitted during the plenary session not be put on the consent calendar. The committee discussed the careful balance needed between an opportunity for debate and the issue of time to complete the process.

2. Review and make recommendations for changes to Resolutions Handbook
    a. The committee suggested a number of areas of the Resolutions Handbook to be updated and reflect current process. The recommendations and request for direction will be sent to the ASCCC Executive Committee for the January meeting.
    b. The committee also would like to hear from the field regarding resolutions/amendment processes to see what the field views as "working" and "needs improvement". Questions included, but were not limited to: Do delegates feel they have enough time to determine how to vote on a resolution/amendment when the resolution packet doubled in size between Friday and Thursday? Do delegates want the ability to publicly abstain in lieu of a "no" vote? The committee noted that submitting resolutions/amendments during the plenary session is a crucial part of the plenary session.

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Executive Committee Agenda Item

SUBJECT: EDAC Regionals for Spring 2018		Month: January	Year: 2018
		Item No: IV. I.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve dates and topics for spring EDAC regionals.	Urgent: YES	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

EDAC is planning to hold regional meetings on Friday, 6 April (north, TBD) and Saturday, 7 April (south, TBD). The focus of the regionals will be on highlighting changes and effective processes in the hiring processes at colleges to promote greater diversity, as well as examining the longitudinal data which will be released by the CO in January around hiring. Other topics may include but are not limited to further discussions of DACA and resources and the impact of AB705 on equity at colleges.

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

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Executive Committee Agenda Item

SUBJECT: Apprenticeship Minimum Qualifications		Month: January	Year: 2018
		Item No: IV. J.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and recommendations for possible next steps.	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas/Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In November, the Chancellor's Office brought a proposal for changing the apprenticeship instructor minimum qualifications forward to the November Consultation Council meeting to be considered for first reading at the January Board of Governors meeting (see attached). The item was pulled from the Consultation Council agenda to allow representatives of the ASCCC to work with representatives of the California Apprenticeship Council (CAC) on apprenticeship MQ language. An update of the current status of these efforts will be provided, and with possible direction on next steps and action provided by the Executive Committee.

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

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Executive Committee Agenda Item

SUBJECT: Guided Pathways Survey		Month: January	Year: 2018
		Item No: IV. K.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will review for approval the guided pathways survey to distribute in February.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Carrie Roberson Guided Pathways Task Force	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Guided Pathways Task Force (GPTF) is looking for opportunities to provide information and create various tools for academic senates throughout the design and implementation of a guided pathways framework.

The Academic Senate Executive Committee will discuss, provide feedback, and make inquiries related to the survey to approve it for distribution to academic senate presidents/Guided Pathway Liaisons to help the task force gather insights for our future efforts (presentations, *Rostrum* articles, GPTF Liaison listserv updates, regional meetings, other).

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

Guided Pathways **SURVEY**

The ASCCC Guided Pathways Task Force is looking for opportunities to provide information and create various tools for academic senates throughout the design and implementation of a guided pathways framework. Please respond to the questions to help the task force gather insights for our future efforts.

What is the level of support for designing and implementing a guided pathways framework for student success at your college?
1- none
2- a little
3- some
4- quite a bit
5- ready to go!

How do you characterize the level of interest among faculty in designing and implementing a guided pathways framework at your college?
1- none
2- a little
3- some
4- quite a bit
5- significant interest!

Do you have access to the data you need and the resources to interpret it?

1- none
2- a little
3- some
4- quite a bit
5- totally!

*Is the process to design and implement guided pathways frameworks on your campus faculty driven? Do you feel that you have sufficient voice in the process through the shared governance as you begin to discuss a guided pathways framework?

*What are the successes or effective practices your college has identified as you work toward a guided pathway framework?

*What have been your college's biggest challenges in the design and/or implementation of guided pathways frameworks so far?

*What +positive+ or -negative- impacts might a guided pathways framework have on the students at your college?

*What can the ASCCC Guided Pathways Task Force do to support your college with designing and/or implementing a guided pathways framework at your college?

*If your college has already created a framework and are working toward implementation, what advice would you give to the faculty of colleges just beginning the journey? What resources proved to be the most helpful?

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Executive Committee Agenda Item

SUBJECT: Model Policy for Educational Programs Developed Using Grant or External Funding		Month: January	Year: 2018
		Item No: IV. L.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will review and provide feedback for model policy.	Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution F12 17.01 "Approval of Grant Driven Projects" called for the ASCCC to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula. In response, the Educational Policies Committee has created a draft model policy to be distributed to the field once perfected. The model policy focuses on principles and values that should be imbedded in a policy or procedure for developing educational programs using grant money; however, the model does not provide operational or procedural details since these processes will be different necessarily at many colleges.

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

DRAFT POLICY

Developing Educational Programs with External Funding or Grant Funding

REFERENCES: Education Code 70902(b)(7); Title 5 §55002(a)(1); §55070; §55061-55063;

The chief executive officer of a college shall establish procedures in consultation with the academic senate to assure timely application and processing of grants or outside funding that directly support the development of an educational program. Faculty will be responsible for developing curriculum to support educational programs funded through grants or outside sources in consultation with administrative and external partners. In addition, processes for applying for external funding that is not related to a specific degree or certificate program, but supports student success, will include faculty consultation.

DRAFT

Developing Educational Programs with External Funding or Grant Funding

REFERENCES: Education Code 70902(b)97); Title 5 §55002(a)(1); §55070; §55061-55063;

INTRODUCTION

To meet community needs, especially those needs of local industry and workforce needs, community colleges may often partner with external agencies or seek local, state, or federal funding sources. These funds are dedicated to the creation and/or support of a specific educational program and to support student success outside of the classroom. Typically these funds may only be used for a specific purpose and reporting is required. All grants should identify and provide specific benefits to the college which are in alignment with a college's mission. This model procedure will explain elements that may be included in a college's processes and procedures for the development of courses and programs using grants or external funding provided by a source other than the college's base allocation.

FACULTY PRIMACY

Per Education Code 70902(b)(7) local academic senates and faculty are the primary constituent group responsible for curriculum and academic standards. Given that primacy, the development or maintenance of educational programs, even those established through external funding, should be led first and foremost by faculty in consultation with administrative partners. Additionally, non-educational programs that support students also benefit from faculty consultation when pursuing funds intended to support equity and achievement for all students. Faculty and administration should mutually agree on processes for applying for external funding sources and the dispensation and reporting around those funds as part of its budget process.

CONSULTATION AND GRANT SUBMITTAL

Faculty, working with administrative and external partners such as advisory groups, should determine the need for an academic program prior to the submission of an application for a grant or other funding source. Faculty and administrators should consider the needs of local industry and the sustainability of the program after the completion of the grant in decision making.

The following recommended steps should take place when determining the need for a program or other support service for students.

- All faculty members in an area discuss the need for a new educational program (degree or certificate) or student support program based on their knowledge of the field and their experience working with industry partners or advisory committees and with transfer institutions. Faculty consultation should be documented (e.g. program review documents, department meeting minutes, advisory committee minutes). Proposals for new programs by administrators should be reviewed by faculty and the viability of that program established by faculty in accordance with your local policies.
- Faculty consult with administration regarding the creation of a new educational program (degree or certificate) or student support program using external funds and determine if a

need exists and can be met by pursuing those funds. In addition, these discussions should establish what new curriculum, facilities, human resources, technology resources, matching funds, and other expenses will be needed to make the funding application successful and the program viable for students.

- Faculty develop or revise curriculum as needed. This step may happen simultaneously with the submission of a grant or funding application, depending on the expectations of the funding source.
- Upon receiving new funds for the development of an educational program (degree or certificate) or student support program, faculty and administrative partners should begin discussing the necessary steps that must be taken in case the program is institutionalized in the future.

If there is a potential curricular impact (e.g., a grant that can serve as a foundation for a new academic program, a change to delivery methods of existing programs [e.g., Guided Pathways], the expansion of current disciplines, or the implementation of off-campus delivery methods, then the grant proposal must be submitted to and vetted by the Academic Senate and/or the Curriculum Committee. Academic Senate review is required because of Title 5, Section 53200 of the California Education Code regarding faculty representation in all academic and professional matters ("10+1"). Specifically, the items affected by and affecting grants include #4, "Educational and program development" and #10, "Processes for institutional planning and budget development."

SUSTAINABILITY AND INTEGRITY

An effective procedure for an educational program (degree or certificate) or student support program that relies on grant funding or external funding should include mechanisms to evaluate the feasibility of institutionalizing the program immediately upon receiving external funds, when possible.

In addition, accepting grant funds and implementing a grant should be a transparent activity with faculty consultation and involvement to avoid using funds in ways not originally intended or allowed by the grant. Grant applications should as accurately as possible reflect the scope of the needs defined by faculty for the development and support or an educational program or student support service and avoid excessive inflation of funds requested to support the scope of the proposal.

EMERGENCY PROCESS FOR APPROVING GRANTS OR EXTERNAL FUNDS

A local procedure for pursuing and implementing externally-funded programs should include a process for reacting quickly when new information about funding opportunities arises. However, faculty consultation should not be sacrificed in order to expedite an application for a funding source. Colleges should consider establishing approval processes, such as consulting with a smaller senate group or the local senate's executive committee, that support nimble decision-making and can be applied when a last-minute funding opportunity is discovered.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: "Effective Practices for Educational Program Development" Paper		Month: January	Year: 2018
		Item No: IV. M.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee will review and provide feedback for the paper.	Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

This paper began with the 2016-2017 Educational Polices Committee to address resolution S16 9.02 which called for the development of a paper on effective practices for developing and revising all educational programs. While the resolution mentions revising educational programs, the senate already has papers on program review and program discontinuance, so this paper currently focuses on program development primarily and emphasizes the other resources. The committee would like feedback from the Executive Committee with a target date for approval at the spring plenary.

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

Effective Practices for Educational Program Development

ASCCC Educational Policies Committee 2016-2017
Virginia "Ginni" May (Chair), Mathematics, Sacramento City College
Randy Beach, English, Southwestern College
Andrea Devitt, Counseling, Cuesta College
Donna Greene, Early Childhood Education, College of the Desert

ASCCC Educational Policies Committee 2017-2018
Randy Beach (Chair), English, Southwestern College
Rebecca Eikey, Chemistry, College of the Canyons
Holly Bailey-Hofmann, English, West Los Angeles College
Andrea Guillen Dutton, Radiology Technology, Chaffey College
Christopher Howerton, Communication, Woodland College
David Lagala, Biological Sciences, Folsom Lake College

HOW TO USE THIS PAPER

This paper is to be used by faculty and other college staff to understand and protect the role that faculty play in educational program development and as a resource for effective practices in educational program development. The primary audience for this paper is the lay faculty member who has a broad understanding of curriculum development and is only involved in the process intermittently, such as when industry changes or transfer requirement changes necessitate modification to a program or the program review process leads to new and modified curriculum. This paper is not intended to be a "how to" manual for curriculum approval processes. It is intended to be a guide for program development from the policy side and not to provide step-by-step curriculum approval process. Additional guidance on the nuts and bolts of the curriculum development and approval process may be found in the *The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)*[1] and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates(2016)*[2]. In addition, while this paper addresses refers to the program review process and program discontinuance processes, it is the position of the ASCCC that these processes should be separate. A more thorough discussion of program discontinuance can be found in the ASCCC paper *Program Discontinuance: A Faculty Perspective Revisited*.[3]

Members of the ASCCC Educational Policies Committee of the ASCCC began the task of developing this paper during the 2016-2017 academic year and the committee membership completed during the 2017-2018 academic year. This paper focuses on the types of programs colleges may create as well as the faculty collaboration, andragogy, and standards that should inform program development and modification.

INTRODUCTION

It can be argued that the most important components of an educational institution are the educational programs it offers. California Education Code and accreditation standards emphasize the essential nature of a college's educational programs to that college's existence. In California Education Code (§§66050, 66010.4(a)), the Legislature delegated to public institutions of higher education the responsibility to provide educational programs that are appropriate and valuable to the communities they serve to advance California's economic growth and global competitiveness through education, training, and services. Furthermore, it is a requirement of the regional accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC) that the educational programs offered by a college are consistent with the college's mission[4] (Eligibility Requirement 9, Standards II.A.1, II.A.6). These statements indicate the importance of

[1] https://asccc.org/sites/default/files/COR.pdf
[2] https://asccc.org/sites/default/files/Effective%20Curriculum%20Approval%20Process_0.pdf
[3] https://asccc.org/sites/default/files/Program_Discontinuance_Fall2012_0.pdf
[4] https://accjc.org/wp-content/uploads/Eligibility-Requirements-Adopted-June-2014.pdf

educational programs to the core mission of a college to provide viable and relevant programs of study to a community to support its growth both economically and civilly.

JUSTIFICATION FOR THE PAPER

During the spring 2016 Academic Senate for California Community Colleges (ASCCC) plenary session, the delegates representing the California community colleges passed following resolution:

Resolution 9.02 Spring 2016 – Develop a Paper of Effective Practices for Educational Program Development[5]

> Whereas, "Educational program development," which is an academic and professional matter identified in Title 5 §53200, involves the development of all certificates and degrees and is therefore inherently a curricular matter;
>
> Whereas, The Task Force on Workforce, Job Creation, and a Strong Economy[1] has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:
>
> - Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
> - Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
> - Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
> - Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and
>
> Whereas, Faculty and colleges would benefit from a paper specifically dedicated to effective practices for developing and revising all educational programs;
>
> Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval.

DEFINITION OF A PROGRAM

When determining policies for establishing programs at a college, broad and competing definitions of an "educational program" can cause confusion. Per title 5 § 55000 (m), an educational program is "an organized sequence of courses leading to a defined objective, a

[5] Resolution SP16 9.02 "Develop a Paper on Effective Practices for Educational Program Development" http://asccc.org/resolutions/develop-paper-effective-practices-educational-program-development

degree, a certificate, a diploma, a license, or transfer to another institution of higher education."[6] Similarly, according to the accreditation standards of the Accrediting Commission for Junior and Community Colleges (ACCJC) an instructional program is defined as "a combination of courses and related activities organized for the attainment of broad educational objectives described by the institution." These definitions set the term "educational program" apart from "educational *support* programs"[7] which provide necessary wraparound services for students to support their pursuit of an award or other educational goal. While the policies around the creation of educational programs differ from those of processes for establishing educational support programs, these processes should inform each other and be integrated to ensure they are relevant to the educational and employment goals of students and effective in achieving their purpose and mission.

TYPES OF PROGRAMS

College district policies regarding educational program development should define the various types of awards (degrees and certificates) given by the institution upon completion of courses and requirements determined by faculty to be essential in an educational program. The type of program created should be based on the needs of students and the program learning outcomes that students are expected to accomplish in order to complete the program successfully and to be successful in their future educational and employment goals. The following is a list of award types based on regulations established in title 5 and explained in detail in the *Program and Course Approval Handbook (6th Ed.)*[8].

- Bachelor of Arts (BA)
- Bachelor of Sciences (BS)
- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)
- Associate in Arts (AA)
- Associate in Science (AS)
- Certificates of Achievement (18 or more semester degree-applicable units or 27 or more quarter degree-applicable units)
- Certificates of Achievement (12 or more semester degree-applicable units or 18 or more quarter degree-applicable units) which require approval by the CCCCO in order to be included on a student's transcript.
- Certificate of less than 12 units that may be created and does not require approval by the Chancellor's Office; however, these certificates are not transcriptable and cannot be called a "Certificate of Achievement," "Certificate of Completion" or "Certificate of Competency." Terms such as "Certificate of Proficiency" and ??? are common.

[6] § 55000. Definitions. https://govt.westlaw.com/calregs/Document/I12CF9B4BDA2340B3B01F2DFD1231396A?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[7] ACCJC Policy on Institutional Degrees and Credits https://accjc.org/wp-content/uploads/Institutional-Degrees-and-Credits.pdf

[8] *Program and Course Approval Handbook*, 6th Edition. http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf

Specific minimum requirements for each of these types of educational degree and certificate programs are found in title 5 and the PCAH.

College policies often divide educational programs into larger categories based on the educational or employment goals students enrolled in the program may have. These categories include Transfer programs, Career Technical Education programs, and Noncredit programs.

TRANSFER PROGRAMS

Transfer educational programs are developed to support student goals to transfer to other institutions within the California system of higher education or to out-of-state or private institutions. Transfer programs must take great care to keep up-to-date with changes in articulation agreements between the college and other institutions and the standards and requirements they require to accept students.

Associate Degree for Transfer (ADT)

Included in the category of Transfer Educational Programs is the most recent development in transfer programs, the Associate Degree for Transfer (ADT). ADTs are associate degree programs created in 2010 in response to Senate Bill 1440 the Student Transfer Achievement Reform Act (Padilla) and codified in Education Code 66746(a). The ADT fulfills the lower division component of a baccalaureate major at a California State University (CSU) and guarantees transfer to a CSU at junior status for students who complete the ADT at a community college, but not necessarily to a particular campus or major. In addition, once at the CSU, students can complete a bachelor's degree with as little as 60 semester units or 90 quarter units of coursework. The ADT degree is intended to make transfer to the CSU system smoother for students and is designed to align coursework at the community college with courses offered at the CSU.

Community college faculty confer to create a Transfer Model Curriculum (TMC) which specifies courses that should be included in every college's ADT either as required courses or as important electives. In 2016 SB 440 required colleges to offer ADTs in disciplines where a Transfer Model Curriculum (TMC) had been established through the Course Identification Numbering System (C-ID), and the college has an existing associate degree already. Per Senate Bill 440, colleges have 18 months from the release of the TMC to develop their local ADT if they offer a traditional transfer program in that discipline.

Traditional Associate Degrees

While the ADT has received the most attention recently, the traditional associate degree still serves several important purposes. Per title 5, section 55063, the associate degree of art or associate degree of science includes demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit coursework in a major or area of emphasis. The primary differences between ADTs and traditional transfer degrees is that ADTs may not exceed 60 units, and traditional degrees serve a different type of student than those served by the ADT. An ADT is not an option for majors that do not have a TMC developed yet or for programs that primarily serve students who wish to transfer to the University of California (UC) system. There are also

concerns over majors with high unit counts, especially in STEM areas, where faculty are challenged to create a meaningful ADT educational program within the strict parameters of the ADT as legislated. Recent experiments with creating similar pathways to transfer for the UC are the subject of ongoing discussion, but until that time when a similar agreement is in place, many students are served by the traditional transfer associate degree.

Certificates of Achievement for Transfer Preparation
A certificate of achievement for transfer preparation includes coursework taken to satisfy transfer patterns established by the UC, CSU, or an accredited public postsecondary institution. This type of program must consist of 18 or more semester units or 27 or more quarter units of degree-applicable coursework. Faculty may decide that this type of certificate serves a local purpose due to agreements with their local CSU or UC schools and to help student better define their pathway of instruction and to support a seamless transfer. A certificate of achievement that is 12 or more semester units or 18 or more quarter units of degree-applicable coursework may be created and called a certificate of achievement with approval by the Chancellor's Office.

Bachelor's Degrees at the California Community colleges
In 2014 Governor Jerry Brown signed a bill that created a pilot baccalaureate program for 15 community colleges across the state to fill a growing workforce demand for college-educated, skilled workers in fields such as health, science and technology. At this time, data are not collected regarding the effectiveness of the pilot program.

CAREER TECHNICAL EDUCATION PROGRAMS

Career Technical Education (CTE) programs provide students with academic skills and technical training designed to assist their successful transition into a specific industry or job. Career and Technical Educational Programs include associate degrees and certificates in disciplines such as Accounting, Radiology, Nursing, Dental Hygiene, Business, Paralegal Studies and many other fields where a clear trajectory can be mapped from learning outcomes to industry standards for employment. CTE programs are intended to propel the California economy forward by providing students with skills to earn well-paying jobs and help to provide California companies with the talent they need to compete on a global scale."

Career Technical Education Associate Degrees and Certificates of Achievement
While some career technical education areas warrant the preparation provided by an associate degrees, many CTE programs serve students through a Certificate of Achievement or a series of certificates created to provide training for students wishing to work at various levels in an employment sector. While most CTE programs are terminal to the college and do not lead to transfer, an ever-growing number of CTE programs are adding transfer-focused elements to their requirements as advanced training at a four-year university is becoming necessary for success over the course of a student's career in the industry. The number of semester or quarter units for an associate degree or a certificate in a CTE area is the same as for transfer preparation; however, faculty creating CTE programs must take additional steps in the curriculum approval process that include consultation with industry partners and practitioners to meet accreditation or industry standards that non-CTE curriculum may not have.

Advisory Boards for CTE Programs
Title 5 §55601 states that the governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide a liaison between the district and potential employers. This requirement is also found in the ACCJC standard 2B "the institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, and programs." Program advisory committees serve a vital role in assisting a vocational program to remain dynamic and in touch with its local, regional, and state-level communities. Committee members should include: employers, employees, current students and recent alumni, faculty, program coordinator, department chair, vocational dean, articulation partners, CTE counselor and other pertinent partners.

Labor Market Data
The California Community College's Economic and Workforce Development Program (EWD), reauthorized in 2012 among its goals to "consider labor market needs when making local decisions, budgets, programs, course offerings and to decide on the program capacity as a region.[9] CTE programs must consider carefully where to put resources to ensure that students graduating will be able to enter the field for which they are trained.

Industry Needs
An important goal in CTE programs is to ensure that the programs are innovating and keeping up with changing industry needs. CTE programs are meant to solve a complex workforce training need so that our system can better deliver for employers.Additionally, the 2016 Chancellor's Office Economic and Workforce Development Program Annual Report stresses that CTE programs must retool when they are not working or not meeting a labor market so that students can study what matters. Often colleges undergo this examination of industry need through both short-term and long-term planning led by a program's advisory board as well as the college district's strategic planning processes.

Regional Consortia Recommendation
Prior to submitting new or substantially modified programs for local approval, all CTE programs must have been reviewed by the Regional Consortia. The Chancellor's Office requires that all requests for new CTE program approvals include an endorsement from Regional Consortia. This endorsement ensures program offerings meet regional labor market needs and do not unnecessarily duplicate programs. Each program submitted must include program goals and objectives, catalog description, program requirements, enrollment and completer projections, place of program in curriculum/similar programs, and similar programs at other colleges in the service area, labor market information and analysis, and advisory committee recommendations. Regional Consortia is made up of CTE deans from the entire region. Once the Regional Consortia has viewed and voted on the proposal, they will either endorse the proposal or not. The Regional Consortia does not approve programs, however their endorsement carries substantial weight.

[9] Chancellor's Office Economic and Workforce Development Program Annual Report, 2016 p. 7

Stackable Certificates
Most often associated with CTE programs is the stackable certificate, which is a sequence of certificates that can be accumulated over time to develop an individual's skills and qualifications to help them move along a career path or up a career ladder to different or higher paying jobs. Stackable certificates are often found in the areas of Health/ Advanced Manufacturing/ Agriculture, Water and Environmental Technology/ Bio Tech/ Digital Media/ Retail, Hospitality & Tourism/ Energy and Utilities/ Small Business/ Global Trade & Logistics, and many other fields. Essential to the development of stackable certificates is the alignment of the expected objectives and learning outcomes of the courses within a certificate to the program-level outcomes and then the alignment of program-level outcomes for one certificate to those program outcomes in higher level certificates in the sequence of stackable certificates.

Contract Education

TBD

NONCREDIT PROGRAMS
In recent years, significant attention has shifted to the use of noncredit curriculum not only to support student success by offering free, flexible instruction in a variety of fields, but also because of the ability to create programs in noncredit that lead to a certificate that provides a sense of accomplishment for a student as well as a meaningful statement in the workplace of a student's abilities. Noncredit course categories that are eligible for state apportionment, per California Education Code §84757 are identified by nine categories (Short-term Vocational, English as a Second Language, Immigrant Education, Elementary and Secondary Basic Skills, Health and Safety, Substantial Disabilities, Parenting, Home Economics, and Older Adults). A tenth category (Workforce Preparation) is defined in Title 5 §55151, which also establishes regulations for noncredit programs. Noncredit programs face similar scrutiny for approval as credit programs, must be approved by the local curriculum committee and governing board, and must be approved by the Chancellor.

Education Code 84760.5 (a) establishes the noncredit "Certificate of Completion" which confirms that a student has completed a noncredit educational program of noncredit courses that prepares him or her to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses. Along with the "Certificate of Completion", a "Certificate of Competency" award signals that a student enrolled in a noncredit educational program of noncredit courses and has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. An example of this type of award may be an English as a Second Language or Basic Skill certificate programs. All noncredit programs must consist of courses that qualify as Career Development and College Preparation courses, which include courses in Elementary and Secondary Basic Skills, Workforce Preparation, Short-term Vocational, and English as a Second Language. More and more colleges have begun exploring the potential that robust noncredit offerings may offer to support students in many of their educational goals.

Noncredit and CTE Programs

TBD

ADDITIONAL DEGREES AND CERTIFICATES

Some colleges include in their educational program offerings programs that closely match the definition of a program in Title 5, but are not eligible to provide a transcriptable degree or certificate. For example, often colleges support English as a Second Language Certificate programs where a student may receive a certificate of participation or specialization, or any other term your college chooses to use. However, that certificate is not transcriptable and only provides documentation that a series of courses or other requirements has been completed, although the completion is not recognized by the Chancellor's Office. Per Title 5 §55070, colleges may offer a certificate that is less than 12 units with local board approval; however, colleges are not allowed to call these Certificates of Achievement or to be placed on a student's transcript unless approved by the Chancellor's Office.

Grant Funded Certificates and Degrees

To meet community needs, especially those needs of local industry and workforce needs, community colleges may often partner with external agencies or seek local, state, or federal funding sources. These funds are dedicated to the creation and/or support of a specific educational program and to support student success outside of the classroom. Typically these funds may only be used for a specific purpose and reporting is required. All grants should identify and provide specific benefits to the college which are in alignment with a college's mission. Additionally, per Education Code 70902(b)(7), local academic senates and faculty are the primary constituent group responsible for curriculum and academic standards. Given that primacy, the development or maintenance of educational programs, even those established through external funding, should be led first and foremost by faculty in consultation with administrative partners. Faculty and administration should mutually agree on processes for applying for external funding sources and the dispensation and reporting around those funds as part of its budget process.

EDUCATIONAL PROGRAM DEVELOPMENT: BEFORE THE CURRICULUM COMMITTEE

The development of an educational program begins with the determination of student need by faculty, with support from administration. Programs are developed based on stated student learning outcomes determined by faculty in consultation with students, administrators, advisory boards, and other stakeholders. Courses are developed for inclusion in programs in alignment with program student learning outcomes that support students' end goals, including but not limited to employability and transfer, and are designed to provide relevant instruction in a timely manner.

When Is a New Program Needed?

The California Community Colleges Chancellor's Office Academic Affairs division maintains the *Program and Course Approval Handbook*[10] (PCAH) currently in its 6th edition. The PCAH

[10] http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

defines five criteria[11] used by the Chancellor's Office to approve credit and noncredit programs and courses, and these five criteria should drive the development of academic programs. These five criteria include the following:

- Appropriateness to the Mission
  Programs must be directed at the appropriate level for community colleges. Programs must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Programs should also be congruent with the mission statement and master plan of the college and district.
- Need
  New programs that meet stated goals and objectives in the region must not cause harmful competition with an existing program at another college. Need is determined by multiple factors, including but not limited to; educational master plan, accreditation standards, program review, economic development interests, labor market data, and community surveys.
- Curriculum Standards
  Title 5 mandates that all credit and noncredit curriculum be approved by the college curriculum committee and the district governing board. CTE credit programs must be reviewed by Career Technical Education Regional Consortia. The proposed program must be consistent with requirements of accrediting agencies as applicable. Programs are designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Adequate Resources
  In developing a new program, the college commits to offering all of the required courses for the program at least once every two years. Hence, the college must have adequate resources for faculty compensation, facilities and equipment, and library and learning resources.
- Compliance
  The design of the program must not be in conflict with any law including state and federal laws.

Faculty seeking to develop a new program should ascertain that the program meets all five of the above criteria by beginning a proposal at their department level in discussion with their fellow faculty dean or responsible administrator, curriculum chair and for CTE programs, the program's advisory board. While college administrators do not write nor approve curriculum, they have scheduling authority and familiarity with college resources and compliance with laws and regulations related to California's community colleges.

The faculty's decision to create a new program should rely upon a persuasive demonstration of need based on verifiable data and consultation with transfer institutions, advisory committees, and/or community partners. Anecdotal data should not be the foundation for a new program nor should a program be created based on the desire of one faculty or administrator. A new program should be embarked upon after extensive faculty collaboration, discussion, and planning and a review of quantitative and qualitative data (such as labor market data, local industry need, transfer institution consultation, etc.), available resources, and the long-term viability of the

[11] Find the pages in T5 for this

proposed program. Below are several questions that faculty might ask when debating a new program's creation:

- Is there documentable and extensive student interest that warrants creating the program?
- Are local transfer institutions expressing an interest in developing the program?
- Does the college's or program's accreditation status or license to oeprste require the program?
- Is there a legislated requirement that you offer the program?
- Is there an employment market where students may benefit from the proposed program?
- Will the program lead to employment that provides graduates with a sustaining wage?
- Can the student learning outcomes of the program be met by an existing program or can an existing program be revised to address those program student learning outcomes?

WHICH PROGRAM TYPE IS THE RIGHT ONE?

Once discussion around a new program has begun, and the student learning outcomes for the program have been written, faculty must determine what type of program best serves the students from a wide variety of options. The following guiding questions may help faculty determine the program structure that best serves students:

- What level of preparation must students achieve to be considered proficient in a discipline, field, or industry?
- What type of program is recognized as appropriate or valuable in the eyes of employers in the field or industry?
- Which degree-applicable courses are needed to help students achieve the program student learning outcomes? How many courses will a student need to take to achieve those outcomes?
- What is the value of general education to achieving the program's student learning outcomes?
- Can students benefit from the program without the program appearing on their transcript?
- How flexible should the program be to best serve the students who will benefit from this program?
- How will a student's financial aid eligibility be impacted by the program?

Faculty may feel motivated or even obligated to include as many courses in a certificate or associates degree as they offer in their discipline in an effort to make sure graduates are fully prepared for the next step in their academic or career goals. However, faculty should work to include only those courses with student learning outcomes or course objectives that are relevant to help students learn and demonstrate the skills, knowledge, and abilities that are the reason for the program to exist. Including more courses in a program than are necessary to achieve the discreet goals of the program can negatively impact the time it takes for a student to complete the program and either transfer or find employment.

What Is the Difference Between a Major and an Area of Emphasis?

TBD

Community Need

All community college programs must meet the needs of the community they serve. When designing new, or revising existing programs, faculty must use data gathered from many sources to ensure that the program is appropriate to the community. Data can be gathered from the local K-12 districts about student graduation and college-going rates. Data can also be gathered from labor market surveys and advisory boards for career and technical education programs. Creating new programs where there is not a need will result in frustration on the part of students who are not able to either transfer or find employment.

Consultation

All curriculum decisions should be the purview of the discipline faculty, including the creation and modification of educational programs. Ideally, when the need and appropriateness of an educational program is open for discussion, all discipline faculty, fulltime and part-time, are involved in the discussion and have input into the design of the curriculum and the learning outcomes that drive the program. That consultation may take the form of department meetings, discipline group meetings within a department, or a discussion regarding a new program explored in an annual program review or evaluation process. Whatever form the discussion and collaboration takes, collecting input from many faculty voices and viewpoints can only support the development of a more rich and comprehensive program to meet the needs of students.

Faculty should also consult with administrative partners when developing or modifying an educational program. While faculty are the discipline experts, the logistics and resources needed to offer an educational program should be discussed early on in the development stage and many local curriculum processes require documentation of this consultation prior to consideration by the curriculum committee. Very practical questions around facilities requirements, human resources, and technology needs should be discussed early on to avoid creating curriculum that is not feasible to offer to students. Additionally, administrators are resources for faculty in understanding the many laws, requirements, and accreditation standards that must be adhered to when developing new programs.

Conflict may arise occasionally when an administrator seeks to establish or modify an educational program without proper consultation with faculty. These situations often involve influence from agents outside of the college such as local industries or companies that are interested in programs that provide training beneficial to their industrial sector. While these programs may have merit, the discipline faculty must always be involved when designing curriculum in response to a need and to determine if the students will in fact be benefited by the program.

In addition to local administrators, new programs and substantially modified programs can benefit from input from external groups or stakeholders who have an interest in students' success in the program. Per title 5 §????, Career and Technical Education programs are required to gather labor market information and analysis, advisory committee recommendations and minutes from those meetings and are required to have their programs reviewed by the regional consortia prior to submission to the Chancellor's Office.

Where To Find Help at Your College

Faculty seeking to develop a new program should seek out the college resources available to assist in developing a quality program. The faculty Curriculum Chair is the primary faculty leader in matters of curriculum. The curriculum chair is tasked with working effectively with the local academic senate, the college administration, faculty, and staff, and will understand what is necessary for a program to be viable and how to move the proposal effectively through the approval process. In addition to the faculty chair, the Articulation Officer is knowledgeable about transfer requirements and is a key advisory to faculty and the curriculum committee on how curriculum proposals can affect course-to-course articulation and acceptance of courses for general education credit by receiving institutions. Finally, a college's curriculum specialists can provide "big picture" view to the curriculum committee and discipline faculty beyond the approval process itself and can identify issues that may adversely affect curriculum approval that may not be evident to the faculty.

Student Learning Outcomes
TBD

TOP Codes
During a program development process faculty, working with administration, will place the program into the appropriate code as found in the *California Community Colleges Taxonomy of Programs* manual. The Chancellor's Office designed the The Taxonomy of Programs (TOP) system of numerical codes to facilitate the categorization, collection, and reporting of information on programs and courses, in different colleges throughout the state, that have similar outcomes. This coding is used to report data to the state and to determine funding. Proper placement of a program within a TOP code should be discussed and determined prior to program approval. CTE programs in particular must address a valid occupational purpose and are classified as such when they are assigned a TOP code designated as vocational in the manual. In addition assigning a program into a TOP code, all courses must be placed in a TOP code as well; however, a course does not need to be in the sameTOP code as the program in order to the included in that program.

Program Review/Revisions
Program review is the process by which institutions seek improvement of instructional delivery and learning outcome success through introspection and reflection upon the program's components, processes, and systems. Too often, the main impetus for program review is the institution's accrediting agency, even though most would agree completion of a comprehensive program review is a best practice in planning. Following a robust and thorough program review, appropriate program revisions and new program development may be initiated.

Program statistics and data are derived from the institutions themselves. This data, in theory, is derived from the outcomes determined by the faculty, and is a record of student performance measured by the faculty. For example, if a measured outcome in a vocational course requires the student's ability to perform a certain task successfully, then the data record may include: a description of the task, the operation (?), the definition of success, the percentage of both trial and failure, and the overall student success in a given course section for that task. Some college districts post such data on their websites, while others require a formal records request. (*Are*

there examples of each?) Including such components in the outcomes assessment data may help the program review process be more informative.

Data on course and degree/certificate completion are mandated at the federal and state levels, and by the accrediting body. The data should be accessible to the faculty through their college/district from the college district office, and consistent with the information held by the California Community Colleges Chancellor's Office.

While data on student demographics are also mandated at the federal and state levels, by the accrediting body, and should be available on the college/district website, interpreting and understanding the implications of the data may be difficult. It is important that faculty work with their college/district research specialists to interpret this data.

The institutionalization of grant-funded programs must be considered during program review. Grants for developing programs provide initial funds to design and implement a program and gives the college time to allocate funds to support the program assuming the program is viable. Programs sufficiently important for one-time funding, would not exist without continued funding. As an embedded component of an educational institution, there should be consideration for it to be maintained as long as the need exists.

IMPACTS ON EXISTING PROGRAMS

The implementation of a new program will undoubtedly have an impact on existing programs. Benefits and drawbacks, both intended and unintended, quite possibly and most likely will occur. In order to anticipate the impacts the college should have processes in place for thorough vetting of a new program before, during, and after its implementation.

Benefits

The benefits of a new program are generally more anticipated than the drawbacks, since the design, creation, and implementation of a new program are based on expected benefits. Such may include, but are not limited to the following:

- Increased opportunity for students
- Increased student success
- Increased student retention
- Increase in enrollment

Drawbacks

The drawbacks of a new program are often not realized until after implementation. So, understanding some of the typical drawbacks of a new program will help the college to plan ahead and be ready to address them. Following are typical drawbacks:

- Decrease in enrollment or demand for other college program(s) – this can cause a decrease in course offerings, which in turn will impact the need for faculty. While colleges should not plan their schedules around faculty "making load", it can be quite disconcerting to a faculty member who sees a decrease in their "livelihood"

- Enrollment expectations are not met – that is there is not the demand for the program as anticipated, causing a decrease in the investment in equipment and staff
- Faculty and staff are not available for the program – not enough qualified/trained faculty, compensation from the college is not competitive to keep staff
- Equipment costs are higher than expected
- Facilities are not sufficient for the new program

Regular program review can help predict possible drawbacks of implementing a new program. When creating a new program, examine program review documents from similar or recently implemented programs.

PROGRAM MODIFICATION

Life Cycle Of A Program

The sign of a healthy program is the practice of periodic review of effectiveness metrics that help determine if a program is successfully meeting the needs of students enrolled in the program as well as the industry or transfer institutions who benefit from the academic and career technical education preparation these programs provide. This review is generally conducted as part of a regular program review cycle that is also the basis for short and long-term strategic and budget planning at most colleges. However, at times programs may embark on a program review that goes beyond a uniform program review process to determine when additional significant curriculum changes, resources, or other program elements are required to improve program outcomes or justify the discontinuance of a program. Additionally, many categorical programs funded by state or external sources often have viability and progress reporting requirements that constitute a program viability study.

The Role of Faculty, Administration, and Elected Officials

As part of its 10 + 1 agreement, colleges agree to either rely primarily on or mutually agree with Academic Senates and their curriculum committees in the areas of curriculum development, degree and certificate requirements, educational program development, standards and policies regarding student preparation and success, and the process for academic program review. Though not stated specifically, program viability and discontinuance are inherent in those processes. Discussions regarding program viability leading to potential modifications or discontinuance can be challenging for faculty depending on who initiates the conversation and what the perceived motivations may be. Faculty primacy in this process creates greater opportunity for a collegial, student-centered, and academically relevant process informed by reliable, longitudinal. Faculty primacy and the involvement of the college's academic senate is especially crucial in disciplines composed of only part-time faculty who are often less likely to be involved in college planning processes causing their voices and perspectives to be absent or diminished. In cases of program discontinuance, faculty have the responsibility to consider programs for suspension or discontinuance when student demand or other factors have led to a loss of viability and to work collegially with the administration when concerns regarding program viability are brought forth by representatives of the administration.

Administrative voices tend to focus on fiscal viability of programs as well as student need and success. Because they may be aware of issues such as environmental changes or workforce data

regarding a program, administrators need to ensure that programs are routinely reviewed, advisory boards are consulted in the case of CTE programs, plans are developed, and actions are taken to ensure the strength and vitality of programs are sustained. The role of the dean and/or the chief instructional officer (CIO) is to provide support for faculty during the review of a program, and if a recommendation from faculty for discontinuance results from this process, administrators facilitate the implementation of program discontinuance processes by providing necessary resources and support. Administrators make certain recommendations are carried out and all contractual and legal requirements regarding employees are met and students' needs accommodated.

For college governing boards or trustees, the involvement in this discussion is in an oversight role, and more focused on career technical education programs. The California Education Code and Title 5 establish specific roles for the college or district governing board regarding program viability discussions, and the decision to discontinue a program ultimately rests with the governing board. Education Code §78016 requires that the decision must be based on a collegially agreed upon, deliberative process that ensures district planning documents and policies are consulted and followed, including this administrative procedure, the college district's mission statement, strategic plan, educational and facilities master plans and other planning documents. After discontinuance, board members are responsible for responding to concerns from the community and upholding the collegial processes used to come to that conclusion.

Per law, "every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district" to ensure that the program continues to meet a labor market demands and doesn't duplicate other programs. The board's review includes effectiveness measures as well. The board then can determine if a program should be terminated and can do so in one year. Given the authority that boards have to remove programs, faculty should be mindful of this possibility and develop credible and comprehensive viability review processes that are data-informed and focused on the needs of students and not faculty.

PROGRAM MODIFICATION AND PROGRAM REVIEW

Program Modification is often conducted as part of a program review process; however, it may be more beneficial for faculty in a program to create a review process that is distinct to their individual programs and more comprehensive than the one-size-fits-all review found in most program review documents. Also since program review cycles vary from college to college, having a process that can be initiated outside of that cycle may be useful. Certain types of data, including enrollment trends, student demand, and occupational outlook may be common to both program review and an individual program's assessment of its health, and institutional data typically used in periodic program review may be necessary. However, program review should not be used as the sole determiner of program viability or discontinuance if the program review process is overly generic. For ASCCC positions and effective practices strategies or program review, please refer to the paper *Program Review: Setting a Standard* (2009).[12]

PROGRAM DISCONTINUANCE

[12] https://asccc.org/sites/default/files/publications/Program-review-spring09_0.pdf

College districts are required by current statute and regulation to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs (Education Code §78016 and Title 5 §51022). Additionally, a college's accrediting agency may require the institution make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption when programs are eliminated or program requirements are significantly changed. Such is the case with the current accreditor for the majority of California's community colleges, the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC Standard II.A.15 states, "When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption." Program discontinuance is also an important discussion when colleges have seen a bloat in programs, especially in CTE areas, that can confuse students and put strains on the finite FTES resources colleges have to support programs. The ASCCC paper *Program Discontinuance: A Faculty Perspective Revisited* (2012) provides important information on metrics to consider to satisfy education code, title 5 regulations, and accreditation standards. To ensure the integrity of both processes, they should be constructed and implemented separately.

APPENDIX A LEGISLATIVE AND REGULATORY REFERENCES

TBD

APPENDIX B SAMPLE EDUCATIONAL PROGRAM DEVELOPMENT POLICY/PROCEDURES

TBD

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Executive Committee Agenda Item

SUBJECT: Approve Filing of Federal Form 990 Fiscal Year 2016 Tax Return		Month: January	Year: 2018
		Item No: IV. N.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will be presented the Form 990 for Fiscal Year 2016 for review and approval.	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

All tax-exempt organizations are required to submit a Form 990 to the Internal Revenue Service each year. The requirement to file a Form 990 is a condition for maintaining tax-exempt status. Furthermore, nonprofit organizations are required to make their Form 990s available to the public on request. The ASCCC submits its Form 990s to Guidestar, which posts information about nonprofits (http://www.guidestar.org/Home.aspx). During the nonprofit board training in September, the Board was reminded that reviewing and approving submission of the Form 990 is part of its fiduciary duty. The Form 990 for fiscal year 2015-2016 is being presented to the Executive Committee for review and approval, prior to filing with the IRS.

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

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Executive Committee Agenda Item

SUBJECT: ASCCC Budget Performance		Month: January	Year: 2018
		Item No: IV. O.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on the budget performance for the second quarter.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Every January the Executive Committee is updated on the second quarter budget performance and other financial activities. The Budget and Finance Committee met on December 13, 2017 to review the budget performance. The Executive Committee will be provided for review the current Statement of Activities (income and expenditures) and the Statement of Financial Position (assets, liabilities, and net assets) as an assessment of the fiscal health of the organization and take actions as needed.

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

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Executive Committee Agenda Item

SUBJECT: Partnership with the Chair Academy		Month: January	Year: 2018
		Item No: IV. P.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider partnering with the Chair Academy	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

On August 31, Executive Director Julie Adams and Faculty Development Committee Chair met with Rose Marie Sloan, CEO of the Chair Academy, and David Gatewood, Dean of Business and CTE, at Golden West College and a Chair Academy Facilitator.

The Chair Academy is interested in partnering with ASCCC to begin offering their Foundation Academy for emerging leaders in California.

Aschenbach will share more about the Chair Academy and what a partnership would look like as well as some of the input the Faculty Development Committee had in response to the idea.

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

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Executive Committee Agenda Item

SUBJECT: ASCCC Role with Civic Engagement		Month: January	Year: 2018
		Item No: IV. Q.	
		Attachment: NO	
DESIRED OUTCOME:	The committee will discuss the direction the board wishes to move in terms of civic engagement activities.	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2015, as part of the Legislative and Advocacy Committee's focus, civic engagement became a topic of interest, especially in terms of involving faculty who were not in disciplines traditionally viewed with a civic engagement lens (particularly political science). That focus has led to an increased level of participation in discussions around civic engagement across the state and with various stakeholders, including the Community College League of California, the Foundation for California Community Colleges, and others. Because of the widening interest in the topic, a discussion needs to happen around what the role of the Executive Committee is in these various groups and how we want to move forward.

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

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Executive Committee Agenda Item

SUBJECT: Board of Governors Interviews		Month: January	Year: 2018
		Item No: IV. R.	
		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: TBD	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information/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,

a. **December**: Unless otherwise noted, all candidates must be interviewed by the Executive Committee to be considered for nomination to the Governor.
   i. The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate's name forward to the Governor for appointment.
   ii. The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
   iii. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.

After all interviews are completed, the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor.

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

The following applications were received:

Sitting Board of Governors Member

Joseph Bielanski, Berkeley City College

Board of Governors Application (to interview)

Joseph Bielanski, Berkeley City College
Stephanie Curry, Reedley College
Adrienne Foster, West Los Angeles College
Jolena Grande, Cypress College
Daniel Keller, Los Angeles Harbor College
Cynthia Reiss, West Valley College
Joshua Roberts, Sacramento City College
Connie Zuercher, Sacramento City College

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: January	Year: 2018
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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

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Executive Committee Agenda Item

SUBJECT: *University of California Transfer Initiative*		Month: January	Year: 2018
		Item No: V. B.	
		Attachment: Yes (7)	
DESIRED OUTCOME:	Discussion of Progress	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Information	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The University of California Office of the President has established a task force on transfer with specific goals to form recommendations for reform of the UC transfer process by May 2018. Attached are documents from the first meeting of that group. This group is forming now and will consider the stalled UCTP Transfer Pilot Project proposed for chemistry and physics.

DESIRED OUTCOME:

The Executive Committee will be updated on status of the UCOP Task Force and may wish to discuss the possible outcomes of this work.

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

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UC Transfer Task Force:
Reviewing the Effectiveness of the Student Transfer Pathway

A key recommendation stemming from the 2013 President's Transfer Action Team was to streamline the transfer process for prospective UC students. To that end, the UC Transfer Pathways initiative set out to identify a common set of lower-division courses for each of UC's 21 most popular majors among transfer applicants. These new Transfer Pathways would present a clear roadmap for prospective transfers to prepare for their major and be well positioned to graduate on time from any UC campus.

The 21 Pathways were developed under joint leadership of the Academic Senate and the Provost, and in collaboration with UCOP Undergraduate Admissions. UC faculty in Phase 1 of the project defined the specific Pathway course expectations for California Community College (CCC) students to prepare for transfer admission to UC. In Phase 2, UCOP Undergraduate Admissions coordinated the efforts with UC campuses to align approximately 115,000 CCC courses with Pathway course expectations – a critical step toward achieving full Pathways for UC transfer applicants. The current listings of existing Pathways appear on the UC Transfer Pathways Guide.

While the creation of Transfer Pathways was an important and unprecedented accomplishment by the University to ease the transfer process and position students for timely completion of a UC bachelor's degree in their chosen major, UC can strive to accomplish even greater CCC-UC transfer success. Now is the right time to assess whether there are ways to build upon the Pathways to further simplify and improve the transfer process.

Major Milestones

May 2014	Transfer Action Team of faculty, staff, and students presented recommendations to UC Regents
Spring/Fall 2015	UC faculty convened in discipline-based workgroups to develop 21 new Transfer Pathways
Spring 2016	Began Pathways implementation for first 10 majors
Fall 2016	Began Pathways implementation for next 11 majors
December 2016	Launched UC Transfer Pathways (UCTP) Guide website
March 2017	Released *Pathways Course Finder* tool on the UCTP Guide

Task Force Charge

The charge of the Transfer Task Force is to:

1) Analyze the current scope of transfer admission options for prospective UC applicants, with a goal of attaining more and better-prepared transfer students by ensuring greater transparency of UC's requirements for successful transfer;
2) Advise Senate and UCOP leadership on new or existing policies for both increased numbers of transfers and heightened transfer success; and
3) Identify or develop online advising resources and communications that will allow UC to be a more prominent and sustained force for advising prospective students about UC transfer opportunities.

In developing their recommendations, the Task Force will:

- Identify and assess the current mechanisms for transfer to UC, including the likelihood of admissions and yield for each option;

- Formulate systemwide strategies for improving admissions and yield for transfer applicants, including recommendations for campus-based best practices;

- Consider the benefits and challenges of transforming the Transfer Pathways into associate degrees for UC transfer;

- Address how the Transfer Pathways in Chemistry and Physics can be piloted for new associate degrees for guaranteed transfer to UC, and review whether other specific majors or a subset of majors (e.g., STEM fields) from among the 21 Transfer Pathways can also be considered for guaranteed admissions.

- Review the extent of existing Transfer Pathway articulation gaps to determine how they can best be addressed to produce Pathways from more CCCs to UC (with explicit focus on the last 11 Pathways: Business Administration, Communication, Computer Science, Electrical Engineering, English, Film and Media Studies, History, Mechanical Engineering, Philosophy, Political Science, Psychology);

- Explore ways to simplify the articulation process (i.e., decisions on the transfer of course credit from CCC to UC based on curriculum offerings and degree requirements);

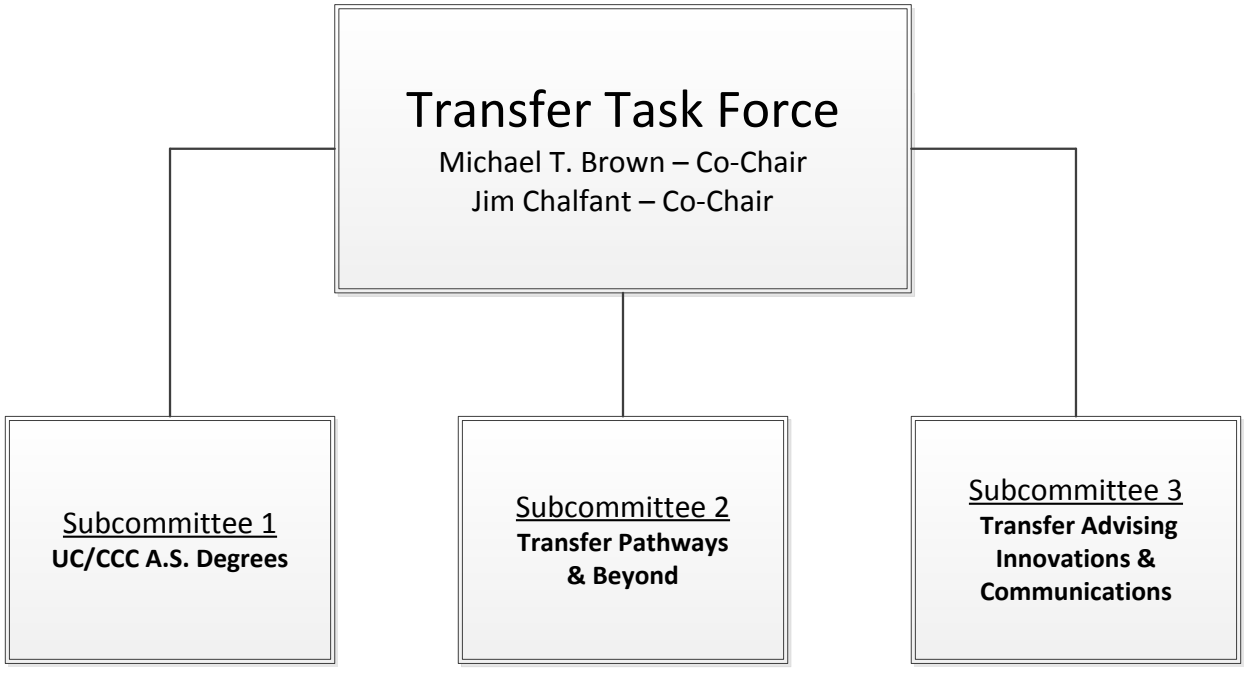
- Evaluate any needs of campuses to reconfigure the course expectations of the systemwide Transfer Pathways – especially in light of new majors and/or recent curriculum changes to existing majors – and to recommend a process to ensure periodic re-evaluation in the future;

- Evaluate potential opportunities to further align the Pathway course expectations with the California State University's requirements for their associate degrees for transfer;

- Consider whether new Pathways should be developed based on the major degree program interests of UC transfer applicants;

- Review and determine the most pressing needs and areas of improvement for pre-transfer advising for CCC students to minimize any barriers to transfer.

The Task Force will adhere to a focused timeline of analysis, assessment, and consultation with three subcommittees to produce a final report for the President to be issued in advance of the May 2018 meeting of The UC Regents.



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Transfer Task Force
Work Plan & Timeline

Task Force Charge

Given an overarching goal of attaining more and better-prepared UC transfer students, the charge of the Transfer Task Force is to:

1) Analyze the current scope of transfer admission options for prospective UC applicants and develop systemwide strategies to ensure greater transparency of UC's requirements for successful transfer;
2) Advise Senate and UCOP leadership on new or existing policies for both increased numbers of transfers and heightened transfer success; and
3) Identify or develop online advising resources and communications that will allow UC to be a more prominent and sustained force for advising prospective students about UC transfer opportunities.

Timeline	Action Items
Completed by: **November 30, 2017**	▪ Establish the Task Force Charge ▪ Establish the Task Force membership ▪ Identify Task Force nominees for core members and advisory members
Completed by: **December 22, 2017**	▪ Confirm Task Force member appointments ▪ Prepare portfolio of background materials for Task Force members, including: o Briefing on UC transfer admissions and the Transfer Pathways initiative o Relevant data on transfer applicants, admits, SIRs, enrollments for the system and by UC campus o Report from the 2013 Transfer Action Team ▪ Convene the first meeting to be held in early December ▪ Review current mechanisms for transfer to UC and related trends for applicants/admits/enrollees ▪ Evaluate opportunities to align Transfer Pathways with the California State University's associate degrees for transfer (ADTs) ▪ Assess the benefits and challenges of transforming the Transfer Pathways into associate degrees for UC transfer
Completed by: **January 31, 2018**	▪ Determine options for creating a guaranteed/prioritized admissions pathway to UC (e.g., guaranteed admission by major, priority admissions for students completing Transfer Pathways) ▪ Review Transfer Pathway articulation patterns and gaps to determine options for producing Pathways from more California Community Colleges (CCCs) to UC

Completed by: **February 28, 2018**	▪ Review preliminary plans from the Subcommittee on UC/CCC A.S. Degrees for implementing a model of guaranteed admissions ▪ Review proposed plan from the Subcommittee on Transfer Pathways & Beyond to streamline the articulation process (e.g., C-ID, UC faculty discipline workgroups) ▪ Evaluate needs of UC campuses to reconfigure the course expectations of Transfer Pathways in light of new majors and/or recent curriculum changes ▪ Review preliminary plan from the Subcommittee on Transfer Advising Innovations & Communications to deliver improved pre-transfer advising services and resources to CCC students ▪ Formulate systemwide strategies for improving both admissions and yield for transfer applicants
Completed by: **March 31, 2018**	▪ Discuss progress reports from all three subcommittees ▪ Begin preparing final report of Task Force recommendations to the President
Completed by: **April 30, 2018**	▪ Present final report of Task Force recommendations to the Academic Senate and the President in advance of the UC Regents meeting on **May 23-24, 2018**

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TRANSFER TASK FORCE MEMBERSHIP

UC Members

Michael T. Brown (Co-Chair)	Provost and Executive Vice President, UCOP
Jim Chalfant (Co-Chair)	Immediate Past Chair, Academic Senate Professor, UC Davis
Gary Clark	Admissions Director, UCLA
Eddie Comeaux	Associate Professor of Higher Education, UC Riverside Board of Admissions and Relations with Schools (BOARS) Representative
Yvette Gullatt	Vice Provost, Diversity and Engagement, UCOP
Carmel Gutherz	Sociology Major, UC Berkeley UC Student Association (UCSA) Representative
Stephen Handel	Associate Vice President, Undergraduate Admissions, UCOP
Robin Holmes-Sullivan	Vice President, Student Affairs, UCOP
Richard Hughey	Vice Provost and Dean of Undergraduate Education, UC Santa Cruz
Jenny Kao	Chief Policy Advisor, President's Executive Office, UCOP
Robert May	Vice Chair, Academic Senate
Mike Miller	Financial Aid and Interim AVC of Enrollment Management, UC Santa Barbara
Thomas Parham	Vice Chancellor, Student Affairs, UC Irvine
Shane White	Chair, Academic Senate
Anne Zanzucchi	LSOE & Interim Director of the Merritt Writing Program, UC Merced University Committee on Educational Policy (UCEP) Representative

Advisory Members

Nathan Evans	Chief of Staff, Academic & Student Affairs, California State University Chancellor's Office Representative
Jeffrey Reeder	Professor of Spanish, Sonoma State University California State University Faculty Representative
Fred Ruiz	Former UC Regent
Michele Siqueiros	President, The Campaign for College Opportunity, Community Representative
John Stanskas	Vice President, Academic Senate for California Community Colleges

Staff Consultants

Tuanh Do	Director of Operations and Special Initiatives, Student Affairs, UCOP
Monica Lin	Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP

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CALIFORNIA

Transfer Task Force Data Supplement 1

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TABLE 1
UNIVERSITY OF CALIFORNIA
APPLICATIONS, ADMISSIONS, ENROLLMENTS - CA RESIDENT CCC TRANSFER APPLICANTS, COUNTS

		APPLICATIONS				*ADMISSIONS*				*ENROLLMENTS*			
		2013	**2014**	**2015**	**2016**	**2013**	**2014**	**2015**	**2016**	**2013**	**2014**	**2015**	**2016**
UNIVERSITYWIDE	Afr American	1,635	1,650	1,670	2,115	848	868	900	1,202	603	650	657	864
	Am Indian	319	314	260	290	184	200	161	194	137	160	120	132
	Asian Am	8,627	8,491	8,516	9,256	5,868	5,820	5,741	6,408	4,522	4,549	4,430	5,043
	Hisp/Latino	7,553	7,718	7,975	9,403	4,815	4,985	5,008	6,057	3,497	3,687	3,628	4,408
	Other												
	Unknown	963	936	998	1,065	629	611	641	706	472	468	459	529
	White	10,770	10,189	10,120	10,839	7,077	6,735	6,600	7,393	5,386	5,155	5,059	5,490
	Total	**29,867**	**29,298**	**29,539**	**32,968**	**19,421**	**19,219**	**19,051**	**21,960**	**14,617**	**14,669**	**14,353**	**16,466**
BERKELEY	Afr American	732	758	769	979	128	129	120	169	93	93	86	110
	Am Indian	138	124	115	142	26	36	25	32	15	24	21	17
	Asian Am	4,080	4,217	4,150	4,596	836	823	791	933	572	553	527	608
	Hisp/Latino	2,953	3,068	3,268	3,764	571	610	595	735	367	381	373	457
	Other												
	Unknown	458	427	493	491	107	95	94	121	75	55	59	83
	White	4,433	4,447	4,620	4,945	1,002	976	1,041	1,203	627	612	662	712
	Total	**12,794**	**13,041**	**13,415**	**14,917**	**2,670**	**2,669**	**2,666**	**3,193**	**1,749**	**1,718**	**1,728**	**1,987**
DAVIS	Afr American	567	613	629	867	258	269	276	433	102	115	98	150
	Am Indian	122	122	111	124	73	74	60	75	32	29	25	31
	Asian Am	4,122	4,226	4,317	4,803	2,433	2,431	2,337	2,764	991	951	870	1,053
	Hisp/Latino	2,457	2,649	2,899	3,514	1,405	1,427	1,384	1,933	565	602	546	764
	Other												
	Unknown	355	373	435	425	230	230	229	265	91	93	77	105
	White	3,897	3,867	4,051	4,450	2,381	2,299	2,238	2,629	1,031	998	914	1,039
	Total	**11,520**	**11,850**	**12,442**	**14,183**	**6,780**	**6,730**	**6,524**	**8,099**	**2,812**	**2,788**	**2,530**	**3,142**
IRVINE	Afr American	640	640	655	862	234	225	240	331	69	64	66	88
	Am Indian	86	104	76	101	34	44	38	46	9	9	12	10
	Asian Am	5,239	5,230	5,325	5,894	2,332	2,353	2,317	2,854	673	695	641	869
	Hisp/Latino	3,013	3,255	3,445	4,318	1,408	1,436	1,479	1,972	445	472	411	571
	Other												
	Unknown	378	358	419	483	194	168	192	245	48	46	49	57
	White	3,860	3,750	3,795	4,446	1,969	1,819	1,829	2,260	571	519	482	536
	Total	**13,216**	**13,337**	**13,715**	**16,104**	**6,171**	**6,045**	**6,095**	**7,708**	**1,815**	**1,805**	**1,661**	**2,131**
LOS ANGELES	Afr American	883	902	934	1,154	153	211	237	269	87	138	138	164
	Am Indian	128	138	108	128	38	37	36	32	17	24	20	17
	Asian Am	5,028	5,003	4,998	5,398	1,312	1,336	1,288	1,436	718	769	747	827
	Hisp/Latino	3,799	3,992	4,127	4,865	920	1,107	1,083	1,183	562	685	689	708
	Other												
	Unknown	480	500	535	534	147	138	154	155	84	83	92	81
	White	5,157	4,946	5,097	5,554	1,480	1,501	1,541	1,689	883	949	914	1,008
	Total	**15,475**	**15,481**	**15,799**	**17,633**	**4,050**	**4,330**	**4,339**	**4,764**	**2,351**	**2,648**	**2,600**	**2,805**

Note: Effective Fall 2004, counts for international students who qualify for bona fide residency are excluded from this report. As of 2010 the race/ethnicity survey does not include Other as a category.
SOURCE: UC Office of the President, Student Affairs, Admissions, CSG, December 2015

TABLE 1
UNIVERSITY OF CALIFORNIA
APPLICATIONS, ADMISSIONS, ENROLLMENTS - CA RESIDENT CCC TRANSFER APPLICANTS, COUNTS

		APPLICATIONS				*ADMISSIONS*				*ENROLLMENTS*			
		2013	**2014**	**2015**	**2016**	**2013**	**2014**	**2015**	**2016**	**2013**	**2014**	**2015**	**2016**
MERCED	Afr American	126	116	141	197	40	44	44	100	5	8	4	9
	Am Indian	14	21	15	15	4	11	9	11	-	2	1	-
	Asian Am	708	752	767	866	265	314	317	419	18	17	16	31
	Hisp/Latino	550	636	717	963	264	302	335	529	43	43	42	86
	Other												
	Unknown	57	58	74	67	22	25	21	29	2	3	3	2
	White	544	567	527	684	219	263	214	370	35	33	26	42
	Total	**1,455**	**1,583**	**1,714**	**2,108**	**814**	**959**	**940**	**1,458**	**103**	**106**	**92**	**170**
RIVERSIDE	Afr American	545	526	545	690	264	271	273	365	93	91	75	97
	Am Indian	54	54	45	63	27	32	25	37	10	11	6	8
	Asian Am	2,666	2,617	2,809	2,910	1,586	1,504	1,637	1,623	310	315	305	248
	Hisp/Latino	2,453	2,498	2,624	3,188	1,533	1,564	1,621	1,818	476	473	480	524
	Other												
	Unknown	200	207	231	240	111	121	122	143	26	28	25	31
	White	2,004	1,884	1,892	2,203	1,181	1,121	1,082	1,275	316	251	271	244
	Total	**7,922**	**7,786**	**8,146**	**9,294**	**4,702**	**4,613**	**4,760**	**5,261**	**1,231**	**1,169**	**1,162**	**1,152**
SAN DIEGO	Afr American	547	579	621	823	203	164	222	325	69	51	76	107
	Am Indian	114	99	94	117	46	43	44	57	21	18	13	15
	Asian Am	4,339	4,611	4,512	4,873	2,304	2,268	2,467	2,789	792	784	843	873
	Hisp/Latino	2,560	3,002	2,945	3,613	1,115	1,105	1,228	1,561	405	379	430	441
	Other												
	Unknown	378	402	416	449	214	182	232	247	74	75	77	61
	White	4,246	4,211	4,155	4,698	2,294	2,008	2,299	2,672	828	694	718	711
	Total	**12,184**	**12,904**	**12,743**	**14,573**	**6,176**	**5,770**	**6,492**	**7,651**	**2,189**	**2,001**	**2,157**	**2,208**
SANTA BARBARA	Afr American	546	575	603	772	197	228	270	366	50	51	71	91
	Am Indian	113	113	90	109	47	54	51	63	13	19	14	17
	Asian Am	3,417	3,509	3,595	3,998	1,625	1,703	1,648	1,994	296	305	286	355
	Hisp/Latino	2,907	3,139	3,177	3,744	1,288	1,413	1,376	1,823	369	380	347	520
	Other												
	Unknown	340	334	367	439	174	160	185	233	37	44	41	79
	White	4,398	4,208	4,158	4,720	2,264	2,197	2,115	2,640	618	597	568	722
	Total	**11,721**	**11,878**	**11,990**	**13,782**	**5,595**	**5,755**	**5,645**	**7,119**	**1,383**	**1,396**	**1,327**	**1,784**
SANTA CRUZ	Afr American	356	348	379	509	161	155	170	261	35	39	43	48
	Am Indian	100	94	77	94	42	53	38	59	20	24	8	17
	Asian Am	1,962	1,972	2,102	2,298	984	1,044	1,093	1,263	152	161	195	179
	Hisp/Latino	1,955	1,970	2,204	2,558	1,079	1,140	1,202	1,453	265	272	310	338
	Other												
	Unknown	251	248	278	259	144	146	153	154	35	41	36	30
	White	2,893	2,811	2,884	3,117	1,680	1,719	1,771	1,968	477	502	504	477
	Total	**7,517**	**7,443**	**7,924**	**8,835**	**4,090**	**4,257**	**4,427**	**5,158**	**984**	**1,039**	**1,096**	**1,089**

Note: Effective Fall 2004, counts for international students who qualify for bona fide residency are excluded from this report. As of 2010 the race/ethnicity survey does not include Other as a category.
SOURCE: UC Office of the President, Student Affairs, Admissions, CSG, December 2015

TABLE 2
UNIVERSITY OF CALIFORNIA
TRANSFER ADMISSION GUARANTEE (TAG)
APPLICANTS, ADMISSIONS, ENROLLMENT, AND GRADUATION

		Fall 2014			Fall 2015			Fall 2016		
		Counts	Admit, Yield & Grad Rates	Average GPA	Counts	Admit & Yield Rates	Average GPA	Counts	Admit & Yield Rates	Average GPA
Universitywide	Applicants	5,788		3.53	6,596		3.57	7,960		3.58
	Admits (TAG)	5,558	96%	3.54	6,378	97%	3.58	7,754	97%	3.59
	Enrolled (TAG)	2,729	49%	3.49	2,675	42%	3.50	3,148	41%	3.52
	Graduated (2 yrs)	1,600	59%							
	Admits (any UC)	5,645	98%	3.54	6,464	98%	3.58	7,850	99%	3.59
	Enrolled (any UC)	4,738	84%	3.54	5,504	85%	3.58	6,642	85%	3.59
Davis	Applicants	2,554		3.58	2,567		3.61	2,946		3.60
	Admits	2,416	95%	3.59	2,457	96%	3.61	2,819	96%	3.61
	Enrolled	1,292	53%	3.54	1,193	49%	3.53	1,371	49%	3.54
	Graduated (2 yrs)	728	56%							
Irvine	Applicants	759		3.69	1,206		3.72	1,747		3.72
	Admits	759	100%	3.39	1,206	100%	3.72	1,747	100%	3.72
	Enrolled	336	44%	3.39	416	34%	3.68	603	35%	3.67
	Graduated (2 yrs)	182	54%							
Merced	Applicants	47		3.27	24		3.17	34		3.15
	Admits	47	100%	3.27	22	92%	3.15	33	97%	3.14
	Enrolled	17	36%	3.38	7	32%	3.47	10	30%	3.12
	Graduated (2 yrs)	8	47%							
Riverside	Applicants	284		3.39	340		3.40	408		3.41
	Admits	274	96%	3.40	335	99%	3.40	405	99%	3.41
	Enrolled	122	45%	3.39	145	43%	3.40	150	37%	3.43
	Graduated (2 yrs)	76	62%							
Santa Barbara	Applicants	1,377		3.49	1,694		3.56	1,962		3.56
	Admits	1,377	100%	3.49	1,694	100%	3.56	1,962	100%	3.56
	Enrolled	634	46%	3.42	635	37%	3.45	688	35%	3.45
	Graduated (2 yrs)	427	67%							
Santa Cruz	Applicants	767		3.36	765		3.35	863		3.38
	Admits	685	89%	3.37	664	87%	3.37	788	91%	3.39
	Enrolled	298	44%	3.31	286	43%	3.30	303	38%	3.34
	Graduated (2 yrs)	179	60%							

SOURCE: UC Office of the President, Student Affairs, Undergraduate Admissions, final UAD TC files, CSS

TABLE 3
UNIVERSITY OF CALIFORNIA
TAG APPLICANTS BY UC CAMPUS AND MAJOR
FALL 2017

TAG	UW (undup)	DV	IR	MC	RV	SB	SC
TAG Distribution							
Applicants	11,509	2,817	3,072	59	1,168	3,478	915
% of Total	100%	24%	27%	1%	10%	30%	8%
Admitted to TAG Campus	9,760	2,716	2,495	51	886	2,790	822
% Admitted to TAG Campus	84.8%	96.4%	81.2%	86.4%	75.9%	80.2%	89.8%
Admitted Any Campus	10,658	2,776	2,788	56	970	3,182	886
% Admitted	92.6%	98.5%	90.8%	94.9%	83.0%	91.5%	96.8%
Average GPA							
Admitted TAG Campus		3.62	3.69	3.30	3.33	3.55	3.41
Non-TAG CCC Admits		3.47	3.51	3.26	3.31	3.56	3.36
TAG Applied To Major							
Engin		238	438	7	161	17	41
Engin/Comp Sci		171	733	4	94	2	118
Physical Sci		260	210	5	44	316	80
Biological Sci		645	360	5	170	450	101
Business		117	325	10	133	510	42
Social Science		1,155	689	23	331	1,787	346
Humanities		198	201	0	109	332	151
Other		3	79	0	19	0	8
Unknown		30	37	5	47	64	28
Total		2,817	3,072	59	1,108	3,478	915
Engin % of Total		8%	14%	12%	15%	0%	4%
Engin/Comp Sci % of Total		6%	24%	7%	8%	0%	13%
Physical Sci % of Total		9%	7%	8%	4%	9%	9%
Biological Sci % of Total		23%	12%	8%	15%	13%	11%
Business % of Total		4%	11%	17%	12%	15%	5%
% of Total, Five Majors Above		51%	67%	53%	54%	37%	42%

* CCC transfers who qualify for the Transfer Admissions Guarantee (TAG) Program must meet campus-specific requirments. CCC transfers are only allowed to apply to one campus for TAG.

SOURCE: UCOP, Student Affairs, Undergraduate Admissions, UCAP 06-21-17

TABLE 4
UNIVERSITY OF CALIFORNIA
TAG APPLICANTS SIRs
FALL 2017

TAG Applicants	BK	DV	IR	LA	MC	RV	SD	SB	SC	UW (undup)	% of TAG Appls
Universitywide (undup)		2,817	3,072		59	1,168		3,478	915	**11,509**	
Admits All Campus	2,119	4,988	4,890	2,590	569	2,530	4,348	4,852	2,575	**10,658**	93%
SIRs All Campus	1,285	1,684	1,508	1,451	25	447	1,216	1,365	461	**9,361**	81%
SIR Distribution	14%	18%	16%	16%	0%	5%	13%	15%	5%	**100%**	
SIR Rate										**88%**	
Davis		**2,817**									
Admits All Campus	719	**2,716**	742	600	141	242	1,025	757	579	2,776	99%
SIRs All Campus	513	**1,337**	92	237	2	10	241	75	27	2,519	89%
SIR Distribution	20%	**53%**	4%	9%	0%	0%	10%	3%	1%	100%	
SIR Rate		**49%**								91%	
Irvine			**3,072**								
Admits All Campus	566	713	**2,495**	877	105	651	1,360	858	348	2,788	91%
SIRs All Campus	302	82	**1,049**	542	0	29	396	67	17	2,470	80%
SIR Distribution	12%	3%	**42%**	22%	0%	1%	16%	3%	1%	100%	
SIR Rate			**42%**							89%	
Merced					**59**						
Admits All Campus	2	18	14	4	**51**	20	8	7	12	56	95%
SIRs All Campus	1	9	3	3	**17**	8	5	3	1	48	81%
SIR Distribution	2%	19%	6%	6%	**35%**	17%	10%	6%	2%	100%	
SIR Rate					**33%**					86%	
Riverside						**1,168**					
Admits All Campus	40	155	374	114	80	**886**	277	173	118	970	83%
SIRs All Campus	20	36	138	74	3	**352**	121	32	8	766	66%
SIR Distribution	3%	5%	18%	10%	0%	**46%**	16%	4%	1%	100%	
SIR Rate						**40%**				79%	
Santa Barbara								**3,478**			
Admits All Campus	663	1,102	1,095	888	131	618	1,432	**2,790**	696	3,182	91%
SIRs All Campus	361	148	189	542	1	42	371	**1,124**	50	2,798	80%
SIR Distribution	13%	5%	7%	19%	0%	2%	13%	**40%**	2%	100%	
SIR Rate								**40%**		88%	
Santa Cruz									**915**		
Admits All Campus	129	284	170	107	61	113	246	267	**822**	886	97%
SIRs All Campus	88	72	37	53	2	8	82	64	**358**	760	83%
SIR Distribution	12%	9%	5%	7%	0%	1%	11%	8%	**47%**	100%	
SIR Rate									**44%**	86%	

* CCC transfers who qualify for the Transfer Admissions Guarantee (TAG) Program must meet campus-specific requirments. CCC transfers are only allowed to apply to one campus for TAG.

SOURCE: UCOP, Student Affairs, Undergraduate Admissions, UCAP 06-21-17

TABLE 5
UNIVERSITY OF CALIFORNIA
TAG TRANSFERS ENROLLED OUTSIDE OF UC

		Fall 2014	%	Fall 2015	%	Fall 2016	%
UW	CCC	69	50%	61	54%	66	54%
(undup)	CSU	15	11%	16	14%	15	14%
	4In-StatePrivate	23	17%	13	12%	18	12%
	Out of State	30	22%	23	20%	37	20%
	Unknown	0	0%	0	0%	0	0%
Total UW (undup)		137	100%	113	100%	136	100%
DV	CCC	43	48%	35	51%	42	51%
	CSU	13	15%	14	21%	14	21%
	4In-StatePrivate	14	16%	8	12%	11	12%
	Out of State	18	20%	10	15%	17	15%
	Unknown	1	1%	1	1%	1	1%
Total Davis		89	100%	68	100%	85	100%
IR	CCC	10	34%	18	50%	20	50%
	CSU	7	24%	10	28%	10	28%
	4In-StatePrivate	7	24%	4	11%	6	11%
	Out of State	4	14%	3	8%	8	8%
	Unknown	1	3%	1	3%	1	3%
Total IR		29	100%	36	100%	45	100%
MC	CCC	2	25%	2	33%	3	33%
	CSU	5	63%	3	50%	4	50%
	Out of State	0	0%	0	0%	1	0%
	Unknown	1	13%	1	17%	1	17%
Total MC		8	100%	6	100%	9	100%
RV	CCC	5	25%	10	43%	8	43%
	CSU	10	50%	8	35%	7	35%
	4In-StatePrivate	3	15%	2	9%	2	9%
	Out of State	1	5%	2	9%	1	9%
	Unknown	1	5%	1	4%	1	4%
Total RV		20	100%	23	100%	19	100%
SB	CCC	26	50%	26	46%	25	46%
	CSU	10	19%	13	23%	12	23%
	4In-StatePrivate	8	15%	8	14%	9	14%
	Out of State	7	13%	9	16%	15	16%
	Unknown	1	2%	1	2%	1	2%
Total SB		52	100%	57	100%	62	100%
SC	CCC	33	54%	25	49%	32	49%
	CSU	13	21%	15	29%	12	29%
	4In-StatePrivate	7	11%	4	8%	7	8%
	Out of State	7	11%	6	12%	8	12%
	Unknown	1	2%	1	2%	1	2%
Total SC		61	100%	51	100%	60	100%

Note: Data represent TAG transfers who did not enroll at UC campus and marched the National Clearing House.

Source: UCOP, Institutional Research, DB July 2017

TABLE 6
UNIVERSITY OF CALIFORNIA
UNDERREPRESENTED MINORITY TRANSFER READY STUDENTS BY CCC

CCC	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Allan Hancock College	267	41.6%	323	45.6%	337	49.0%	379	50.6%	456	58.1%
American River College	475	21.2%	516	23.0%	555	24.0%	587	25.7%	606	25.7%
Antelope Valley College	363	48.0%	391	52.1%	511	59.7%	566	63.5%	578	62.0%
Bakersfield College	258	45.6%	313	49.1%	391	56.3%	451	62.1%	511	65.3%
Barstow Community College	20	50.0%	27	43.5%	17	38.6%	24	57.1%	39	60.9%
Berkeley City College	166	24.1%	233	30.1%	234	30.2%	271	32.8%	314	36.1%
Butte College	142	15.1%	171	16.7%	169	17.0%	225	20.1%	250	22.9%
Cabrillo College	214	25.9%	259	30.6%	293	34.3%	309	37.7%	292	35.6%
Canada College	85	32.2%	39	24.8%	21	24.4%	28	32.2%	17	28.3%
Cerritos College	575	52.2%	638	56.1%	707	64.0%	757	65.5%	922	73.7%
Cerro Coso Community College	113	31.1%	125	36.0%	149	44.0%	149	49.3%	169	51.2%
Chabot College	282	29.5%	322	29.7%	367	32.9%	386	33.0%	407	33.9%
Chaffey College	503	49.9%	529	54.9%	664	58.1%	685	61.2%	780	64.4%
Citrus College	461	49.4%	519	54.2%	557	54.8%	656	58.9%	860	61.7%
City College of San Francisco	283	16.5%	373	22.2%	408	22.3%	413	25.6%	374	26.9%
Clovis Community College	0	0.0%	0	0.0%	0	0.0%	0	0.0%	373	38.4%
Coastline Community College	210	21.8%	190	20.8%	247	21.6%	304	24.1%	341	26.7%
College of Alameda	171	23.7%	226	27.2%	260	31.4%	277	33.4%	325	36.8%
College of Marin	55	19.2%	68	19.5%	60	22.7%	77	27.6%	94	34.9%
College of San Mateo	89	22.1%	48	27.7%	33	22.8%	24	26.1%	31	39.2%
College of the Canyons	382	32.6%	507	37.7%	601	40.4%	710	44.6%	835	47.1%
College of the Desert	251	55.0%	274	58.2%	287	63.1%	274	60.8%	332	69.9%
College of the Redwoods	49	15.9%	61	19.2%	82	24.9%	47	18.6%	61	21.9%
College of the Sequoias	311	47.3%	379	54.9%	430	60.9%	433	58.8%	495	63.5%
College of the Siskiyous	13	14.3%	27	19.4%	30	26.8%	17	16.5%	32	28.3%
Columbia College	15	11.1%	18	14.1%	24	16.9%	20	14.7%	30	16.6%
Contra Costa College	222	40.1%	215	45.9%	271	50.8%	272	49.4%	261	47.5%
Copper Mountain Community College	31	31.0%	23	24.5%	20	26.3%	30	30.3%	26	25.5%
Cosumnes River College	281	22.4%	287	23.1%	286	24.4%	358	30.0%	372	28.6%
Crafton Hills College	129	33.2%	157	38.2%	211	42.1%	288	49.1%	250	48.7%
Cuesta College	146	15.8%	198	23.2%	209	24.1%	240	27.0%	224	25.9%
Cuyamaca College	250	29.4%	322	33.3%	370	32.6%	380	37.5%	400	35.9%
Cypress College	454	33.4%	472	36.2%	496	36.8%	529	38.6%	673	41.6%
De Anza College	511	17.8%	501	18.7%	543	19.7%	551	19.6%	610	21.4%
Diablo Valley College	354	16.7%	461	20.9%	480	21.6%	571	24.0%	559	22.8%
East Los Angeles College	1,179	59.6%	1,160	58.7%	1,258	63.3%	1,271	64.7%	1,454	65.5%
El Camino College/Compton Center	531	63.7%	576	65.5%	489	71.8%	549	76.6%	601	77.5%
El Camino Community College	827	44.6%	910	48.8%	918	52.1%	1,038	55.1%	1,172	58.9%
Evergreen Valley College	336	34.5%	352	36.3%	338	34.0%	397	39.9%	365	37.3%
Feather River Community College District	83	52.9%	89	51.7%	95	57.6%	64	44.4%	118	57.8%
Folsom Lake College	108	14.9%	104	14.2%	114	16.1%	135	18.7%	170	18.8%
Foothill College	289	15.7%	335	17.7%	300	15.7%	348	17.8%	432	20.8%
Fresno City College	592	41.0%	727	45.2%	745	47.2%	853	51.5%	1,017	54.9%
Fullerton College	661	40.6%	632	40.4%	934	44.6%	927	43.2%	1,080	48.5%
Gavilan College	175	47.3%	209	51.0%	215	51.8%	211	52.8%	250	57.2%
Glendale Community College	181	16.2%	152	16.1%	250	21.9%	308	22.3%	384	28.5%
Golden West College	304	22.2%	310	23.5%	418	25.3%	455	26.2%	485	28.9%
Grossmont College	414	27.9%	443	29.0%	580	33.5%	558	35.2%	604	36.6%
Hartnell College	496	72.5%	474	72.1%	513	73.9%	582	81.2%	705	79.6%
Imperial Valley College	318	89.8%	400	92.6%	466	93.0%	486	91.7%	279	93.9%
Irvine Valley College	280	16.5%	284	17.6%	347	21.4%	425	24.3%	406	22.9%
Lake Tahoe Community College	35	22.0%	26	17.0%	48	28.2%	44	22.0%	66	33.0%
Laney College	262	26.4%	283	28.7%	322	31.6%	356	34.6%	423	39.6%
Las Positas College	167	22.3%	174	21.8%	221	25.7%	272	28.4%	301	29.3%
Lassen Community College	9	16.1%	5	8.2%	12	21.8%	17	26.6%	18	32.7%
Long Beach City College	565	45.3%	650	51.4%	762	56.3%	1,017	62.2%	1,126	65.8%
Los Angeles City College	446	43.9%	426	46.6%	634	53.4%	665	52.9%	760	54.4%
Los Angeles Harbor College	331	52.3%	387	58.9%	487	63.2%	517	65.9%	586	64.3%
Los Angeles Mission College	495	61.6%	457	63.9%	576	66.8%	562	68.9%	592	69.0%
Los Angeles Pierce College	542	34.4%	599	38.9%	746	41.2%	926	46.3%	1,072	49.6%
Los Angeles Southwest College	256	77.3%	284	85.5%	372	81.0%	431	83.7%	471	83.7%
Los Angeles Trade Technical College	317	58.8%	319	66.5%	367	72.4%	429	76.2%	502	79.1%
Los Angeles Valley College	574	40.1%	668	44.8%	830	49.3%	756	50.4%	884	52.7%
Los Medanos College	250	35.0%	307	42.5%	317	44.4%	370	46.9%	384	45.8%
Mendocino College	50	28.4%	65	31.7%	79	30.3%	90	38.5%	101	41.4%
Merced College	273	44.3%	295	48.4%	346	51.8%	412	55.8%	431	57.0%
Merritt College	161	28.2%	228	36.7%	211	34.6%	265	40.7%	303	44.2%
MiraCosta College	247	24.0%	262	24.7%	314	30.3%	325	31.9%	343	33.7%
Mission College	159	17.9%	205	22.0%	213	21.3%	172	21.6%	220	24.8%
Modesto Junior College	286	33.1%	319	35.6%	399	40.5%	431	40.2%	512	46.7%
Monterey Peninsula College	193	34.6%	227	37.9%	261	41.4%	263	45.1%	311	49.1%

Source: California Community College Chancellor's Office
Notes: Transfer Ready includes students who successfully completed both transfer-level Math and English courses and 60 UC/CSU transferable units with a GPA >=2.0.

TABLE 6
UNIVERSITY OF CALIFORNIA
UNDERREPRESENTED MINORITY TRANSFER READY STUDENTS BY CCC

CCC	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Moorpark College	454	24.6%	397	24.4%	466	27.9%	570	32.6%	606	33.3%
Moreno Valley College	360	53.3%	390	57.6%	467	61.0%	482	62.6%	606	66.8%
Mt San Antonio College	1,008	44.7%	1,025	47.9%	1,145	49.7%	1,200	52.6%	1,286	54.0%
Mt San Jacinto Community College	281	36.0%	324	40.0%	376	47.5%	450	48.5%	555	51.9%
Napa Valley College	189	36.3%	188	38.6%	239	45.1%	253	43.9%	279	46.6%
Norco College	448	46.1%	450	47.4%	581	54.7%	574	57.8%	677	59.5%
Ohlone College	126	15.4%	152	16.4%	202	21.4%	204	21.2%	226	22.6%
Orange Coast College	523	21.1%	559	23.7%	647	25.3%	697	27.7%	730	29.0%
Oxnard College	363	58.3%	426	61.6%	463	61.7%	496	61.8%	518	62.3%
Palo Verde College	26	56.5%	30	56.6%	26	50.0%	39	62.9%	48	64.9%
Palomar College	379	26.8%	430	30.7%	472	31.4%	485	34.3%	504	36.7%
Pasadena City College	580	27.3%	582	31.4%	837	38.0%	880	36.5%	942	38.1%
Porterville College	180	61.6%	183	64.0%	213	75.3%	242	75.2%	232	73.9%
Reedley College	440	41.2%	478	43.3%	514	47.2%	587	47.7%	541	58.0%
Rio Hondo College	620	67.0%	625	66.8%	636	73.1%	687	77.1%	852	76.9%
Riverside City College	794	46.4%	826	52.2%	928	54.0%	1,012	60.7%	1,132	61.3%
Sacramento City College	508	25.7%	496	26.0%	561	29.3%	602	31.1%	687	32.0%
Saddleback College	399	19.1%	382	19.3%	472	23.0%	529	25.4%	458	22.4%
San Bernardino Valley College	328	61.4%	393	64.3%	498	70.5%	551	73.2%	641	74.1%
San Diego City College	330	35.1%	360	39.0%	538	47.5%	632	44.8%	713	46.5%
San Diego Mesa College	476	26.5%	573	31.0%	729	36.0%	921	37.6%	935	37.9%
San Diego Miramar College	214	22.2%	233	23.7%	293	27.8%	411	29.6%	453	31.8%
San Joaquin Delta College	495	37.7%	500	40.3%	476	38.8%	527	43.7%	533	43.3%
San Jose City College	313	33.4%	364	38.2%	322	36.6%	403	43.4%	357	39.6%
Santa Ana College	751	52.9%	880	55.9%	976	56.1%	1,068	59.3%	1,184	61.0%
Santa Barbara City College	387	26.0%	410	28.5%	463	30.3%	481	34.7%	508	35.5%
Santa Monica College	687	27.5%	732	30.6%	789	34.2%	884	36.1%	883	36.4%
Santa Rosa Junior College	300	20.9%	358	25.5%	368	25.7%	390	30.2%	416	32.1%
Santiago Canyon College	390	39.6%	422	40.4%	572	45.9%	619	46.9%	630	47.5%
Shasta College	79	13.6%	79	14.1%	72	13.8%	84	15.9%	101	18.7%
Sierra College	258	18.5%	315	21.0%	390	25.2%	435	27.7%	447	27.7%
Skyline College	93	18.8%	51	20.6%	32	21.3%	19	17.0%	28	25.7%
Solano Community College	214	28.3%	191	29.2%	251	30.7%	270	37.6%	270	36.6%
Southwestern College	518	54.0%	441	56.5%	490	53.6%	449	52.3%	619	68.7%
Taft College	49	39.2%	55	43.0%	71	49.0%	94	56.6%	84	45.9%
Ventura College	677	51.3%	695	50.8%	760	55.2%	802	55.5%	882	58.1%
Victor Valley College	233	47.6%	284	49.2%	250	50.3%	345	57.4%	338	59.9%
West Hills College Coalinga	101	57.1%	113	60.1%	146	58.4%	130	59.6%	187	66.8%
West Hills College-Lemoore	138	53.5%	160	53.2%	167	50.6%	181	56.2%	246	63.4%
West Los Angeles College	250	48.3%	276	55.9%	466	59.7%	423	56.8%	551	60.4%
West Valley College	258	22.2%	234	23.1%	296	23.6%	231	23.8%	315	28.4%
Woodland Community College	79	34.6%	99	36.7%	110	38.5%	121	41.2%	150	39.3%
Yuba College	98	24.3%	130	28.8%	151	32.4%	150	33.3%	184	35.0%

Source: California Community College Chancellor's Office
Notes: Transfer Ready includes students who successfully completed both transfer-level Math and English courses and 60 UC/CSU transferable units with a GPA >=2.0.

UC'S FOCUS ON TRANSFER

The University of California's sustained focus on transfer is designed not only to build on gains already achieved in the admission and enrollment of California Community College (CCC) students, but also to serve prospective transfers by providing greater institutional transparency and academic preparation. With the convening of the 2017 Transfer Task Force, enhancing transfer advising and preparation, admissions, and yield will be at the forefront of analysis and discussion to outline clear next steps.

CURRENT TRANSFER ADMISSIONS IN CONTEXT

Fall 2017 was a record-setting year for the admission and enrollment of transfer students on all UC campuses. For the second straight year, undergraduate admission applications topped 200,000 and the University admitted the largest class of resident freshmen since World War II and the single largest class of CCC transfer students in the history of the institution. UC also admitted the largest proportion of underrepresented minority (URM) students since the state's affirmative action ban went into effect almost two decades ago.

The success of the 2017–18 admissions cycle helped the University advance toward President Napolitano's goal of enrolling 10,000 more California resident undergraduates over a three-year period (2016–2018). UC's success in admitting an academically accomplished class of students who represent the extraordinary diversity of California is testament to its strong commitment to providing access to a world-class education to all Californians.

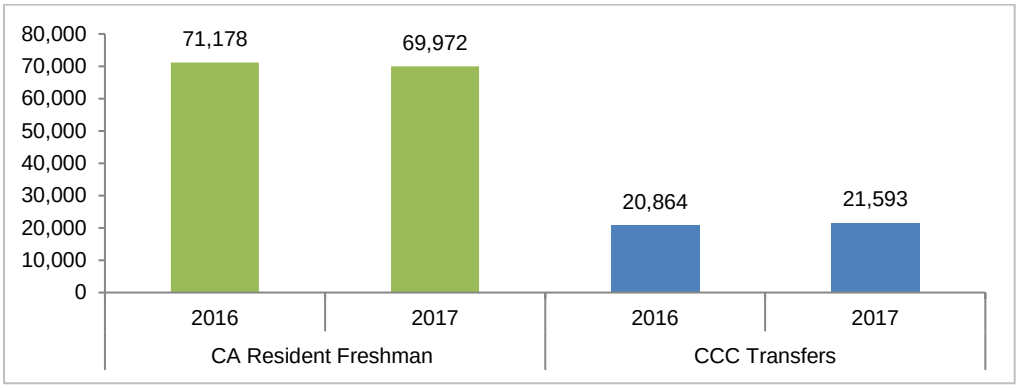
Historic growth notwithstanding, UC's admissions and enrollment leaders faced significant challenges. Within a dynamic higher education and political landscape that often placed access to UC at the forefront of emerging admissions and enrollment challenges, intense public scrutiny of the institution's practices highlighted the efficacy of long-standing Regental and Academic Senate admissions policies. This is especially true for UC's commitment to California community college students who wish to transfer to a UC campus to earn a baccalaureate degree. Policy initiatives emanating from the President's Transfer Action Team (2014) and the University's Budget Framework Initiative agreement (2015) with Governor Brown led directly to UC's Transfer Pathways and a renewed commitment to the 2:1 transfer goal.

In light of UC's successes and challenges, this briefing highlights significant transfer admissions outcomes and accomplishments during the past 2017–18 admissions cycle, as well as transfer-specific issues for the University to monitor closely and address. For data-related details, please refer to the accompanying *Transfer Data Tables Supplement*.

2017–18 APPLICATION AND ADMISSION OUTCOMES[1]

The University offered admission to nearly 63 percent of California freshman applicants and over 76 percent of California community college transfer applicants. In a year in which UC was funded to enroll half the number of new California residents from the previous year, these figures represent a 1.7 percent decrease in the number of California freshmen offered admission at one of UC's nine undergraduate campuses compared to fall 2016. Nevertheless, the admission of transfer students from CCCs increased by 3.5 percent (see Figure 1), resulting in the historically large transfer class noted earlier.

Figure 1. California Resident Freshman and CCC Transfer Admission Offers Fall 2016 & 2017



The proportion of admitted URM resident freshmen grew across the system to 38.7 percent for fall 2017, compared with 37.8 percent in fall 2016. The proportion of African American students increased to 5.0 percent (from 4.9 percent in fall 2016), and Chicano/Latino students increased by about a percentage point to 33.2 percent of admitted California freshmen. American Indian students remained flat at 0.6 percent. At first glance, these outcomes appear as modest improvements in the proportion of African American and Chicano/Latino students who are admitted by UC campuses. However, as described earlier, new student enrollment growth in 2017 is roughly half of what was recorded the year before; comparisons from 2016 to 2017 will necessarily be modest. Despite this, the number of admitted Chicano/Latino students—which now represents UC's largest applicant pool—grew across the system, ranging from 50.5 percent of the admitted class at Merced to 20.4 percent at Berkeley.

[1] Universitywide and campus admissions application and outcome data is available at http://www.ucop.edu/institutional-research-academic-planning/content-analysis/ug-admissions/student-workforce-data.html, as well as in the accompanying *Transfer Data Tables Supplement*.

URM community college transfer students increased from last year, rising to 35.8 percent of the pool of admitted students for fall 2017 from 34.7 percent in fall 2016. The proportion of African American transfers remained about flat at 5.4 percent (from 5.5 percent in fall 2016). The proportion of Chicano/Latino transfer students increased by 1.4 percentage points to 29.7 percent of admitted CCC transfers. American Indians fell slightly as a proportion of the pool, from 0.9 percent to 0.7 percent. Again, as noted above, modest growth in the proportion of African American and Chicano/Latino admitted students must be viewed in light of the extraordinary growth in enrollment during the previous year.

TRANSFER ADMISSION HIGHLIGHTS

Increased Admission Yield: Preliminary SIR data indicate that UC campuses experienced higher than expected yield of admitted freshmen and transfers. In other words, more admitted students than would have been predicted from previous year's data indicated a desire to attend UC rather than another institution. Yield rates higher than anticipated have important implications for campuses. They do not simply signal that more students will enroll in the fall; they also require UC campuses to intensify their planning for other elements of campus life, such as the provision of introductory courses, student housing, and other academic and auxiliary services.

Systemwide and campus admission staff are performing analyses to better understand why admitted student yield increased for fall 2017. One contributing factor may be the fact that UC conducted more targeted outreach to both prospective and admitted freshman and transfer students during the fall 2017 admission cycle. Additional outreach and yield activities for transfers were largely funded through a new partnership grant from the California Community College Chancellor's Office that seeks to increase student transfer from CCCs with historically low transfer rates to UC. This outreach provided more students the opportunity to visit campuses and learn more details about available academic and nonacademic opportunities at UC, as described in greater detail below.

UC Progress in Meeting the 2:1 Freshman-to-Transfer Goal: Under the 2015 Budget Framework Agreement with Governor Brown, UC agreed to enroll two new California resident freshmen for every one new California resident transfer student (resulting in a 2:1 ratio). The Agreement, while consistent with the Master Plan's original requirement that UC as a system meet the 2:1 goal, also specified that each campus, except Merced, meet this criterion as well. In 2016–17, UC enrolled the largest transfer class in the history of the institution, despite the fact that the number of CCC students who applied to UC *declined* from the previous year. The Berkeley, Davis, Los Angeles, San Diego, and Santa Barbara campuses have met the 2:1 target. The remaining campuses are implementing significant steps to move their campuses to the 2:1 goal.[2]

[2] The UC Regents item, "Strategies to Increase Transfer Student Enrollment at the University Of California", is available at: http://regents.universityofcalifornia.edu/regmeet/may17/a2.pdf

CCC-UC Partnership: UC, in partnership with the California Community College Chancellor's Office, entered into an 18-month agreement with 39 CCCs across the state that have traditionally prepared low numbers of UC-eligible applicants and/or enrolled students from low-income, first-generation, and diverse ethnic/racial backgrounds. Under this partnership agreement, UC admissions outreach staff and campus recruiters visit colleges on an increased and sustained basis to conduct presentations and advise students individually. During these visits, UC outreach personnel also provide in-service training for community college advisers working with transfer-bound students. The partnership was not fully executed until October 2016, so no impact on CCC applications to UC was recorded. However, campuses engaged in significantly more CCC transfer student yield activities in the spring of 2017 and it is believed that these efforts will boost CCC student enrollment significantly in the coming year.

Transfer Admission Guarantee Program: Six UC campuses offer the Transfer Admission Guarantee (TAG) program for CCC students who meet specific requirements: Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz. By participating in TAG, prospective transfers receive early review of their academic records, early admission notification, and specific guidance about major preparation and general education coursework. Students may apply for a TAG at only one UC campus and must submit their TAG applications by September 30. To keep their options open, they may also apply to other UC campuses during the regular application cycle (November 1-30). In this past admissions cycle, nearly 12,000 students applied for a TAG; almost 85 percent were admitted to their TAG campus; ultimately, TAG applicants overall showed an 88 percent yield rate.

UC TRANSFER PATHWAYS & ACADEMIC PREPARATION

UC President Napolitano's Transfer Initiative aims to significantly streamline UC's transfer admissions process and in 2015 led to the development of UC's 21 new Transfer Pathways. These major-based Pathways make it possible for California community college students to begin their pre-transfer academic preparation without regard to the UC campus they wish to attend. Moreover, UC Transfer Pathways' close alignment with the Associate Degrees for Transfer, developed by the California Community Colleges and the California State University, means that first-year community college students need not decide whether to attend a UC or CSU campus in their first year of college. This allows students to keep their transfer-going options open as they explore their academic interests.

Implementation Status of 21 Pathways: To date, UCOP has confirmed the development of nearly 900 full Transfer Pathways across the 21 majors, which reflects a near doubling of the number of full Pathways that now exist, compared to Spring 2016 when UC first began the effort of articulating Pathway course expectations across the UC campuses. This current count refers to the number of Pathways between an individual community college and the UC system: the maximum number of Pathways = 21 x 114 CCCs = 2,394.

***UC Transfer Pathways Guide*:** Following on the heels of the University's systemwide effort to produce full Pathways, the Transfer Articulation team in Undergraduate Admissions launched a new online resource for prospective UC transfer applicants in December 2016 – the UC Transfer Pathways Guide. This website was designed to provide California community college students with a CCC-specific list of UC-transferable courses from ASSIST that:

- Meet the specific course expectations for a given UC Transfer Pathway, and
- Carry transfer credit to any of UC's nine undergraduate campuses.

At the outset, over 500 Pathways were already in place based on existing articulation. After nearly 75% of all articulation gaps for the first 10 majors were closed and new articulation was recorded in ASSIST, UC implemented over 300 additional Pathways, with more majors and courses (over 150) released in early 2017, resulting in the nearly 900 full Pathways referenced earlier. As new articulation is entered into ASSIST, which remains the state's official repository of articulation information, the Transfer team at UCOP will continue to monitor and maintain the Pathways Guide website.

***Next Steps for UC Pathways*:** The biggest challenges remain in the area of how we can continue closing articulation gaps where not all of our campuses have reached consensus on articulating specific CCC courses that align to a given Pathway's course expectations. If not all our campuses focus on the same topics within key lower-division courses, then it will be more difficult to align articulation systemwide. UCOP will need to call on faculty discipline groups to revisit the courses that make up some of the Pathways that have yet to achieve systemwide articulation for all course expectations.

LOOKING FORWARD

With the President's formation of the current systemwide Transfer Task Force, co-chaired by Provost Michael T. Brown and Academic Senate Immediate Past Chair Jim Chalfant, the University will identify a clear path ahead towards further transfer success. The Task Force will assess opportunities to create a pilot for guaranteed transfer admissions via the Transfer Pathways; evaluate the potential to further align Pathway course expectations with the courses that constitute the CSU's Associate Degrees for Transfer; examine ways to simplify the articulation process; and identify ways to enhance pre-transfer advising for CCC students. The work of the Task Force will have an impact on what the next phase of Transfer Pathways and other transfer initiatives will entail.

UNIVERSITY OF CALIFORNIA

UC Transfer Task Force

Meeting of December 7, 2017
1:00 to 3:00 PM
UCOP Franklin 12129
[Zoom Dial-in: 1-408-638-0968, Meeting ID: 510 587 6438 #]

Agenda

I. **Welcome and Introductions (Provost Brown and Professor Chalfant, Co-Chairs, UC Transfer Task Force)**

II. **Review of Task Force Charge, Subcommittees, and Work Plan (Brown/Chalfant)**

III. **Overview and Discussion of UC's Commitment to Transfer (Holmes-Sullivan/Handel/Lin and Task Force Members)**

- **A. Baseline Transfer Data and Analyses**
- **B. Milestones and Markers**
- **C. Current UC Transfer Initiatives**

IV. **Discussion of Statewide Transfer Needs and Issues (Task Force Members)**

- **A. Strengths and Successes**
- **B. Challenges and Opportunities**

V. **Development of "Transfer Principles" to Guide Subcommittees (Task Force Members)**

VI. **Wrap-Up/Next Steps/Action Items (Brown/Chalfant & Task Force Members)**

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OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

November 30, 2017

JOHN STANSKAS, VICE PRESIDENT
ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
pstanska@sbccd.cc.ca.us

Dear John:

Thank you for agreeing to participate as an advisory member of the Universitywide Transfer Task Force. You were recommended for this appointment based on your unique perspective and deep expertise on matters integral to UC transfer admissions.

The Transfer Task Force has three overarching goals:

1) Analyze the current scope of transfer admission options for prospective UC applicants, with a goal of attaining more and better-prepared transfer students by ensuring greater transparency of UC's requirements for successful transfer;
2) Advise Academic Senate and UCOP leadership on new or existing policies for both increased numbers of transfers and heightened transfer success;
3) Identify or develop online advising resources and communications that will allow UC to be a more prominent and sustained force for advising prospective students about UC transfer opportunities; and
4) Explore possible innovations in transfer.

Background Information

The Task Force charge is enclosed, along with a roster of the Task Force members. In addition, please find attached the following background materials to support our initial discussions:

- Briefing on UC transfer admissions and the Transfer Pathways initiative
- Relevant data on transfer applicants, admits, SIRs (Statement of Intent to Register), enrollments for the UC system and by UC campus
- Report from President Napolitano's 2013 Transfer Action Team (http://ucop.edu/transfer-action-team/transfer-action-team-report-2014.pdf)

Work Plan & Timeline

Our work will be necessarily condensed over the next several months given that the President has asked that the Task Force advance a set of recommendations that could be discussed with the Board of Regents at its May 23-24, 2018 meeting. We anticipate that our deliberations will be held largely via conference call, with the first convening scheduled for **December 7, 2017** (Zoom video conference details are forthcoming).

Enclosed is a work plan that includes an overall timeline and proposed topics and desired outcomes for each meeting that we must accomplish to ensure that our report to the President and Regents is delivered on time. Thank you again for your willingness to contribute to this important endeavor. If you have questions or need additional information, please reach out directly to Associate Vice President Handel at Stephen.Handel@ucop.edu.

Sincerely,

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

Jim Chalfant, Immediate Past Chair
Academic Senate

Attachments

cc: President Napolitano
Academic Senate Chair White
Vice President Holmes-Sullivan
Associate Vice President Handel
Executive Director Baxter
Chief of Staff Nava

Academic Senate
for California Community Colleges
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Executive Committee Agenda Item

SUBJECT: California State University EO 1100/1110 Implementation Timelines and Guiding Principles for Quantitative Reasoning		Month: January	Year: 2018
		Item No: V. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the CSU Quantitative Reasoning Task Force draft documents regarding the EO 1100/1110 Timelines and Guiding Principles for Quantitative Reasoning.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The CSU Quantitative Reasoning Task Force (QRTF) writing group has sent the following attached documents to Academic Senate of California State University Chair Miller and requested that the ASCSU Executive Committee refer them to the standing committees for discussion and possible action. In addition, the QRTF is very interested in the ASCCC Executive Committee and the California Community Colleges thoughts on these proposed documents. These documents were shared with the California Community Colleges Math Task Force at the January 8, 2018 meeting.

- EO Alternative Timeline: A Call for Productive Engagement on Quantitative Reasoning From the Quantitative Reasoning Task Force Drafting Committee Members
- Guided Principles for Quantitative Reasoning
- Implementation Plan for Reforming General and Remedial Quantitative Reasoning in the CSU

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

A Call for Productive Engagement on Quantitative Reasoning
From The Quantitative Reasoning Task Force Drafting Committee Members

The CSU's Purpose is clear: We nurture, educate, and mentor California's future leaders and to contribute to knowledge through scholarship and service. We live in a world driven by data and the expertise of our students, faculty, staff and administrators are necessary to contextualize that data informing sound decisions. We need to reason quantitatively, collaboratively and with cultural humility.

Unfortunately, on general and remedial education there is a lack of unity that risks hurting students and the institution we serve. The Executive Orders require monumental change, which involve not just the passionate efforts of the "believers" but also the thankless work of "mere mortals." Policies must be clear and feasible. However, the lack of open debate during the planning phase has resulted in serious problems.

Evolving schemes for multiple measures for college readiness

- Define college readiness as achieving target probabilities for passing GE courses. These targets are based on Fall 2016 entrants who (in large part) participated in Developmental programs and thus are weak evidence for future success under the executive orders.
- Moreover, this data-only approach fails to communicate our expectations in terms of competencies, thus creating confusion between educational segments.
- Finally, the multiple measures increase the complexity of placement. How will staff, who struggle to enforce the existing polices, fare under new ones with little time to train?

In quantitative reasoning the executive orders eliminate remediation, replacing it with tutoring or supplemental support. However the faculty is justifiably suspicious because

- Co-requisite models for college ready students have been commonplace in GE Math courses at the CSU and nationwide. Generous external and internal support has resulted in many successful CSU projects and a few failures.
- We learned that pedagogy blends content across structure to reach students. There is no progress until structure, pedagogy and content are addressed coherently.
- Thus, reform takes time. Studies show that other states (including Tennessee and Georgia) took three or more years to implement change and included vigorous debate and informed assessment.

We need to work together to integrate student, faculty and staff expertise into the Executive Orders' intentions and stagger their implementation, creating programs that will be the envy of the nation. Attached are:

1. Guiding principles for quantitative reasoning that have been approved by appropriate faculty governance structures.
2. An alternative timeline proposal which is much more realistic, allowing faculty to do the work necessary to alter curriculum without undue harm to students.
   The definitions and timelines, combined with the existing executive orders and coded memos should be the starting point for joint CO/ASCSU working groups. The working groups should engage productively to integrate these documents into coherent policy.

The only tenable way forward to ensure our students aren't harmed is to constitute a joint CO/ASCSU working group to enact and guide the attached schedule of activities and to work out an assessment of the changes required by EOs 1100 [revised] and 1110.

Guiding Principles for Quantitative Reasoning

There is a clear and compelling need for a definition of Quantitative Reasoning (QR) that is based on students' majors, careers and interests. Creating such a definition is a necessary prerequisite to any intelligent conversation about QR, most especially conversations across organizational boundaries (e.g., talking with our K-12 colleagues about QR instruction, talking with our CCC colleagues about appropriate courses, or talking with employers about desired skillsets). CSU policy should integrate the language on QR found in of the QR Task Force Report, as well as the relevant the ASCSU and Math Council resolutions, into the guiding notes for the executive orders.

General Definition of Quantitative Reasoning: QR is a vaguely defined notion that is generally accepted as an important skill in modern society. As such it is prone to becoming a point of discontinuity within the K-16 curriculum, creating serious problems with student success and equity. The CSU believes that QR is important enough to include in general education. Therefore we should define it.

The ability to reason quantitatively is a stable combination of skills and practices involving:
(i) the ability to read, comprehend, interpret, and communicate quantitative information in various contexts in a variety of formats;
(ii) the ability to reason with and make inferences from quantitative information in order to solve problems arising in personal, civic, and professional contexts;
(iii) the ability to use quantitative methods to assess the reasonableness of proposed solutions to quantitative problems; and
(iv) the ability to recognize the limits of quantitative methods.

Quantitative reasoning depends on the methods of computation, logic, mathematics, and statistics.

B4 Course purpose and outcomes: When GE math meant one thing, the road to Calculus, the B4 requirement was clear and required no more explanation than other areas of general education. However, as QR has broadened to include Statistics and other quantitative areas, the meaning of college level math/QR has blurred and bumped up against the prohibition against teaching material normally covered in standard High School curricula. We need guiding principles to promote consistency within and between campuses as well as between the CSU, the CCCS, and K-12.

A B4 course must be primarily about mathematics/quantitative reasoning. The primary purpose of any B4 or B4-transferrable class shall be for students to:
(a) Develop quantitative skills and demonstrate a proficient and fluent ability to reason quantitatively at the college level;
(b) Develop and demonstrate a general understanding of how practitioners and scholars collect and analyze data, build mathematical models, and/or solve problems using quantitative methods that go significantly beyond the California Common Core State Standards in Mathematics for High School Graduation; and
(c) Be prepared to develop their ability to reason quantitatively after

graduation in the various contexts defined by personal, civic, and professional responsibilities.

CSU must have an explicit statement of what we expect students entering the CSU to have in the realm of quantitative reasoning skills and abilities. The following definition, crafted by the QR Task Force, provides that statement. It will enable our colleagues in K-12 and the Community Colleges to provide adequate preparation for incoming students, which will in turn result in fewer unprepared students and an increase in graduation rates.

Definition of Foundational QR: In order, to clearly and equitably communicate expectations to our K-12 and CCCS partners, the CSU must have an explicit statement of competencies in quantitative reasoning that we are attempting to measure with our placement policies. The following definition, crafted by the QR Task Force, provides that statement.

Upon entering the California State University in pursuit of a baccalaureate degree, students will be prepared to develop their ability to reason quantitatively in the broad spectrum of courses involving quantitative reasoning offered within the CSU (including, but not limited to, B4 courses).

In particular, a student who has satisfied the foundational quantitative reasoning requirement shall have:
Demonstrated proficiency and fluency in the combined skills found in the California State Standards for K{8, Algebra 1, and Integrated Math 1;
Practiced the skills in the K-12 California State Standards for Mathematics in a variety of contexts that broaden, deepen or extend K-8, Algebra 1 and Integrated Math 1 skills;
Developed the eight Common Core mathematical practices, which are the abilities to:
Make sense of problems and persevere in solving them
Reason abstractly and quantitatively
Construct viable arguments and critique the reasoning of others
Model with mathematics
Use appropriate tools strategically
Attend to precision
Look for and make use of structure
Look for and express regularity in repeated reasoning.

In accord with the CSU Mathematics Council, we believe the following language should be sued by the CSU to define B4 Course purpose and outcomes:

A B4 course must be primarily about mathematics/quantitative reasoning. The primary purpose of any B4 or B4-transferrable class shall be for students to:
(a) Develop quantitative skills and demonstrate a proficient and fluent ability to reason quantitatively at the college level;
(b) Develop and demonstrate a general understanding of how practitioners and scholars collect and analyze data, build mathematical models, and/or solve problems using quantitative methods

that go significantly beyond the California Common Core State Standards in Mathematics for High School Graduation; and
(c) Be prepared to develop their ability to reason quantitatively after graduation in the various contexts defined by personal, civic, and professional responsibilities.

Implementation Plan for Reforming General and Remedial Quantitative Reasoning in the CSU

Timeline Summary

Fall 2017-Winter 2018: Define, disseminate, and refine policy and practice.

- Guiding principles around quantitative reasoning in the CSU, GE B4 and in competencies for multiple measures.
- Multiple measures and their assessment.
- Promising programs to reform general education QR courses.
- Assessment plan for B4 pathways defined including baseline data.
- Campus finalize plans for 2018-2019. Includes at least one pilot pathway.

Spring 2018: Build capacity, share knowledge, brace for impact.

- Training on and implementation of multiple measures.
- Training faculty in full-scale implementations for Fall 2018.
- Campus plans due for 2019-2020. Includes a *plan* for all pathways.

Summer 2018: Launch ESM 2.0 with the coalition of the willing and support observations and expansions, and assess.

- Pioneer campuses start their new pathways in ESM 2018, using the I, II, III, and IV groupings.
- Campuses visit each other's programs.
- Assessment plan implemented.
- Unchanged programs use new multiple measures for placement.

Fall 2018: Launch and form an Assessment Task Force.

- Launch fully implemented pathways and their assessment.
- Support observations, training, and expansions of models.
- Unchanged B4 classes use new multiple measures for placement.

Winter - Spring 2019: Build capacity, share knowledge, brace for full impact.

- Conference to report out on ESM and Fall semester results using formal and informal assessment on pathways and multiple measures.
- Training faculty in large-scale implementations for Fall 2018.
- Campus plans due for 2019-2020.

Summer 2019: Launch ESM 2.0 on all campuses.

2019-2020: Launch stretch/co-requisite

- Launch (almost) all pathways on all campuses.
- Assessment task force meets all year.
- Conference to report out on ESM and Fall semester results for formal and informal assessment.
- Revise policy and practice as appropriate. Implement revisions universally across whole system under regime of continuous analysis and data driven improvement.

Implementation Plan for Reforming General and Remedial Quantitative Reasoning in the CSU

Time Line Specifics

Fall 2017: Define guiding principles, make first generation multiple measures, identify promising programs in the coalition of the willing.

- Based on ASCSU recommendation to GEAC, CO integrates into guiding notes for EO1100 and 1110 the following:
    - The QRTF definition of general quantitative reasoning.
    - The QRTF definition of baccalaureate quantitative reasoning.
    - The QRTF definition of foundational quantitative reasoning.
    - A definition of B4 quantitative reasoning.
- CO in collaboration with the ASCSU Academic Preparation and Education Programs and Academic Affairs Committees develop first generation multiple measures process and an assessment plan to determine:
    - How well the multiple measures are measuring FQR?
    - How well the multiple measures predict success in GE B4?
    - How well the multiple measures predict success in quantitative reasoning for courses in other areas of GE and in the non-algebra intensive majors?
- CO in collaboration with the ASCSU Academic Preparation and Education Programs and Academic Affairs Committees develop an assessment rubric for evaluating the efficacy of B4 pathways.
    - What are constituent concerns?
    - What can be measured, and when, to address concerns and allow adjustments to pathways?
    - What process is maximally effective and minimally invasive?
    - What independent body will assess efficacy? How will they interact with faculty and with the CO?
- Identify pathway projects that are ready for full implementation for Fall 2018. Full implementation means that for a given GE B4 course all FTFs with that course as their GE B4 goal would be on an appropriate EO1110 compliant pathway (unsupported, co-req or stretch) for that class in Fall 2018. There would be several types:
    - Campuses ready to run programs on their own campuses.
    - Campuses already running programs that are ready for export to another campus.
    - External programs ready to be imported to a CSU campus.

Winter 2017: Go public, take feedback, refine assessment.

- Release Definitions, Multiple Measures, Assessment plan, and Scalable projects to public. Groups from whom feedback should be sought should include: QRTF, ASCSU, Math Council, K-12 partners, CCC partners.
- Hold regional meetings on CSU campuses to discuss concerns and revise assessment plan to address concerns.

- Recruit programs that are willing to adopt existing models.
- Require that each campus commit to fully implementing EO1110 pathways for at least one B4 course in Fall 2018: Statistics, QR, Business or STEM.

Spring 2018: Build capacity, share knowledge, brace for impact.

- February: Training for faculty, advisors, and other staff on how to implement multiple measures.
- February to May: Training faculty in large-scale implementations for Fall 2018.
- March-May: Apply multiple measures to 2016 FTFs to identify groups: I, II, III, and IV.
- Regional workshops for department groups interesting in developing common pathways: Statistics, QR, Business or STEM to help identify existing models that could be modified for their use or assistance in developing models in house.
- Require that campuses have a plan to fully implementing EO1110 pathways for all B4 courses in Fall 2019. Campuses can apply for extensions in at most one clearly defined area. Campus plans should be on the level of having identified a few options that would be investigated in ESM 2018 and Fall 2019 before making a final choice.

Summer 2018: Launch ESM 2.0 at the willing campuses and expand capacity for full scale implementations.

- Pioneer campuses start their new pathways in ESM 2018, using the I, II, III, and IV groupings.
- Other departments run their traditional ESM programs but only with group IV and those of group III that are willing. Treat III students as those who need one term of developmental math course work and IV students as needing two terms.
- Campuses visit each other's programs. Video taping facilitated for training and assessment. **Facilitated by Center for the Advancement of Instruction in Quantitative Reasoning.**
- Assessment plan is implemented.

Fall 2018: Launch fully implemented pathways. Allow unchanged B4 classes to run under previous rules.

- Launch fully implemented pathways for III and IV students as appropriate post ESM
- For students heading for B4 courses that are not fully implementing EO1110, treat III students as those who need one term of developmental math course work and IV students as needing two terms.
- Campuses visit each other's programs. Video taping facilitated for training and assessment.
- Assessment plan is implemented.

Implementation Plan for Reforming General and Remedial Quantitative Reasoning in the CSU

Winter 2019: Chancellor's Office conference to report out on ESM and Fall semester results for formal and informal assessment.

- Require that campuses have a plan to fully implementing EO1110 pathways for all B4 courses in Fall 2019. Campuses can apply for extensions in at most one clearly defined area. Campus plans should specify pathways for each level of student for each B4 course.

Spring 2019: Build capacity, share knowledge, brace for full impact.

- February: Training for faculty, advisors, and other staff on how to implement MM.
- February to May: Training faculty in large scale implementations for Fall 2018.
- March-May: Apply MM to 2016 FTFs to identify groups: I, II, III, and IV.
- Regional workshops for department groups interesting in developing common pathways: Statistics, QR, Business or STEM to help identify existing models that could be modified for their use or assistance in developing models in house.

Summer 2019: Launch ESM 2.0 on all campuses.

- Pioneer campuses start their new pathways in ESM 2018, using the I, II, III, and IV groupings.
- Assessment plan is implemented.

Fall 2019: Launch fully implemented pathways for (almost) all pathways on all campuses.

- Launch fully implemented pathways for III and IV students as appropriate post ESM
- Assessment plan is implemented.

Winter 2020: Chancellor's Office conference to report out on ESM and Fall semester results for formal and informal assessment.

- Is it working?
- Require that campuses have a plan to fully implementing EO1110 (REVISED?) pathways for all B4 courses in Fall 2020.

Spring 2020: Build capacity, share knowledge, brace for full impact.

- March-May: Apply MM to 2016 FTFs to identify groups: I, II, III, and IV.
- Regional workshops for department groups interesting in developing common pathways: Statistics, QR, Business or STEM to help identify existing models that could be modified for their use or assistance in developing models in house.

Fall 2020: Launch fully implemented pathways for all pathways on all campuses.

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Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: January	Year: 2018
		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: 20 min.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Academic Senate
for California Community Colleges

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Accreditation Committee
November 28, 2017
4:00 pm – 5:00 pm
ConferZoom

PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/618542291

Or Telephone:
Dial:
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
+1 408 638 0968 (US Toll)
Meeting ID: 618 542 291

MINUTES

Members Present: Ginni May, John Freitas, Irit Gat, Deborah Wulff, Misty Burruel, Christy Karau-Magnani

Members Absent:

Guests: Steven Reynolds

1. Select note taker – Misty Burruel
2. Approval of Agenda – Approved
3. Approval of minutes from 11-18-2017 – Approved
4. Announcements – No new announcements
5. Accreditation Institute Planning – updates, questions, concerns
    a. The committee reviewed the recommended presenters for each breakout and general session. The recommendations will be brought to Julie Bruno for approval.
    b. Breakout Descriptions: Breakout facilitators are to craft breakout descriptions and send drafts to Ginni by December 10th in the evening. This will give Ginni time to edit and submit final descriptions by December 13th.
6. Upcoming Events (http://asccc.org/calendar/list/events)
7. Future Meetings

- November 28, 2017, 4:00 pm, ConferZoom
- December 12, 2017, 4:00 pm, ConferZoom
- January 22, 2018, 4:00 pm, ConferZoom
- February 13, 2018, 4:00 pm, ConferZoom
- April 10, 2018, 4:00 pm, ConferZoom
- Additional meetings TBD, if needed

8. Adjourn

Status of Previous Action Items

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

ASCCC Resolutions

S15 2.01 Disaggregation of Learning Outcomes Data
Research has been completed and presented at the ACCJC Conference in April 2017 and Spring 2017 Plenary Session. An annotated bibliography was provided to the Academic Senate and the ASCCC Foundation as part of the SLO Disaggregation project funded by the Foundation. 2017 - 18: Research was presented at the ACCJC 2017 Partners in Excellence Conference. Committee will hold off on I.B.6 until we hear back from ACCJC in January 2018. There could be a Rostrum to give an update on Disaggregation of Learning Outcomes Training, 2.01.

S15 2.02 ACCJC Written Reports to Colleges on Sanction
2017 - 18: The CCCCO Workgroups 1 and 2 have been involved in recommending many changes. An update will be presented at the Accreditation Institute.

F16 2.01 Local Recruitment and Nomination Processes for Accreditation Teams
2017 - 18: There will be a New Evaluator Training for Faculty at the Accreditation Institute Pre-session. In addition, a Rostrum article will be written to address the processes following the Accreditation Institute.

S17 9.01 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes
2017 - 18: The Chairs of the Curriculum and the Accreditation Committees are in the process of identifying committee members to serve on a task force to update the SLO Glossary and create a paper on Effective Practices for Student Learning Outcomes Assessment.

Strong Workforce Recommendations						

Timeline	Goal	Current Positions	Action	ASCCC Committee Involvement		Comments
TBD	9. a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process	7.05 S14 Research Tools for Program Review; 13.02 F12 Redefinition of Student Success; 21.02 S12 CTE Program Review	Co-develop	CTE LC AAC Curriculum (EDAC)	High	2017 - 18: Committees chairs to recommend to the president how to implement this recommendation. Resolution 21.02 S12 should be part of this conversation.
TBD	9. b. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.		Develop	Ed Pol, AAC, and Curriculum	High	2017 - 18: Ed. Policies to lead the conversation. Committee chairs to recommend to the president how to implement this recommendation. Chairs might consider exploring the development of a PDC Module using the ASCCC paper on program discontinuance. The Ed Pol might also be able to touch on some of recommendation in the upcoming on Educational Program Development.

Papers/Rostrums

- S17 9.01
- F16 2.01

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

Academic Senate
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Accreditation Committee
December 12, 2017
4:00 pm – 5:00 pm
ConferZoom

PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/911965794

Or Telephone:
Dial:
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
+1 408 638 0968 (US Toll)
Meeting ID: 911 965 794

MINUTES

Members Present: Ginni May, John Freitas Irit Gat, , Misty Burruel,

Members Absent: Deborah Wulff, Christy Karau-Magnani

Guests: Steve Reynolds

1. Select note taker – Misty Burruel
2. Approval of Agenda - approved
3. Approval of minutes from 11-28-2017 - approved
4. Announcements - none
5. Accreditation Institute Planning
    a. Review and Edit Program – edits were made, some descriptions still need to be submitted. Ginni May will work with presenters to finalize descriptions and titles, and will share final program draft with committee members. Facilitators should begin working with their presenters on presentations after school begins in January.
    b. Confirm Attendance – Ginni, John, Irit, and Steve are attending on Wednesday. The rest of the committee will come in by Thursday morning. There will be a committee dinner on Thursday evening.
6. Upcoming Events (http://asccc.org/calendar/list/events)

7. Future Meetings
   - January 22, 2018, 4:00 pm, ConferZoom
   - February 13, 2018, 4:00 pm, ConferZoom
   - April 10, 2018, 4:00 pm, ConferZoom
   - Additional meetings TBD, if needed

8. Adjourn – 4:45 pm

Status of Previous Action Items

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

ASCCC Resolutions

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Research has been completed and presented at the ACCJC Conference in April 2017 and Spring 2017 Plenary Session. An annotated bibliography was provided to the Academic Senate and the ASCCC Foundation as part of the SLO Disaggregation project funded by the Foundation. 2017 - 18: Research was presented at the ACCJC 2017 Partners in Excellence Conference. Committee will hold off on I.B.6 until we hear back from ACCJC in January 2018. There could be a Rostrum to give an update on Disaggregation of Learning Outcomes Training, 2.01.

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2017 - 18: The CCCCO Workgroups 1 and 2 have been involved in recommending many changes. An update will be presented at the Accreditation Institute.

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2017 - 18: The Chairs of the Curriculum and the Accreditation Committees are in the process of identifying committee members to serve on a task force to update the SLO Glossary and create a paper on Effective Practices for Student Learning Outcomes Assessment.

Strong Workforce Recommendations						
Timeline	**Goal**	**Current Positions**	**Action**	**ASCCC Committee Involvement**		**Comments**

TBD	9. a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process	7.05 S14 Research Tools for Program Review; 13.02 F12 Redefinition of Student Success; 21.02 S12 CTE Program Review	Co-develop	CTE LC AAC Curriculum (EDAC)	High	2017 - 18: Committees chairs to recommend to the president how to implement this recommendation. Resolution 21.02 S12 should be part of this conversation.
TBD	9. b. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.		Develop	Ed Pol, AAC, and Curriculum	High	2017 - 18: Ed. Policies to lead the conversation. Committee chairs to recommend to the president how to implement this recommendation. Chairs might consider exploring the development of a PDC Module using the ASCCC paper on program discontinuance. The Ed Pol might also be able to touch on some of recommendation in the upcoming on Educational Program Development.

Papers/Rostrums

- S17 9.01
- F16 2.01

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

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Curriculum Committee
Saturday December 9, 2017
10 AM – 3 PM

Los Angeles Valley College
5800 Fulton Ave.
Valley Glen, CA 91401

Present: Committee Chair Craig Rutan, CIO Representative Karen Daar, CCCCO Dean of Curriculum Jackie Escajeda, Cheryl Aschenbach, Leticia Hector, Daniel Keller, Aimee Tran, Eric Wada

1. Order of the Agenda
2. Update on Resolution 9.11 F15
   We haven't received any information back from honors programs surveyed, so it doesn't seem there is anything else to do related to this resolution. The external honors program issues seem to have died, so C. Rutan is considering this resolution moot.
3. Update on ASCCC Curriculum Website
   C. Rutan got feedback from Eric and will be further reviewing the modules and website during break. If members have time to review it, please do so and provide feedback to Craig.
4. Review of PDC's Curriculum 101 Modules
   C. Rutan got feedback from Eric and will be further reviewing the modules and website during break. If members have time to review it, please do so and provide feedback to C. Rutan.
5. Update on AB 705
   C. Rutan and K. Daar are both serving on the AB 705 Workgroup at the Chancellor's Office. They met once. A memo went out last week establishing that colleges will need to be compliant by Fall 2019. It sounds like a long time, but everyone needs to keep in mind that placement procedures will need to be in place by late Fall 2018/early Spring 2019, and curriculum revisions will need to be complete in time for generation of 2019 catalog. Chancellor's Office expects that the committee's work will be done by the end of February, and that consensus will be reached; C. Rutan asserts that it will likely take longer and consensus will be difficult to reach because there seem to be opposing perspectives and there is still a great deal in the bill that needs to be defined, including the definitions of a year, of highly unlikely to succeed, and more. AB 705 will be a big part of our institute. The Senate's position is to argue against prescriptive implementations and instead to support maximum flexibility for colleges. Biggest concern is the students who we don't have transcript data for but for whom the Chancellor's Office has implied they won't be approving or allowing any assessment tests. C. Rutan will update this committee as the 705 conversations progress.
6. Identify Proposed Theme for 2018 Curriculum Institute
   Overall ASCCC theme for 2017-2018 is "change." Curriculum Institute is the final event of 2017-2018, and we need to figure out a theme that works within change and that lends itself to good artwork on the program. Reimagining the Student Experience: Redesigning Curricular Pathways. Reimagining Education through Curriculum; ~~Changing Vision:~~ Reimagining the Student Experience; Reimagining the Road to Success;
   Artwork ideas: black and white w/ merging roads leading to a more colorful single path; graduating student with mortarboard & diploma in hand

7. Review of the 2017 Curriculum Institute Program
8. Draft 2018 Curriculum Institute Program
   Goal is to have a final program by April. Plan for eight breakout sessions with nine breakouts per session = 72 total breakouts. Having 72 breakouts allows us to repeat more; the goal is not to add more breakouts beyond last year's 64 but to repeat more breakouts. Strands will need to be determined as we go. It will be important that titles and breakouts accurately reflect the content of a breakout. Committee members need to be honest about how much they can do and communicate limits to C. Rutan; everyone does not have to do a presentation in every breakout. In policies, there must be a member of Exec or the hosting committee in every breakout, at least as facilitators. J. Bruno would like the committee to take more leadership to rely less on Executive Committee members.
9. Other
   Pathways – *How many colleges will opt out of guided pathways? It's likely none since AB 19 college promise funding is tied to guided pathways participation. It's not clear, though, what level of guided pathways will be expected at a minimum. Will all colleges be forced into a one-size fits all model, or will colleges be allowed to implement guided pathways to different degrees or in different forms than the national model? It's not yet clear.*

Next meetings:
Thursday afternoon calls – C. Rutan will put out a Doodle to determine dates for January & February
F2F March 17, 2018 @ LA Valley College (thanks again to Karen for volunteering to host!)

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NONCREDIT COMMITTEE

Monday, November 27, 2017
1:00-2:00
Zoom
(See end of agenda for Zoom teleconference information)

MINUTES

Members Present: Bernie Rodriguez, Randy Beach, John Freitas, Ginni May, Donna Necke, Jan Young, Curtis Martin

Members Absent:

Guests:

I. Call to Order – Ginni May will take notes

II. Spring committee meeting calendar
   a. Date and location for next in-person meeting – January 11, Sacramento at the CCC Chancellor's Office. This meeting will overlap partially with the CTE Leadership Committee to prepare for the CTE/Noncredit Institute. John recommended that everyone send out their travel requests and John will send out travel forms link.
   b. Spring online meetings – Mondays at 1:00 meetings are confirmed. John Freitas will prepare a doodle poll to decide on which Mondays.

III. Updates
   a. 5C Update from Randy and Ginni and Jan, John was on the phone. It was suggested that we ask John Stanskas to bring up a common concern around Noncredit and faculty compensation for CDCP courses regarding corequisite courses and faculty load. Jan and Randy will request notes from the 5C Prerequisite Committee. It was suggested that we consider asking for a change to Title 5 or Ed Code to allow a group of courses instead of just a sequence of courses to qualify for CDCP Certificate. The idea could be brought to the ASCCC Executive Committee or in resolution form to the ASCCC body.
   b. Fall plenary debrief
      i. Resolutions – noncredit distance education, noncredit access for undocumented students, noncredit internship opportunities – John updated the committee that all of the resolutions passed.
      ii. Breakout session – Noncredit Pathways to CTE – John went over the breakouts that committee members presented.

IV. Committee Priorities for 2017-2018 – See committee priorities spreadsheet
   a. Assigned resolutions – John will organize the work that needs to be done and wend out to the committee. The committee discussed the current status of the resolutions. The committee discussed the need for clarification around the Noncredit at Glance from the

CO. Then depending on the response, the committee needs to move forward with the position paper on noncredit at least beginning this spring.

b. Strong Workforce Task Force Recommendations – John will also provide draft plans for this area as well.

V. Noncredit distance education survey results – next steps – Ginni, Randy, and Jan will take a look at the survey and bring questions and comments to the next meeting to discuss before the meeting begins. John will send a link to the survey.

VI. Career and Noncredit Education Institute – May 3-5 – meeting name has been proposed to the ASCCC Executive Committee for approval on December 1.

a. Update on planning team meeting, funding
b. Continued brainstorming – Ideas for breakout sessions, general sessions – The Noncredit Committee was asked to consider additional topics to add to the CNEI. On January 11, we will pretty much draft the program.

VII. On the Horizon

a. Rostrum article ideas - next deadline is first week of January – Integrating noncredit faculty in to the campus culture by Donna, there was a discussion on what could be covered and Donna will determine whether or not there is enough information to write about; Noncredit and articulation into the Credit Programs and Bernie will write a draft before the end of the all term and send to John.
b. Identification and discussion of issues for future discussion - Should F17 7.11 be a noncredit resolution? This will be discussed at the Executive Committee meeting.

VIII. Upcoming Events - http://www.asccc.org/calendar/list/events

a. Accreditation Institute – February 23-24, 2018. Pre-session on February 22. Wyndham Anaheim-Garden Grove.
b. The SLO Symposium is February 9
c. The ACCE Conference is February 7-9 in Oakland
d. The First Friday Webinars through June with a hiatus in July and August

IX. Next meeting is January 11 in Sacrament! Adjourned 2:7

Zoom Call-in/Login Information

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/5041541143
Or iPhone one-tap (US Toll): +14086380968,5041541143# or +16465588656,5041541143#
Or Telephone:
Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)
Meeting ID: 504 154 1143
International numbers available:
https://cccconfer.zoom.us/zoomconference?m=RPRDiLJnvAXlIrhz1Y6c9MTmTlPFu7z5
Or Skype for Business (Lync):
SIP:5041541143@lync.zoom.us

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Resolutions Committee
December 18, 2017
10:30 am – 3:00 pm
College of the Canyons
MINUTES

Members Present: Ginni May (Chair), Rebecca Eikey (2nd to Chair), Carrie Roberson (Executive Committee), Geoffrey Dyer (Area A), Leigh Anne Shaw (Area B), Michael Dighera (Area C), Donna Greene (Area D)

Members Absent: none

Guests: none

1. Note Taker— Donna Greene

2. Approval of Agenda - Approved

3. Approval of minutes – approved via email

4. Review the timelines and processes at the Fall 2017 Plenary Session and make recommendations for changes to the Resolutions timelines for the Spring 2018 Plenary Session – the following recommendations and requests will be brought to the executive committee for the January meeting.
    a. The committee considered options for streamlining submissions using templates like google docs. It was decided there was too much of a learning curve and room for errors to implement right now, but would like to explore options for future sessions.
    b. The committee recommends that clerical staff be assigned to format the resolutions packet, so that committee members can focus more closely on the resolution content.
    c. All committee members need wifi capability during the Plenary Session to be able to check for prior resolutions and to edit in real time. Resolutions committee members need to either bring laptops or have access to a few extra laptops in order to work on resolutions during the plenary session. Work space, that is not a breakout room is needed to allow the committee to work during the plenary session.
    d. Additional time between when the resolutions/amendments are due and mandatory contacts meeting is needed so that the committee members have time to consider the new resolutions/amendments and edits. Last spring, there was an hour and that time was needed this fall. For the spring 2018 plenary session the committee requests that resolutions are due at the start third breakout session on Thursday. The committee did consider that it was possible that resolutions could arise out of the last breakout session on Thursday and would consider resolutions and amendments coming in after that if they are deemed urgent.

e. The committee recommends a breakout after lunch on Thursday to assist with writing and editing resolutions. Presenters could include competent, expert and/or veteran resolution writers that are familiar with proper language and research of past resolutions.
f. The committee recommends that resolutions and amendments submitted during the plenary session not be put on the consent calendar. The committee discussed the careful balance needed between an opportunity for debate and the issue of time to complete the process.

5. Review and make recommendations for changes to Resolutions Handbook
    a. The committee suggested a number of areas of the Resolutions Handbook to be updated and reflect current process. The recommendations and request for direction will be sent to the ASCCC Executive Committee for the January meeting.
    b. The committee also would like to hear from the field regarding resolutions/amendment processes to see what the field views as "working" and "needs improvement". Questions included, but were not limited to: Do delegates feel they have enough time to determine how to vote on a resolution/amendment when the resolution packet doubled in size between Friday and Thursday? Do delegates want the ability to publicly abstain in lieu of a "no" vote? The committee noted that submitting resolutions/amendments during the plenary session is a crucial part of the plenary session.

6. Spring 2018 Plenary Session, April 12-14, 2018, San Mateo Marriott

    Area Meetings Spring 2018
    Area A/B, March 23, 2018, 10:00-3:00
    Area C/D, March 24, 2018, 10:00-3:00

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

8. Future Meetings

9. Adjourn

Status of Previous Action Items

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

ASCCC Resolutions

Papers/Rostrums

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

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STANDARDS AND PRACTICES COMMITTEE

Monday, November 13, 2017
8:30 AM - 9:30 AM
Zoom
(Zoom login information at the end of the agenda)

MINUTES

I. Call to Order at 8:32 a.m. and Lorraine Slattery-Farrell will serve today as Note Taker
Present: John Freitas, Lorraine Slattery-Farrell, Conan McKay, Chad Lewis, Emily Berg, Kathy Schmeidler

II. Meeting Calendar was reviewed
   a. Next in-person meeting is January 10 in Sacramento
   b. Spring online meetings – will continue on Mondays at 8:30a.m.

III. Committee Priorities for 2017-2018 – see priorities spreadsheet and priorities status on last page. The chair reviewed the spreadsheet and discussed the action plan for each.
   a. Resolutions assigned to Standards and Practices – 10.01 S10, 10.03 S10, 10.03R F16 (and amendments), 10.02 S16, 7.01 F16, 10.01 F16, 10.02 F16, 17.01 F16, 10.02 S17, 10.03 S17, 10.04 S17, 10.05 S17, 10.06 S17.
   b. Strong Workforce Task Force Recommendations: 13(a), 13(b), 14(a), 14(e), 14(f)
   c. Updates were provided on task forces to address specific resolutions and Strong Workforce recommendations
      i. Equivalency Toolkit Project – Equivalency effective practices: 13(a), 13(b), 10.05 S17
      ii. Disciplines Specializations Project, including and linking industry credentials to general education 13(a), 13(b), 10.02 S16
      iii. Faculty Internships, 14(e), 10.02 S17

IV. J Freitas reviewed the Exemplary Program Award process. E Berg will not be able to act as a reviewer due to a conflict of interest with her college as an applicant. Discussed the quantitative and qualitative components of the applications. Currently the scores are the only component and does not have a qualitative discussion. Consensus was we should be thoughtful of what the qualitative components would entail and should consider proposing a new process for next cycle. J Freitas asked that committee members review the awards handbook and work as a sub group on this. Kathy, Conan, and Chad have volunteered to support this. Conan will take the lead on this and J Freitas will confer as needed.
   a. Application review – final ratings due to office December 8.

V. Disciplines List and Minimum Qualifications
   a. Credit apprenticeship minimum qualifications – J Freitas provided an update on CAC meeting and plenary session

VI. On the Horizon
   a. February Rostrum articles

b. Awards - Hayward Award will be released in early January. The timeline is outlined in the awards handbook.
c. Revisions to the Disciplines List Revision Handbook and/or the process – bring ideas to December meeting
d. January in-person meeting – book travel now (http://www.asccc.org/content/flight-and-travel-request)

VII. Announcements
a. Next meeting –November 20, 8:30-9:30 (if necessary); December 4, 8:30-9:30
b. Remaining Fall Regional Meetings – Curriculum. Click here for more information.
c. Accreditation Institute – February 23-24. Pre-session on February 22. Wyndham Anaheim-Garden Grove.

VIII. Meeting adjourned at 9:30a.m.

(Minutes submitted by Lorraine Slattery-Farrell)

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/5041541143
Or iPhone one-tap (US Toll): +16699006833,5041541143# or +14086380968,5041541143#
Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 408 638 0968 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 504 154 1143

Status of Committee Priorities

A. In Progress/Assigned

1. **Resolution 18.01 F12** – **Assigned to 5C**. This resolution is actually assigned to 5C. S&P chair to notify the 5C chair. This has been added to the 5C agenda.
2. **Resolutions 10.01 S10, 10.03 S10, 10.03R F16, 10.06 S17** – **In Progress**. All disciplines, except apprenticeship, are currently in the Disciplines List. J Freitas will reach out to the various organizations that have expressed concerns to explain to them the ASCCC process. John will be at the ACCE meeting in February and will provide an overview of the process.
3. **Resolution 10.02 S16** – **In Progress**. This resolution is being addressed through the ASCCC/CCCCO workgroup on discipline specializations. L Slattery-Farrell is leading this work for the ASCCC.
4. **Resolution 7.01 F16** – **Assigned.** This resolution addresses curriculum and policy matters and should be reassigned to a different committee. The group discussed that this should be referred to Ed Policy committee to work in collaboration with CTELC on this.
5. **Resolution 10.01 F16 – In Progress.** A draft paragraph had previously been presented to Standards and Practices for review and input. The group agreed to the language and J Freitas will add to the webpage. This resolution will then be complete.
6. **Resolution 10.02 F16 – In Progress.** This resolution can be addressed as part of the ASCCC/CCCCO workgroup on discipline specializations. L Slattery-Farrell is leading this work for the ASCCC.
7. **Resolution 17.01 F16 – In Progress**. This has been addressed through presentations at the spring 2017 regional meetings on MQs and equivalencies, through the Chancellor's Office guidance document on equivalencies sent in February 2017, and through an effective practices checklist published in the November 2017 Rostrum. The ASCCC/CCCCO workgroup on developing the equivalencies toolkit should memorialize this.
8. **Resolution 10.02 S17 – In Progress**. S&P is reviewing the current regulatory language. Also, an ASCCC/CCCCO workgroup on faculty internships has been established and will look not only at the policy issues, but also work on gathering, collating, and distributing effective practices for implementing faculty internships. The Chancellor's Office has stated that it will prepare guidance to the field on what is currently allowed under the faculty internship regulations. C McKay is taking the lead on this work for ASCCC.
9. **Resolutions 10.03 S17– In Progress**. This resolution addresses the definition of professional experience. Progress on this resolution may be linked to the work of the ASCCC/CCCCO disciplines specializations workgroup.
10. **Resolution 10.04 S17 - In Progress**. This resolution addresses the application earning a degree in the specific discipline to the years of professional experience. Progress on this resolution may be linked to the work of the ASCCC/CCCCO disciplines specializations workgroup. Discussion of utilizing the CTE liaisons to disseminate a survey to CTE faculty on this. Discussion of one or two surveys based on the various stakeholders—consensus is one survey is preferred. J Freitas and L Slattery-Farrell will work on this and get input from committee.
11. **Resolution 10.05 S17, Recs. 13(a), 13(b), 14(a), and 14(b) – In Progress.** This is being addressed by the ASCCC/CCCCO workgroup on the Equivalency Toolkit. J Freitas and L Slattery-Farrell are taking the lead on this work for ASCCC.
12. **Recommendation 14(f)** – **In Progress.** The California Apprenticeship Council (CAC) and the ASCCC have been working independently on this issue. The CAC presented a revision to their MQ proposal at their 4th Quarter meeting in October. The ASCCC proposal to revise the apprenticeship MQ was withdrawn from consideration by the delegates at the fall plenary

session. The CAC chair has subsequently invited ASCCC representatives to participate in a meeting of the CAC MQ workgroup.

B. Completed

1. **Resolution 10.01 F16** will be deemed complete once J Freitas updates the website.

California Community Colleges Curriculum Committee (5C)

November 16, 2017
10 AM – 3 PM
Chancellor's Office Room 638

Committee Members Present:	ASCCC: Cheryl Aschenbach, Nili Kirschner, Ginni May, LaTonya Parker, Lorraine Slattery-Farrell, Tiffany Tran CCCCIO: Leandra Martin, Irene Malmgren, Erik Shearer Liaisons: Jan Young (ACCE), Kim Harrell (CCCAOE) Chancellor's Office: Jackie Escajeda, Alice Perez, Marilyn Perry
Committee Members Absent:	Laura Hope (CCCCO)
Committee Members by Phone:	Randy Beach (ASCCC)
Guests:	Kirsten Corbin (CCCCO), Raul Arambula (CCCCO), Rachel Stamm (COCI-by phone), Gary Adams (CCCCO), Ryan Fuller (CCCCO), Todd Hoig (CCCCO), Christopher Anderson (CCCCO), John Freitas (ASCCC-by phone)
Chairs:	Virginia Guleff and Craig Rutan
Meeting Location:	Chancellor's Office Room 638

1. Minutes from September 2017 meeting were approved

2. Noncredit
    a. Streamlining Possibilities
    A conscious decision was made last year to not do noncredit streamlining yet. We are now to the point that credit is as far as we can without more technology and training. Is it time to talk about noncredit? It should happen before substantial changes to credit programs, plus noncredit folks have felt pushed aside while credit was streamlined. One challenge is that noncredit is more prescriptive about what is allowable and what isn't; continuing to communicate this to the field, especially newer noncredit programs, will be critical. Ideally we have streamlining plan to discuss at Curriculum Institute next July just like credit streamlining took effect last July after Board of Governors actions. Kirsten suggested that the starting point for noncredit should be different than it was for credit; she suggested CDCP programs because courses have already been approved and only need to be submitted as part of a program. One concern with noncredit is that there aren't any integrity checks that can be built into COCI like there are with noncredit. One next step is to identify noncredit regulations in preparation for workgroup review yet. Specific to AB 705, there may be some

curriculum-related considerations for discussion when the Chancellors Office 705 workgroup meets.

b. AEBG
Another reason to be reluctant starting with noncredit courses is because adult education consortia are increasingly considering noncredit courses, and most are not familiar with noncredit at all.

3. Credit for Prior Learning Workgroup
The Chancellors Office already has a workgroup that hasn't met recently. Kim Harrell volunteered to represent 5C on this group since there no current 5C representation. It's important to have a connection because all regulatory changes would need to come through 5C anyway. Previously the group was responding to a report and not considering recommendations for guidance or regulatory changes; that is changing, and their conversation is much more curriculum based.

4. Update on Outstanding Legal Issues
   - Jackie talked with Jake Knapp, and he cannot find any regulations that require colleges to have a print catalog. He did alert her to potential issues including ADA, updates, and catalog rights. There should be a legal opinion developed to communicate to the field, and additional guidance will still need to be developed although it will take longer.
   - Jake did not have an update on report delayed or comingling of credit and community service yet.
   - Craig reiterated that he would like to have legal questions answered by the December meeting.

5. UCTP Pilot in Physics and Chemistry
The feedback on the templates at the last meeting was helpful. The MOU is at the UC Office of the President. Our Chancellor wants UC to honor the all ADTs like CSU is required to do, so the MOU is being used to try to create the leverage for this to happen. In reality UC will not be forced to take the ADTs. The CCC and UC senates was establishing a relationship that progressed to a point where there was excitement about the Physics and Chemistry pilot and had the potential of getting to a point where ADTs could be talked about as a choice for UCs to consider. The pilot is now held up and relationships potentially damaged by the chancellor's demands. If it became possible to move the pilot forward, to meet the original deadline of having the degrees available Fall 2018 the Chancellors Office would need to be releasing the template in February (although Jackie said an exception could be made to release it later) and colleges would need time to do the curriculum.

6. AB 705
There will be a Chancellors Office workgroup beginning to meet next week. There is some 5C representation on that workgroup with Craig, Jackie, and Kirsten able to share information back to 5C as well as ensure that any curriculum-related recommendations

are brought to 5C for consideration and movement forward to the Board of Governors. That's not a given yet, but Craig said the ASCCC is pushing hard to make sure that any recommendations coming from the workgroup come through 5C based on standing orders relative to the Academic Senate and academic and professional matters. The Chancellors Office is going to establish a timeline of implementation; colleges are not expected to implement effective January 1 despite the intent of the legislation. There is an effort to establish a universal data sharing agreement to help facilitate implementation, but not all high schools participate. However, studies show that self-reported data is just as useful, so colleges could get student high school data without universal data sharing. Kirsten shared that one college found that 1/3 of self-reported data was found to be higher than actual transcript data, so that's something to keep in mind. Guided self-placement is another option that is shown to be successful, and some colleges are already using it.

7. Executive Orders 1100 and 1110
   With the CSU EOs, CSU will no longer be using the EAP. This means that in the future colleges cannot use that information to help with placement of students. CSU faculty passed a resolution asking for the EOs to be delayed, but there were told no, so the EOs are expected to be implemented now. They also do not have the freedom to interpret the orders; CSU Chancellors Office provides the interpretation. The EOs also change the quantitative reasoning requirement for our community college transfer students. Students will no longer be required to complete intermediate algebra and will not be able to complete a course with equivalent rigor with a prerequisite of beginning algebra. However, colleges must be very careful about changes to math sequences, math prerequisites, or alternate transfer math courses because our courses need to also meet UC transfer requirements and courses taken to meet GE do not necessarily meet major requirements.

8. Updates from 5C Workgroups
   Craig told everyone that he'd like to have all workgroups meet and plan to report at the January 5C meeting.

Noncredit	Randy, Cheryl, Jan, Irene with Kirsten Corbin and Chantee Guiney
Task: Develop draft guidelines regarding noncredit courses as prerequisites to credit by November 5C meeting. This group will also work on information regarding mirrored courses. 11/16 Update: The group met last week. There was fruitful discussion but no time to submit a draft to 5C yet. There may also be a couple of issues that the group needs to bring back to 5C, but first the group will discuss them further. Craig reminded everyone that these guidelines are needed as soon as possible.	
Catalog rights	Craig, Virginia, Jackie, Cheryl, Dave DeGroot, Marilyn
Task: Moving forward, determine whether catalogs must be printed. If not, then what guidelines need to be established around updates and online addenda?	

11/16 Update: None	
Cooperative Work Experience	Kim, Eric, Lorraine, Eric Nelson, Maureen White
Task: This includes a review/cleanup of CWE Title 5 language, particularly hours/units and half-unit increments, CWE plans, and how orientation/check-in hours are counted, all with an intent to incorporate CWE into streamlining 11/16 Update: Jackie reported that recommended Title 5 revisions went to Consultation Council today. The work of this group is complete.	
Area of Emphasis Degrees	Raul, Randy, Tiffany, Irene, Nili. LaTonya
Task: Title 5 language defines an area of emphasis degree based on TOP code, but colleges didn't follow the TOP code definitions when designing the degree. Committee needs to discuss whether regulation needs to be changed to better reflect original intent or current practice. Field is looking for guidance about how big or small the degrees should be, particularly for number of electives, and more. Erik Shearer may provide some of the questions/concerns that came up during a presentation on this at Curriculum Institute Next step as of 10/19: recommend guidelines for areas of emphasis, with the intended audience being both colleges (general enough to allow flexibility) and Chancellor's Office (specific enough for review of these degrees). Guidelines could include examples and should consider some of the conversation around guided pathways. Target: January 11/16 Update: Tiffany reported that the workgroup looked at Title 5 sections related to areas of emphasis and identified ten questions to start building an FAQ or guidelines document. Of the few members present there was interest in revising Title 5, but the committee needs to have further discussion about this and reach consensus before bringing recommendations back to 5C.	
CB21/Basic Skills (ESL Coding)	Craig, Kirsten, Cheryl, Leandra
Task: 11/16 Update: None. Group still has not met	
Title 5	Ginni, Kim, Lorraine, Jackie, Craig, Leandra
Task: Group will meet to further discuss 55065 11/16 Update: None	
COCI	Craig, Virginia, Jackie, Raul, Chantee, Kirsten, Nili, Marilyn, Eric, Cheryl
Task: Workgroup needs a charter, a communication plan, and roadmap 11/16 Update: Group met after last 5C meeting.	
TOP Codes	Craig, Virginia, Marilyn, Jackie, Eric Nelson, Todd Hoig (possible invitee)

Task: Establish procedures for how new TOP Codes are created and who would approve them, how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual. 11/16 Update: None	
Regional Recommendation of CTE Curriculum Workgroup	Jackie Escajeda (CCCCO), Virginia Guleff (CIO), Craig Rutan (ASCCC), Lorraine Slattery-Farrell (ASCCC), Kim Harrell (CTE Dean), Julie Pekhonem (regional chair), Leandra Martin (CIO)
Task: Make a recommendation to 5C and the Chancellor's Office regarding whether substantive changes to CTE curriculum need to be resubmitted to the regional consortia. Workgroup constituted at October 19, 2017 meeting. 11/16 Update: None	
Low Unit Certificate Workgroup	Ginni May, Jackie Escajeda, Craig Rutan, Leandra Martin, Kim Harrell, Lorraine Slattery-Farrell, Kim Schenk
Task: To review the regulations for credit certificates and to revise to increase the opportunities for students participating in certificate programs to access financial aid and have their certificates appear on transcripts. 11/16 Update: Jackie reported that recommended revisions went to Consultation Council today. We need to figure out when the new regulation goes into effect (might need to be Fall 2019), and we need to figure out how many local low unit certificates between 16-17.5 will need to be submitted. The work of this group is complete.	
Trustees Handbook	Jackie, Raul, Erik Shearer, and Randy Beach working with Lizette Navarro (CCLC)
Task: Create a chapter on curriculum for the Trustees Handbook. 11/16 Update: Draft of chapter presented to 5C for review. Goal is to get feedback in time to update it prior to the December 5C meeting for approval and submission to CCLC. Some feedback was discussed, and additional feedback can be sent to Craig and Jackie.	
On hold/as needed: • **Courses related in content:** ASCCC Ed Pol will examine courses related in content/course repetition guidelines	

9. Update on COCI

   Rachel Stamm provided update on COCI. Version 1.6 was released first week of November. It was primarily about bug fixes but also had some minor feature improvements. One item was pulled specific to CB22 and noncredit after the final round of testing; it didn't pass testing so was held for a 1.6.1. Approval letters are not generating the proper headers, so that will also be included in 1.6.1., a hot bug fix. Next: There are approximately 60 tickets identified for a final release in December,

inclusive of as many customer-generated bug fixes as possible along with some reviewer-related items. The content of the next 2017 release will be determined in collaboration with Jackie's office. For 2018, there are three areas of focus: achieve parity with former GoverNet system, making COCI whole (meaning adding details to the very basic operational features included at launch), and new feature development dependent on guidance from Chancellors Office. In regards to user support and training, many of the tickets received are addressed within 24 hours; there is still an existing queue of 400 legacy ticket items, most from July-October. David Garcia and Pamela Shaw are making progress. The goal is to have a clean support queue at the start of 2018. User guides: one piece is being completed with a data dictionary as an appendix. The current sprint ends November 21, so the user guides can be evaluated then to determine whether the entire guide can be released or just the data dictionary addendum. They'll be available to this group November 22 for review prior to public posting.

10. Next Steps for COCI
    a. Recruiting new testers from colleges
       Three or four new testers were utilized in 1.6 to expand the testing group to 8-9 college college submitters plus Chancellors Office reviewers, and they are interested in continuing to test. Kirsten will make sure Chantee gets names of noncredit submitters to Rachel.
    b. Future training opportunities
       There are plans to develop a regular training schedule in 2018, preferably sooner rather than later. There are some decisions to be made relative to training, but once those decisions are made training can be developed quickly, potentially as early as January 2018.

11. Other – Assessment
    Craig said he doesn't know what the future is for assessment exams in our system. Accuplacer NextGen will need to be approved by the Chancellors Office before use, and the old Accuplacer will no longer be on the approved list. With CSU EAP ending, it is unclear what options may exist. There has also been some indication from Laura Hope that the Chancellors Office will not approve any assessment tests in the future, but that is not certain either. This is concerning because we serve such a broad and diverse population, and some groups may not be well served by other placement measures.

Future agenda:

CCC Math Task Force
December 14, 2017
12:00 pm – 1:00 pm
ConferZoom: Join from PC, Mac, Linux, iOS or
Android: https://cccconfer.zoom.us/j/978459111
Or Telephone:
+1 408 638 0968 (US Toll)
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
Meeting ID: 978 459 111

Members Present: Leslie Banta, Matt Clark, Mark Harbison, Ginni May, Toni Parsons, Larry Perez, Dong Phan-Yamada , John Stanskas

Members Absent: Donna Greene, Jack Appleman, Wade Ellis, Katia Fuchs

Guests:

1. Welcome and Introductions
    a. Committee Members

ASCCC	CMC^3-North	CMC^3-South
Ginni May, Co-Chair	Leslie Banta, Co-Chair	Larry Perez
John Stanskas	Wade Ellis	Jack Appleman
Donna Greene	Katia Fuchs	Tuyet Dong Phan-Yamada
Toni Parsons	Mark Harbison	
Matt Clark		

2. Approval of Agenda - approved

3. Planning for January 8 in-person meeting
    a. Los Rios Community College District – Main Conference Room
    10:00 am – 3:00 pm
    Zoom available
    1919 Spanos Ct
    Sacramento CA
    If you need assistance with travel, please contact Ginni May or John Stanskas.
    b. Short-term/Long-term Plans
        i. Short-term information to ASCCC in time for plenary for recommendation to Chancellor's office and field, especially regarding AB 705
        ii. Long-term impact of Quantitative Reasoning and AB 705 on STEM

majors, guided pathways

c. Role of C-ID, changes recommended for C-ID
    i. Workability for math faculty
d. AB 705 Implementation Update
    i. Full implementation by fall 2019
    ii. Redesigning curriculum in fall 2018 to get through submission and approval
    iii. Completion w/in “one year timeframe” still has not been determined
    iv. “Unless highly unlikely to succeed” still not defined.
    v. discuss impact on STEM
    vi. Viable Curriculum Options
        1. Committee members will send some promising practices to Ginni and Leslie by January 4 so that Ginni and Leslie can bring to the meeting for discussion

4. Will discuss future meetings at the January 8 meeting.

5. Adjourn 12:45 pm

Education Planning Initiative Steering Committee Meeting
Wednesday October 4, 2017
The Dana San Diego

Voting Members:
Carla Rosas, Chelley Maple, Clinton Slaughter (online), Michelle Stricker, Randy Beach, Stephanie Dumont, Tom Onwiler (online), Victor DeVore, and Victoria Rosario

Other Attendees:
David Shippen, Jon Fanucchi (online), Ireri Valenzuela, Melissa Taylor, Mike Caruso, Nancy Pryor, Rick Snodgrass, Russell Grant, and Terry Kinney

Welcome and Roll Call:
Chelley Maple called the meeting to order at 10:00 am. Attendees introduced themselves.

Approval of Minutes: Action
There were no corrections or additions to the July 26, 2017 meeting minutes. Victor DeVore moved approval and Michelle Stricker seconded the motion. The minutes were approved.

Status Reports- One Pager for Dissemination:
MyPath development is going well. The Starfish/Hobsons pilot group of colleges is pursuing reorganization into a user group community. There are now about thirty-five colleges signed up between pilot and phase two colleges, changing the relationship with that community. Those projects, as well as C-ID, COCI, and e-transcripts can all be tracked in Confluence regarding scope, schedule, budget, and resources.

Articulation with C-ID is currently yellow for budget and being a bit behind schedule. It is going pretty well now and the team is working to get caught up. COCI is also in catch up mode. David is confident both C-ID and COCI will get caught up in the fall. Starfish is yellow for scope since there is bunch to get done and the schedule with colleges is also a little behind. Before beginning, Hobsons told the project colleges usually took three to five years for implementation, and the team didn't take them seriously, but it turned out to be true. Things are going well at the pilots now and phase two colleges are moving faster.

Many colleges signed up for grants to do electronic transcripts, but are not really using them with all students. This is an equity issue because students with electronic transcripts have a better chance of getting accepted when they apply to transfer. That project team is working toward a more secure system which is a budget focus for the year. MyPath is green across the board. Project

management is green; some consultants were brought on and there is a much better process now. For web services, the project anticipated significant investment in Glue from another initiative, but that has not come through, so David is working on how to backfill to complete that work.

MyPath is live at Santa Rosa and also at Sierra and there are about twenty-four colleges in the queue. About two dozen content pages have been developed and many of those are live. The program sort in Career Coach which was a significant desire for colleges is nearly ready; it will come out in October. MyPath is a great tool for colleges to use as a new student checklist.

Hobsons is reporting twenty colleges are live with fifteen in the queue, of those four pilots are live and two colleges in phase two are working with Degree Planner, the rest are with Early Alert or are getting ready with Degree Planner. Michelle's college is live with a couple hundred students and all counselors will be expected to use Degree Planner with all students in the spring. The goal is to perhaps have forty colleges signed up by the end of the fiscal year.

Articulation with the ASSIST migration is pending. They have now posted about a year and a half delay. The UC Office of the President hired a vendor which recently started.

Los Rios is preparing a new procurement plan. They are looking for a seamlessly integrated, awesome software package that will bring all the standalone "bolt on" pieces together from pre-enrollment to completion. Victoria reported they are doing a vendor demo next week with four vendors: EduNav, Civitas, EAB, and Hobsons. They have a work group identified and vendors came for ten to twenty minute discussions. Los Rios is really trying to have an integrated process. They looked at identified areas needed for a student to be successful. Finding the ideal tool and a comprehensive course scheduling tool are their goals for spring 2018. They want to be able to use scheduling data more effectively. Those two fact gathering processes are going on this semester with a goal of completion by December 2017. Los Rios is trying to get vendors to think outside the box to really meet Los Rios' needs. With Los Rios developing an education planning tool and sharing it with San Diego, David thought it was starting to look like a statewide solution.

EPI has been able to build from the ground up with MyPath and to work with Hobsons and Career Coach to get what the system wants and needs. It is important for the Chancellor's Office to know EPI is creating these and shaping the development of these tools. EPI is developing what they system needs and should let the field know what is being developed. The Chancellor's Office should also know how many vendors are promising things to colleges.

Electronic transcripts are being used as part of OEI and once it is up and running, there is the potential for much greater student mobility. The project

wants student e-transcript ordering capability as part of an application. However, due to a recalculation of OEI priorities there is less money going to Glue infrastructure so, the challenge will be for David to figure out how to get more money for Glue work. That probably makes the timeline yellow on Starfish, with Hobsons using on an open source spec and doing some work with End2End on software support. Additionally, Mike will be using MyPath development owners to work with Glue staff on how to transport special Career Coach data to MyPath student profiles in order to provide targeted information, for example to nursing students. If necessary, other features the project might have gotten sooner will be pushed out later. Stephanie cautioned that SIS integration is important and is a big hurdle colleges are expecting to address. A lot of integration work is being done under the auspices of Canvas and the information just needs to be pulled into the proper systems. Mike should be able to work with vendors to see what is can be leveraged or how to pay for it.

Action Item:
Chelley asked for an update on SIS integration and how other work is being leveraged to address work that was previously going to be covered by Glue.

The Governet contract for COCI ended in June and there were a number of issues that came up with changed business processes, changing the software, and a lot of staff changes. There will be a meeting October 25th with the Chancellor's Office. Rachel Stamm is also returning to that team.

News Briefs, Reports from the Field:

CO Update:
A reorganization at the Chancellor's Office means that Theresa Tena with IEPI is no longer over EPI. Instead, Executive Vice Chancellor Van Ton-Quinlivan who is in charge of Workforce has now also picked up Digital Futures and supervision of TRIS. Members were disappointed not to have any Chancellor's Office representatives at the meeting today. They noted it has been especially valuable to have Michael Quiaoit at the meetings. He was involved with Chelley on development of the agenda. Gary and Russell did say they were coming to the meeting. David thought perhaps they were busy with items associated with the Chancellor's Office reorganization. Members felt it was critical to have representatives from the Chancellor's Office at every meeting.

Action Item:
David will reinforce with Laura Hope the value of having Michael Quiaoit at the meetings.

It is important projects not be in silos. David thought Applied Solution Kits (ASK) with IEPI was an important area for EPI to have an active voice. He thought money in silos made for solutions that were in silos as well. The EPI grant ends in June and the project team is anticipating the new RFA coming out this fall and would appreciate support from committee members.

Legislative Update:
There are two bills on the Governor's desk important to the initiatives, SB 478 and AB 705. SB 478 would require districts to auto award Associate Degrees for any student who has met the requirements for an ADT, even if they have not expressed interest in that degree. There are a lot of implications from a functional and technical standpoint. The bill may also dramatically increase the need for colleges to have a Degree Audit tool. AB 705 relates to multiple measures with language about minimizing time for students to get into college level English or math through use of high school GPA, high school courses and high school transcripts, for placement. In effect, colleges do not have to do an assessment test and are required to use high school transcript data (they can also use self-reported data). Both bills are on the Governor's desk and he is supposed to make a decision by November 15th.

ASCCC:
Randy Beach reported the Academic Senate was not opposed to AB 705 because of multiple measures; they find multiple measures important, useful, and valuable. However, the language of the bill could undermine the way faculty review prerequisite classes, which is the reason for their opposition to that bill.

Randy is also on the Guided Pathways Taskforce and reported it is just in its infancy getting a representative team together that is working intensively and in attendance at every IEPI meeting. There are also several resolutions coming up at the Academic Senate Plenary with respect to faculty purview into meta-majors and Guided Pathways. There is a lot of concern over shared governance and how decisions are being made, particularly issues with IEPI and Guided Pathways. Workshops are at a high level and attendees have ranged from those who have been heavily involved from the beginning to some who didn't know what Guided Pathways was. Stephanie noted there has been an overriding Academic Senate in EPI from the very beginning. Cynthia Rico was very focused on Academic Senate representation, determining content, etc. For example, within MyPath the Career Exploration Work Group has been driven by strong faculty leadership.

CACCRAOA:
The past president of CACCRAOA did a financial analysis of AB 478 and felt there would be significant fiscal impact. Clinton thought one of the problems was that it was like trying to run an audit without a definitive program.

CSSO:
There have been leadership changes and there is a new president of the CSSO this year. The focus of the March 7-9th conference is Pathways.

CISOA:
Tom Onwiler is on the CISOA Board and has nothing to report today.
There was no CIO representative at the meeting today.

EPTDAS:
Carla Rosas reported the group is excited about making a transition to a User's Group. They will have their first Users' Conference on December 11-12 Conference in Sacramento. They will use a Basecamp site to start sharing resources. They will also be updating their form for submitting requests for product improvements and enhancements. They will also reaffirm the process for submitting those requests and pushing out what subcommittees should be doing. The focus will be on the different points colleges are at and Guided Pathways will be included as well. Rick asked Carla and Michelle to make sure the Users' Conference dates are included on the project calendar.

The Users' Conference/Users' Group will be open to pilot schools, phase two schools, and prospective schools. It will be modeled off of the activity done on a half day at Hobsons U and included administrators, counselors, and technical staff all in one room talking to each other. It will be very hands on and active with facilitated outcomes. The power in the product is in communication across silos and across colleges to help support each other as everyone moves forward. Victor thought it would be helpful for the Chancellor's Office to send something out to the system encouraging prospective colleges to attend.

CCC MyPath Work Group:
The group had a really productive meeting yesterday and agreed to change the name from the SSP Steering Committee to the CCC MyPath Work Group to better reflect the group's role and relationship to the EPI Advisory Committee. They also worked on the Committee Charter and finalized and approved the Project Charter. The CCC MyPath Work Group charter should be finalized at their next meeting. That document also clarifies the connection with the Technology Center and input and output channels with them and to EPI AC.

The project is on track with timeline and releases. Two colleges are live: Santa Rosa and Sierra and Stephanie's college may be the third. A hurdle with Career Coach and the ability to sort a student's home college program offerings to the top of the list will be completed in a couple of weeks. That was very important to local colleges. Yesterday Merrie Wales talked about 24 x 7 support features provided behind the product (including both Tier 1 and Tier 2 support) so that burden doesn't fall on local colleges. MyPath release 1.2 came out in August and included many facelift enhancements and more are coming.

Annual Evaluation Planning:

Ireri Valenzuela explained this year's evaluation will be different from ones in the past. It will not look forward, but instead will look back over the five years of the initiative. Her goal is to tell the important story of the EPI being practitioner driven with tools being rolled out that have been developed or customized for the CCC. Ireri thought it would be sad for the Chancellor's Office not to know that story and take that into account in looking at the EPI.

For the evaluation, Ireri will be looking at different levels. One will be the statewide implementation level and how state level decisions impacted roll out. The goal is to provide a background of successes, challenges, and lessons learned. She wants to help the Chancellor's Office understand they didn't do the best job and what they should think about for the future.

At this point it would be hard to measure the impact the initiative has had on students; that will probably take three to five years or more. However, Ireri has seen the impact on college culture and people rolling up their sleeves to get things done. She will look at success, challenges, and lessons that can be learned from that level as well.

At this point there isn't really much quantitative data, so Ireri will use other methodologies for evaluation. She will do a key review of EPI documentation including EPTDAS lessons learned documents, the same for MyPath, and others if they are available. She will also do one-on-one interviews with twenty individuals that cover a spectrum of roles, positions, and experiences within the project. Ireri will also visit two or three colleges to identify what lessons can be learned. She plans to visit one multi-college district that implemented Hobsons and maybe MyPath, one single college district, and would like to reach the continuum of some that hit the ground running and that struggled.

Ireri would like to develop case studies people can read, understand, and perhaps use to see parallels to their own campuses. She felt that would be better than a report in being able to be read and used throughout the system. She will also wrap everything up in a summative report, but her primary intent is to provide insights people can use for change.

The timeline for evaluation will be to set a protocol for interview and focus groups by the end of this month. Then Ireri would like to complete the twenty interviews before the end of the semester, if possible. She will do college visits in the spring semester so Michelle's college should be using Degree Planner college-wide by then. Ireri will be busy with data until the site visits and would like to have a draft report by June 30th. It will most likely not be a final draft, but she would like to get the rough draft out before the end of the fiscal year.

The committee provided suggestions for the twenty people to be interviewed over the life span and scope of the initiative. Ireri will post the list on Basecamp for committee review. People who fill dual roles, like Michelle as a Chair of EPTDAS and a lead at her college, Victoria who has been a long time participant and a CSSO, and Doris Griffin who also covers multiple roles, could help provide even more information. Robin Armour, Pedro Avila, Norberto Quiroz, Cynthia Rico, and/or Jay Field who participated extensively but are no longer on the committees could provide valuable insights as well. The group decided to come up with all of the people they thought could provide useful insights, and would then whittle the list down, if needed. Angel Jimenez as a strong early student

participant and Michael Quiaoit from the Chancellor's Office would also be important voices. There would also be a benefit in talking to school representatives from the second phase, who can explain how information from the pilots is helping them to implement faster.

Ireri explained she will also be interviewing David Shippen, Mike Caruso, and Warren Whitmore. David would also like her to interview Mark Cohen from COCI and someone from the Academic Senate regarding C-ID. Stephanie and several other members expressed concern about the morphing of the EPI initiative to include COCI, C-ID, and e-transcripts. While those areas are related to education and degree planning, members were uncomfortable about being evaluated on those elements when they felt they had no role in really leading, steering, or advising those elements as they were added in. David provided updates on them the last couple of years, but each one has their own steering or advisory committee. Victor thought inclusion of those elements in the evaluation could be important so the Chancellor's Office understands the need to be more effective in communicating expectations about what is included under the grant. Ireri agreed and emphasized this committee is not being evaluated, it is the EPI as a whole, and part of the story of this initiative is that the kitchen sink was shoved in. One initiative cannot be expected to be the "be all of everything," and she needs to tell that story. Stephanie appreciated the clarification that C-ID and e-transcripts would be looked at as they relate to EPI. Ireri explained those areas should have been included in the discussion from the beginning, but somewhere along the line, they became silos; how that happened is important. Michelle also thought there was a struggle in looking at the EPI charter as a static document versus the work plan as a living document; there wasn't the best job done in reconciling the two. That might have been because communication was lacking, it might have been because of turnover at the Chancellor's Office. That is part of the story that colleges struggle with all along and those things collide with each other at different times.

The group provided volunteers for a small work group to help Ireri capture the right questions for her interviews and campus visits. Clinton and Carla will help work on the questions and Chelley and Stephanie on the protocol. Ireri will send out a Doodle poll to that small evaluation work group today.

EPI Charter Set-up – Roles and Goals:

The intention in charter review today is to look at what the committee can accomplish in the next eight months. Later the group can look at what it would like to see the group morph into. Rick suggested representatives be brought onto the committee from CCCApply and COCI. Chelley and Victor disagreed with respect to the work for the next eight months, unless there are task force groups that move into areas that connect with those other groups.

Charter Workshop:

The group reviewed the charter section by section to see if significant changes were needed or desired for the next eight months. David made edits as they went through. They discussed whether EPTDAS should be called a work group like CCC MyPath is, but Carla felt that needed to be discussed further within the EPTDAS group since they are really moving more toward being a users' group and not a work group. The group decided to reference the other two groups by saying there would be "Chairs or designees of subgroups of the EPI Advisory Committee" included in EPI AC.

Existing wording doesn't specifically say reappointments are allowed, but doesn't limit it either. It is up to the appointing association to choose whether or not to make reappointments.

Punctuation and minor errors were corrected. Titles of some ex officio positions have changed slightly, but the group decided to leave them for now. Numbers of representatives was changed to two for each appointing association. The hope was with two representatives, more than one perspective could be provided and at least one would be at each meeting. Throughout the grant period there have typically been more Academic Senate representatives on MyPath (with five to six) because more content is being built there. Stephanie felt with the EPI Advisory Committee, as an oversight group, that representation was not as critical. She remembered when the composition was created they thought EPI AC was going to be more of a working group, and it was more important at the beginning when personas and requirements were being developed.

David advocated for better communication with constituent groups. Chelley felt that would be better covered by the new agenda approach with updates and the one page summary included in every meeting. Victor emphasized the importance of reinforcing communication with the Chancellor's Office; they can help with communication out to the field and their messages carry more weight as well. The group wants to ensure there is Chancellor's Office representation at these meetings and the subcommittees as well.

Carla Rosas moved to approve the EPI Advisory Committee Charter with all the changes and corrections made today. Chelley Maple seconded the motion. The motion passed. The updated charter will be posted on Basecamp and emailed to the ListServ.

Goals and Metrics for the Remaining 8 Months:

With eight months remaining on the project the Advisory Committee discussed what help the two project teams might need in meeting their goals or overcoming any obstacles. It would really help CCC MyPath if the CCCID was used by colleges throughout the system. The robustness of the tools in MyPath requires being able to identify a student by using the CCCID as an identifier included in

the student record. It would help if the Chancellor's Office moved away from using social security numbers to use of the CCCID as an identifier in MIS reporting. Mike Caruso also felt the EPI Advisory Committee would be helpful in finding subject matter experts when new content pages are being developed. EPTDAS has a goal to fully be a user group, so they are actively looking at platforms to be able to share resources with all colleges.

The group discussed the importance of having Chancellor's Office representation at the EPI meetings. The biggest support the committee felt could be given was support and communication from the Chancellor's Office. The group decided they wanted to send a letter to the Chancellor's Office asking for affirmation of their embrace of CCC MyPath as the future portal for the colleges and the Starfish Student Success Platform. "It is the EPI's expectation that because this is a user tool that has been built by individuals in the system, specific to system needs, the Chancellor's Office will want to support those tools." These products were designed and build to take up the burden of Guided Pathways which will be a continuation of this work. CCC MyPath will evolve from being a replacement portal to officially being a matriculation and pathways platform that supplements existing platforms. The committee will work on summarizing project successes and how it has gone above and beyond the original charge. It is important for the Chancellor's Office to understand project accomplishments, but more importantly connections that go beyond silos.

It would be helpful for Bakersfield or Sierra to pilot CCC MyPath as a Guided Pathway tool. Michelle thought Bakersfield was already moving in that direction by establishing the Guided Pathways framework within Starfish and why they were moving away from Degree Works. She also suggested getting approval from the representative associations to sign the Chancellor's office letter. That could reinforce this suite of tools as ones that meet Guided Pathways goals which might help keep the vendors at bay. A lot of work has been done by representatives to make sure these tools meet SSSP and matriculation requirements. Chelley suggested the committee work toward that approach by starting now on the steps required to get approval for representatives to sign on behalf of their organizations. The Chancellor's Office has a responsibility to make a sustaining, stable commitment to this project. One product developed by the system with unified components has a synergy that is more effective than dealing with many individual, competing vendors.

There was some discussion about whether the letter should go to Theresa Tena and Laura Hope in addition to Van Ton-Quinlivan. Another thought was to mention some of the challenges, like CCCID and to ask about meeting in person. Members suggested sending it to Michael Quiaoit and providing him with the options discussed, so he could provide insight on the best way to proceed. One member felt it was important for the letter to go to Laura Hope, in addition to Van, because funding comes through Laura's office. However, this letter is definitely not intended as a report out or a request for funding.

Action Item:
The Chairs will draft the letter to the Chancellor's Office while stakeholder representatives check into association processes for getting approval to sign onto the letter.

Chelley suggested having a fallback position if getting association approvals turns into a bureaucratic snarl; perhaps sending a first letter with an introduction while working to get the second letter signed.

The committee wants to communicate what the project has accomplished but also that more can be done with support. This is being done to make tools accessible to everyone across the state, so everyone has the most up to date technology. That campaign of messaging should also be going to all the college in the state. The project will document what has been done and put it into a marketing medium working with CA Focus to help get the message out about the EPI tool sets and how they can help colleges. It may be as simple as sending out a flyer or series of messages with embedded links. Webinars were suggested, but take too much time. Short videos which could be sent in email messages were also suggested, and might be considered, but might take too long or be too expensive to develop. A strong possibility might be a targeted email message blast and then a broader blast.

Action Items:
Chelley and David will start to develop communication to the Chancellor's Office.
MyPath and EPTDAS User Group will each identify a list of success factors.
At the November meeting EPI AC will take that list and discuss focus areas.
Then the committee will work with CA Focus on a marketing campaign to start mid-January.

Wrap Up and Next Meetings:
David will put out a list of upcoming outreach events by email to all committee members and invite them to sign up. Michelle encouraged user led presentations and moving away from Tech Center staff presentations. It is more powerful when the message comes from a peer user.

The next meeting will be November 8th on Zoom from 3-5 pm.
Then February14th at the Embassy Suites in Sacramento
The May in person meeting will be at The Dana in San Diego

Adjournment:
The meeting was adjourned at 3:40 pm.

Education Planning Initiative Steering Committee Meeting
Wednesday November 8, 2017
Zoom Meeting

Voting Members:
Carla Rosas, Chelley Maple, Michelle Stricker, Randy Beach, and Victor DeVore

Other Attendees:
Ann Volk, David Shippen, Jon Fanucchi, Ireri Valenzuela, Mark Cohen, Rick Snodgrass, and Russell Grant

Welcome and Roll Call:
Victor DeVore called the meeting to order at 3:00 pm. Attendees introduced themselves.

Approval of Minutes: Action
There weren't enough voting members to take action on the October 4, 2017 meeting minutes.

Action Items:
1) Update on SIS integration as it relates to Glue: This will be discussed today along with CO-CI
2) Chancellor's Office involvement in EPI meetings: David has not yet talked with Laura Hope about the value of having Michael Quiaoit in meetings
3) Send a letter to the Chancellor's Office regarding the purpose and goals from the EPI Advisory Committee: Victor explained the idea was to find out Chancellor's Office objectives beyond the grant and how they could help facilitate and communicate EPI's objectives out to the field. It is especially important for the field to know about all the great tools vetted by their colleagues and supported by the state. It is important for colleges to know about alternative tools available to them if they are approached by other vendors.

Updates and Reports from the Field:
ASCCC:
Randy explained the Academic Senate resolution to support EPI passed without a lot of controversy. Some asked why he felt an endorsement was needed and he explained that with the quick movement of Guided Pathways it seemed appropriate to remind everyone of the EPI tools. This was true especially in light of the recent actions of the Chancellor's Office in potentially bringing in other solutions without fully looking at the EPI tools. The resolution went through on the consent agenda. The next steps are to follow-up with messages embedded in the

resolution: to endorse the suite of tools to be used in implementing Guided Pathways and provide messaging to the Chancellor's Office and associates in Digital Pathways. Other than AB 705, Guided Pathways was all anyone wanted to talk about at Plenary. There was gratitude for tools being designed and implemented for Guided Pathways. EPI tools connect well with pillars two and four of Guided Pathways.

Project Glue:
Funding was lost for Project Glue related to EPI, but that wok still needs to be done. David will look at resources for that SIS integration as it relates to Project Glue. Ann Volk suggested David create a work plan about that specific objective perhaps as part of the preliminary roadmap with the EPI Advisory Committee team; that is the main way to get that funding. David was first trying to source the work internally by working with vendors. He thanked Ann and Russell for their coaching. Chancellor's Office involvement in the EPI meetings is important and appreciated.

Rhonda Mohr is now officially the Vice Chancellor of Student Services. There is also a position posted for a Vice Chancellor for Digital Futures. Ann explained Omid Pourzanjani will engage with EPI about the Chancellor's Office vision related to EPI solutions in support of Guided Pathways. He can help with the finer points related to those requirements.

Action Item:
David will develop the work plan for Glue which relates to the larger Chancellor's Office vision.

The Chancellor's Office did an assessment of about forty-five tools in the Ed Tech portfolio. That made clear how people, students, and colleges can be confused about complimentary and competing tools.

The committee would like to come up with a list of MyPath and EPTDAS success factors. The group would also like to look at objectives to be successful in the remainder of the grant and at potential roadblocks to avoid them. Then it will be possible for the project to go out with marketing regarding the tools, how they were developed, and how they work with Guided Pathways. They will use those success factors in communicating out to the field.

The work plan in the grant had high level items so it would be good to pull success items from there. For MyPath one of the critical success factors was getting updates in from EMSI to make that flow. Those are some possible success factors. Another possible one is the number of colleges using the tools in the system. Victor thought one might be having every student with an ADT degree having an electronic plan through Hobsons, or maybe 50%, etc. and then how to help them achieve success. David asked how to go about spelling those out. Ann felt it was about facilitating a conversation and coaching with CO-CI and

C-ID. The same approach needs to be followed as it relates to EPI, looking at business drivers and environmental factors in this year and beyond. It would also be useful related to any backlog objectives and new ones that need to be addressed regarding buildout or stability. To Victor's point, it is important to look at adoption goals and objectives so the work plan can be built out for funding.

Action Item:
Have a facilitated meeting to work through success factors for features and functionality on the roadmap, adoption results, or results from surveys out in the field.

Ann explained the Chancellor's Office is looking to David and Product Managers to be the key points for facilitation; that is where the responsibility for that work lies.

Victor explained the group wasn't looking at something as formal as a letter, they want to know the Chancellor's Office expectations and how they view the relationship between with the Chancellor's Office and EPI so the project and the committee know what needs to be worked on for the remainder of the grant.

Evaluation:
Ireri explained that in addition to actual products coming out of this project, there are some elements coming out of the evaluation that are less tangible, but just as important. Colleges are reporting for the first time they are really working across functional teams. They are seeing a paradigm shift and looking at their policies and practices; this is a huge shift.

Another item that hasn't been recognized is the importance of the work Los Medanos did with Hobsons regarding multi-college districts. This was new work and Hobsons is now sharing that with colleges outside of California. This huge win needs to be shared with the field. The pilot colleges were also able to agree upon a two page SEP, which if adopted throughout the system will streamline education plans for students. These other items may not be as visible, but they provide important impacts not just in the tools, but in the way colleges do their jobs. Victor felt it was important to highlight the work of people in the system outside of silos. Ireri agreed; in the Guided Pathways workshop yesterday the emphasis was on the work of cross functional teams. Another item to highlight is the connection of EPI not only to Guided Pathways, but also to SSSP. EPI touches many points and despite the fact there is not yet widespread use of tools (since technology tools can take more time to adopt), the project has reached a tipping point and just needs time to get rolling down the hill. There is evidence the second phase colleges are taking less time and implementing more quickly. Carla agreed the Hobsons product supports SSSP. Working across departments isn't always smooth, but engaging with this product supports integrating systems.

EPTDAS:
The first California User Group Summit will be taking place in December. This collaboration between EPTDAS, the Technology Center, and Hobsons will show how the tool works as a platform. A lot of work has gone into getting to this point and the project really is at a tipping point. Hobsons changed their programming for the two page SEP and colleges using the previous version now prefer the new version. It also works cleanly with Guided Pathways. The group will go over a lot of that in December. They could open this summit up to the EPI Advisory Committee and some Chancellor's Office people. Ireri will send an invitation to Laura Hope and some of the people working on Guided Pathways. Rick will share the California User Group Summit invitation with the email list for EPI AC.

Victor was excited that the work EPI has done with Hobsons as a system has resulted in Hobsons changing to meet community college system needs. EPTDAS helped Hobsons which helps both the CCC and Hobsons. In working together as a system the products now work better for the CCC.

Some of the summit sessions will be recorded, but a lot of the work will be active in-person participation. That is why they have limited attendance only to colleges actively working with Hobsons. It is intended to be an interactive summit. Going forward there will be doing two in-person User Group meetings each year, this one and Hobsons U in the summer.

EPTDAS is transitioning into a users' group as they move forward. They know they have a bigger and more impactful voice as a collective group of the CCC. The development process hasn't been quick, but Hobsons has been responsive to items requested as a group with that large voice.

There are a couple of great speakers scheduled for the summit and the planning is coming together well for two interactive sessions. This summit also helps to get phase two colleges and pilot colleges together in the same room.

Randy asked if he should attend the summit, as a member of the Academic Senate Guided Pathways Task Force. He wanted to know about resources helpful to that effort. Carla and Michelle thought it would be useful for him to attend. Hobsons will also be doing a webinar with information that would be useful. Michelle noted seven of the pilot colleges will be among the twenty Guided Pathways colleges.

MyPath and Career Coach:
Just as Hobsons has adapted their tools for California, EMSI has been adapting Career Coach for the CCC based upon recommendations from the Career Exploration work group within the CCC MyPath Work Group.

CCC MyPath did a demonstration Friday with Omid, working on a proof of concept (POC) to incorporate other applications for a more seamless student

experience. Just like with TurboTax, once you enter data, you don't have to retype it over and over. That hasn't yet been done with CCCApply and other applications, like those for EOPS, DSPS, etc. Today students have to go type in what they want. The goal is to make suggestions based upon responses in CCCApply and make it easier to use.

David noted a sensitive issue is the Chancellor's Office wants the project to do more with "Here to Career", a mobile app originally targeted to high school and middle school students.

EMSI with Career Coach has implemented a critical change requested by the project, to sort programs from an attached student's chosen school to the top of their program list. The student will still be able to scroll down and see programs from other schools if they want to.

The project is also working on adoption of the Chancellor's Office MyPath version for unattached students. That could be tied to CCCApply. The team is working with about twenty-four colleges interested in MyPath. Sierra has gone live, and many colleges are requesting demos, but the project needs to get them signed up. Once a college signs up for a tool, the Enabling Services team helps by streamlining the number of people the college needs to interact with, even for multiple implementations.

Other EPI Connections:
David is working on getting an EPI enrollment pilot working along with the Project Glue SIS integration discussed earlier.

ASSIST is largely on hold while the system waits for a new vendor to come up to speed working with the UC Office of the President. There was a good meeting with the Academic Senate to look at how to get funding to go through for C-ID and a strategic work plan for the rest of the year. CO-CI is in a similar place, they have a new 1.6 release which is much more stable, and the team is looking at what will be done during the rest of the year.

Mark Cohen is working on e-transcripts. They are establishing the charter and roadmap for the current year. They have a plan and are working with the new project manager as well as with a new articulation API that will ultimately be leveraged by e-transcript to tie into C-ID, and at a later date into ASSIST, to identify articulation to e-transcript service.

CACCRAOA:
Victor reported AB 478, regarding auto-awarding degrees and certificates, was vetoed. AB 705 was signed and approved by the Governor. The Chancellor's Office recently sent out a Q&A on AB 705; a lot of the colleges are looking to see how that will roll out. The testing piece of CAI has been suspended but the technology platform for recording results and doing multiple measures placement

wasn't affected. Jennifer Coleman is revising the plan for the platform and multiple measures pieces that were not affected by the suspension.

David does not know if meta-majors are going to be reflected on CCCApply, he will take that as an action item. Some colleges would like the option to add meta-majors to CCCApply, but they were not sure how those would be brought into the SIS. Currently CCCApply has customization allowing modification for: semesters having the application, majors offered at the college, and a small section for supplemental questions. Omid wants to work on smoothing out the student experience, and currently many students just choose "Accounting" since it is first on the application list.

There was an Academic Senate resolution calling for local control over meta-majors, so Randy needs to figure out how there would be local control over meta-majors if they were put into the statewide CCCApply. David noted there is also confusion over how to get to meta-majors in from career evaluation, like the end result of the Career Coach questionnaire. It would be helpful for that to carry into the application and into meta-majors. He showed Randy the career assessment in Career Coach. It would help if there was a smoother connection between career assessment, the application, and into meta-majors.

CISOA:
The project submitted proposals for presentations at CISOA.

CIO:
Rachel Stamm and Mark just did a great presentation at their conference in San Diego.

Student Senate:
Their annual meeting is a week from Friday. EPI will present on MyPath and Career Coach. Terry Kinney from CA Focus is working on a statewide student survey and will be at a table at the annual meeting talking about it. There are a number of Student Senate representatives actively participating in the CCC MyPath work group.

EPTDAS also worked on their charter at their October meeting, Rick posted it. They are focused on their summit planning right now.

For MyPath, Rick is running the Content Pages work group. They have about twenty-seven content pages and are working on finishing up one on Sexual Misconduct, a complex and sensitive issue. It is going to be universal and provide detailed information to students. Fortunately, Terry Kinney from CA Focus, did his doctoral dissertation on that topic and has been a great resource. They are also finishing up a page for Undocumented/DACA/Dreamer students and are again working with subject matter experts from around the state to condense and distill the information into the community college realm. Rick also

works with the Career Exploration work group advising EMSI on how to revise their Career Coach offering to best meet the needs of CCC students.

The group briefly discussed the desire to have peer speakers, like Carla and Michelle at upcoming conferences and events. They also discussed having an updated visual on how Hobsons and MyPath fit into Guided Pathways and SSSP; that would be especially helpful now. Chelley mentioned the CA Focus team was excited about doing that when asked a while ago. David thought some of that work had been subsumed by what Omid is doing. David has made great use of the diagram of the student path Victor put together a while back.

Wrap Up and Next Meetings:

The next meeting will be on Zoom on December 6th from 3-5 pm.
In person meeting February 14, 2018 at Embassy Suites in Sacramento
The May in person meeting will be at The Dana in San Diego

Adjournment:

The meeting was adjourned at 4:17 pm.

Telecommunications and Technology Advisory Committee

Monday September 11, 2017
Chancellor's Office Sacramento

TTAC Members Present: Bill Scroggins, Craig Rutan, Ginni May, Gregg Atkins, Gregory Anderson, Jay Field, John Freitas, Robert Coutts (online), Laurie Vasquez, Mandy Davies, Mojdeh Medizadah, Paul Bishop (online), and Tim Kyllingstad

Chancellor's Office and Staff: Ann Volk, Bryan Miller, Daniel Kaufman, David Shippen (online), Debra Connick, Ella Stetser, Erik Skinner, Erin Larson, Gary Bird, Jeff Holden, Jennifer Coleman (online), Joe Moreau (online), Jory Hadsell, Joseph Quintana, Lou Delzompo, Russell Grant, Ryan Fuller, Steve Klein, and Theresa Tena

Welcome and Introductions: Welcome

John Freitas opened the meeting at 10:00 am, welcomed everyone, and had them introduce themselves.

Erik Skinner appreciated TTAC for being at the heart of student success task force and equity work for a long time. The strategic vision and specific new goals for the system are important and TTAC will play a key role in focusing on meeting those goals and increasing efforts to be integrated across projects. There have been a few changes in Chancellor's Office organization. Debra is still overseeing TRIS but is now reporting up through Van Ton-Quinlivan. Chancellor Oakley liked how Van approached systems change work and thought her good vision could be utilized well. This also frees up bandwidth for Theresa for work on IEPI.

There may be edits needed to the new TTAC charter since there is a reference to the Vice Chancellor of Institutional Effectiveness in reporting structure. John reminded members of the importance of communication with organizations they represent. Members represent their stakeholder constituencies, not from a college perspective, but from a statewide perspective. TTAC members should review the website and directory to make sure information there is correct; send any corrections to Gary or Russell.

Approve Minutes from TTAC Retreat: Action

There were no changes or updates to the May 1-2, 2017 TTAC Retreat minutes. Members approved adoption of the minutes.

Information Security Status Update: Information

Ella Stetser is working on an IT Emergency Management Response (EMR) system and creating something like a Listserv to be used by the Chancellor's

Office for emergency notifications in the beginning, and later for threat management for new IT issues in the world. She is also working on core competency courses and training vendors in the SDLC cycle. They will be offering courses on the Secure SDLC Cycle and Checkmarx for code scanning. She will also talk to Jim Temple about coordination with CISOA on courses.

Information security is important especially in light of the lack of security staff and resources in the community college system overall. Bill explained Mt. SAC started having a quarterly report to the cabinet about information security issues, secondary implications of passwords, and where information is located.

The Technology Center is offering a number of security services to the colleges. Splunk is for logging and finding problems easier and sooner, and it can also identify exactly which files were touched by a particular user in the event of an issue. Another tool is Tenable Security Center which scans the system and looks for vulnerabilities including easily guessed passwords. Jeff Holden's team will be starting up webinars for Tenable in January. Checkmarx is available for static code analysis and is iterative. It can see what was fixed and what still needs to be changed. The Security Center can run the report and send it back to the college. More licenses can be added if they are needed. Unlimited SSL certificates were added to extend InCommon Federated Identity services. So far there are forty-five districts signed up. Unfortunately, criminals have figured out the easiest way into a system is through targeting staff. Securing the Human basic security training is also offered to the CCCs. It wouldn't replace FERPA training, but does provide a good overview for staff that doesn't usually receive FERPA training, but not many colleges are making use of it. Training should really be part of the hiring process with recertification later, if possible. There are a few campuses that do security training for FLEX credit, so it might be useful for Jeff to come up with a course to be offered for FLEX credit.

Bill suggested having a template for best practices for campus security policies and procedures to be offered by the CCLeague's Policy and Procedure template service. Jeff explained ISAC developed templates and tried to get them offered by the CCLeague but were turned down. Bill felt having them offered there would be the best way to make them available to all of the colleges in the system. He is on the CCLeague Board and willing to bring it up again.

Action Item:
Jeff will contact Bill Scroggins about the best practices policies and procedures developed by ISAC and SAC. Bill will encourage the CCLeague to offer them as part of the subscription service.

Jeff's office is also looking at offering phishing assessments. This allows focus on staff members who need it, after they respond to phishing attempts. Additionally, they have been doing vulnerability assessments at the rate of about one per month with a visit to the college, followed by a report and remediation steps

suggested to fix their systems. They are also looking at a data loss prevention tool which looks for sensitive information and alerts back on where it is located and can prevent it being sent out by email, etc. Many campuses don't even know where sensitive information is located.

Data Governance Update and Next Steps: Update

Last year TTAC identified data governance as a big idea needing attention. The group wanted to ensure proper identification and categorization of the data in the system and included data governance as a TTIP North/Technology Center item in an RFA. At the retreat Debra Connick reported on preliminary work done on data governance and plans to put a letter out to the field, have the first meeting, solidify a charter, and bring in a data architect. In June the letter was sent out and then with the reorganization and strategic vision in July, the Chancellor's Office started trying to retrofit how data governance should be addressed.

Debra thought the strategic vision gave more leverage for the importance of data the demands of data. The data warehouse is also due to come out in October with requirements there. At this point the things she thought would have happened with the meeting of a new data governance stakeholder group have not happened. She thought issues will have to be resolved by the next TTAC meeting and that it was largely a nomenclature issue of "data management" versus "data governance" but needs to discuss that with Van.

Lou explained data warehouse development is limiting first access to identified researchers and no one else until there is further guidance. Legally there are some issues to look at regarding who has the rights to look at the data. The Technology Center hopes to have a better idea about that for the next version of the data warehouse in the spring.

TTAC members were concerned about getting updates on progress between today and the next meeting in order to keep stakeholders informed. Starting in October the data warehouse will include data from CCCApply, CCCAssess (if available), Canvas, and MyPath. Progress on the data warehouse will be on the Confluence Wiki and spring will be a better time to expect more information. This data is separate from MIS and is more raw operational data rather than reported data. There is no current effort to pull data from SIS or ERP, but Lou thought it could potentially happen in the future. Bill suggested going back to look at what the BOG authorized when it established the management of the data element system; there were limitations on MIS established by the BOG more than twenty years ago. It is a serious issue if student data is loaded. TTAC members felt it was important that decisions not be made without input from stakeholders and the BOG. Data is the basis for performance based funding and is therefore of critical importance. Mandy thought it would be most efficient to have the stakeholder group established on a parallel track because it takes time to organize that structure. There will be issues that come up and the stakeholder

group will be needed to provide input. Debra has been asked not to form the stakeholder group yet.

Motion:
As work around data governance and organization was initiated previous to the current reorganization in the CCCCO, and as TTAC is agnostic to such structural discussions, TTAC moves that work in this regard proceed with the greatest urgency. Gregory Anderson made the motion and it was seconded by Gregg Atkins. The motion passed unanimously.

Next steps:

- John asked that minutes be sent out sooner rather than later; if at all possible within the next week or so.
- Co-Chairs will report out to Vice-Chancellor Van Ton-Quinlivan.
- TTAC members will share this information with their constituent organizations. Lou asked them to try to identify representatives that would be appropriate for data governance work.

Project GLUE Update: Information

Project Glue started for the OEI Course Exchange which had a need to access colleges' ERP and have workflows allowing a student to find a course at another college, enroll, get registered, and take the course. This included checking to make sure the student was able to matriculate and then moving forward with some things that are currently done manually so the student gets credit when the course is complete. These kinds of workflows were also useful to CAI and EPI. Project Glue is live today with six OEI colleges enrolling students. There are also colleges that are technically enabled but not turned on yet for Course Exchange.

Project Glue currently has support for Banner 8, Colleague, Campus Solutions Version 9, and is continuing to move forward with Banner 9. All functionality is documented on a Course Exchange Wiki, including where it checks the SIS and so on. They are getting ready to roll out the next version of Glue with the BOG fee waiver. Glue work has also been proceeding with a number of CCCAssess colleges while assessment work was on pause. Additionally, Enabling Services has now been set up at Butte to make sure all of the right constituents are involved on campuses and to facilitate IT implementations at all of the colleges in the system across all of the initiatives.

Lou Delzompo reviewed a long list of planned features to be added in Glue including:

- automatic provisioning of student accounts in Canvas (with lots of controls about when they become visible),
- enabling data to move from Canvas into a data warehouse
- automatically generating a transcript from a teaching college back to the home college when a student completes a course

- upgrade work with Instructure on their gradebook allowing data to automatically transfer without the need for a data extract by the instructor
- plans for passing the MyPath student object profile to other college applications
- master data management to avoid having multiple conflicting versions of data (when, for example, emergency contact information is changed in one place but not others)

The original vision for Glue allowing everything to interact goes beyond MIS integration, with a lot of opportunities for cross product sharing. Unfortunately there are also challenges. It has become clear over the last couple of years that the system is grant focused and not system focused. Glue is now constrained by funding. It could be doing more to benefit the system if the focus was on system needs rather than what individual grants need. Glue implementations are limited to pilot colleges right now. IT budgets for the year have also already been set. This means that although new ERPs are being contracted and it would be useful for Glue to start working with them, the budget isn't there.

Mandy was concerned that in moving the technology division under Van there would not be interface with Student Services and Instruction. It is important to bring everything together in an integrated way. Van is not here today because she was already booked on a full day planning meeting. Erik explained she is taking stock of the various initiatives and is going to come forward with an approach to improving integration. He agreed the connections back to Student Services and Academic Affairs are important and he will make sure to remind Van about that. Erik also agreed initiative work has been in separate silos and that undermines everyone's ability to shape where the system needs to go. Jory noted that while initiatives seem to operate in silos, there are also dependencies between them which make for challenges with grant deliverables when a partner initiative has a setback. It also creates financial challenges when what is really system architecture is being funded through initiatives.

The group discussed the need for better integration which is visible to students and faculty. The end user always needs to be kept in mind.

Gregg thought the agenda for the May retreat should include discussion of potential funding requests. Next year's budget is already starting and it is too late for TTAC to discuss at their September meeting; it should happen in May for the following year. Bill explained TTAC has had tremendous impact over time through the Budget Change Proposal process. OEI was a BCP and is now permanent. Tools need to be advocated for and developed ahead of the ability of the system to use them.

Accessibility Standards Workgroup Progress: Update

As facilitator for the Accessibility Work Group, Daniel provided an update on that group. There were comparisons with work being done for information security in

being a potential liability for the system and in the desire to develop policies and best practices and the need for training, etc. In April-May, they brought together sixteen stakeholders from around the system who have put in a great deal of time over the last six months. Laurie Vasquez and Paul Bishop were thanked for their extraordinary help and participation with the work group.

Over the summer, the Accessibility Work Group crafted a policy statement and started working on developing guidance for that policy statement. The draft policy statement was sent to TTAC for feedback. They also started brainstorming how individual colleges could assess their accessibility status.

The policy statement was intended to be part of best practices for liability review. Additionally, a lot of people in the system are working on Accessibility issues and feel their work would be more effective with an official policy statement from the Chancellor's Office. It is going through a review process with the Chancellor's Office, but the group wanted TTAC to have a chance to provide input.

Daniel felt the policy was pretty basic in laying out colleges and districts are expected to follow the law, etc. Colleges are expected to use technology that is accessible. The law is the bare minimum for avoiding legal liability. More importantly, using universal design principles is valuable pedagogy and can improve services to all students. This is about finally providing a framework to meet the needs of students after years and years. It is about student success and accessibility in technology is a little behind. Laurie noted it takes time but it takes less time if everyone is trained and thinks about it. The Technology Center has policies that go beyond what is written up, Lou doesn't sign off on the "go/no go" for a project unless Sean Keegan signs off on accessibility and Jeff Holden signs off on security. It is also important to realize the system cannot rely on vendors to tell the truth regarding whether they are accessible or not.

TTAC can't promulgate legislation and policy on its own, but it does act in an advisory role. This policy is coming from the Chancellor's Office and they are requesting input from TTAC. The work group also spent time on FAQs for three critical groups of people that will have questions: faculty, purchasers, and senior administrators. They identified the most critical questions for each of the groups and provided guidance and resources to help around specific user defined situations. The FAQs could perhaps be used to lead training.

Gregg thought the title was broader than what was included in the policy. Tim Kyllinstad explained this is the lead prong of a four phase process. The other areas will be addressed over time this is just the beginning. Gregg suggested including that intent in the policy in some way.

Bill was surprised there was no reference to Ralph Black's legal opinion which was a seminal document with clear direction on: accessibility, visually impaired, instructional materials, and Web based materials. He was concerned there was

no direction on facilities funding. If facilities money is spent on technology, that technology has to be compliant. Bill was also concerned there was no reference to reasonable accommodations and the role of technology in reasonable accommodations; High Tech Training Centers were not even mentioned. Overall, Bill felt the tone was neutral at best and perhaps even a step back. He thought the tone could be read as not being required to do things. The wording should be more forceful, “You must meet these requirements” or “You cannot purchase these items if they are not accessible.” Bill felt a policy statement should be passionate and directive in telling colleges what they ought to be doing. It would also be useful to have this be one of the compliance audits regularly done. Bill would not recommend distributing this draft policy beyond this room.

Daniel explained the policy follows accessibility expert best practices from around the country. Theresa is looking at balancing concerns about being too prescriptive versus pivoting away from compliance and more toward training, developing, and incentivizing. They are focused on putting this forth as a start and improving upon it. She is looking to the work group to put forward a framework and process that is more supportive of the infrastructure for the outcome the Chancellor’s Office is looking for. This is very much a starting point, but it will be done in partnership with Instructional Effectiveness and other resources. Theresa thought there was a need to look at support across the system and at this as a vision.

Although this might not meet the mark in legalese language Mandy thought it would be a great starting place to work from. On her campus they are struggling with the extent to which Pearsons Math works to be accessible at all. She felt there were probably a number of departments and divisions that needed to see this. Tim Kyllingstad highlighted a contract for My Pearson Labs which is a vendor that routinely obliterates the accessibility element. Lou emphasized that the state auditor was very clear, “Any application of state funds must meet the accessibility guidelines.”

Daniel will take this input back to the work group and work with Theresa on it. They will continue to convene the work group through the end of the school year. IEPI will coordinate with the work group to develop what will probably be an applied solutions kit and provide a central hub for resources from across the system. They plan to roll out: professional development for resources, another piece around crafting self-assessment for compliance, and potentially an external assessment structure.

The next meeting of the Accessibility Work Group will probably happen in October. Theresa thought the timing would allow for getting something back by the end of the year, in plenty of time before the next TTAC meeting.

Guided Pathways: Strategic Direction

Theresa shared the IEPI website and Guided Pathways materials located there and may at some time be work on inventory of available materials.. At the TTAC retreat in May, there was robust discussion around the intersection of technology and the thinking behind support and resources for educational technology.

Erik emphasized thinking about students and pathways through community college campuses. As CAI, OEI and EPI are built out, they should all be woven together in a way that encourages students to get on the path, stay on the path, etc. The Chancellor's Office is in early stages of thinking through policy and implications for technology and they welcome ideas about integrating Guided Pathways.

Bill thought Guided Pathways has been transformational to Mt SAC in bringing programs to scale in how to adapt. Some examples are in outreach to students emphasizing careers and career choices. They have 220 degree and certificate programs and have organized them into eight buckets with eight meta-majors and career clusters. They redid their webpages now call them "landing pages." They are finding out where students are and sending them directly to the pages that answer the questions they want answers to. They had online orientation for a while, but are now incorporating a lot more career counseling into in person orientation and the online orientation. They are also using students to tell the stories and enriching orientation that way.

Mt SAC uses Degree Works as their education planning tool. Degree Works has a page for program maps and they are about two-thirds of the way through them. They needed a way to allow students to look at the program maps, and now counselors talking to students have a program map of one of the eight career clusters with a template that gets the student started in that cluster. Before the counseling appointment students are required to do some career exploration, the counselor can then work with the student to validate their career plan. They are also looking at a system for students to ask questions and have them answered by an avatar. At the end it goes to their education planning tool. This technology is helping with each of the pressure points students go through. Mt. SAC faculty just decided to set aside objective placement testing and instead use multiple measures. They have never collected high school transcripts and are going to use self- reported data from CCCApply to come up with eligibility to take various math and English courses. They also redid their course catalog using Course Lead and organized their interactive online catalog by the eight areas. They are including this in their tracking data for online program review, using information from students' movement through the programs. All of this is resulting in changes in the program and program structure.

There are some needs they can't meet yet. For example, how to do course scheduling further out and how detailed it is going to be. They know they need at least a year for the education plans students are doing but now the system can

just do the next term. One of their biggest challenges is a significant number of students that have transcripts from another college. Currently faculty members have to look at them before they are accepted, but OEI is forcing those discussions. The technology is pushing them to look at what it means for a student to come in from another college.

Planning for future course scheduling demonstrates that students don't behave according to their education plans. Banner allows Mt SAC to collect waitlist information and class requests and they are using that for enrollment management. They are not using student planning data, but actual student behavior to plan their schedule. It turns out that students with the highest completion rate follow their education plan 70-80%. Students who follow their plans above 80% actually have a poorer success rate. The student's actual schedule including work schedule, time of class, etc. are not accounted for in education planning projections. That should probably be included in a feedback loop to the EPI.

Lou noted there was potential to open up CO-CI and C-ID data to feed into a new generation of education planning tools; Education App and Elumen are looking at real time enrollment and a feedback loop into enrollment management. However, he still has a funding question with respect to that work. Erin Larson encouraged Lou to look at the Guided Pathways award program announced for a $150M five year effort which would be a great opportunity to map out from CO-CI. This is under the new Educational Services and Support Division, which used to be Academic Affairs and Student Services under Laura Hope. Institutional Effectiveness started Guided Pathways off, but it was always intended to be within Educational Services. Theresa and her team laid the groundwork and can now transition to Educational Services.

Mandy suggested TTAC take an opportunity to look at restructuring the annual two day retreat. There is currently a lot of IT expertise but very few practitioners in attendance. She'd like to see some brainstorming about how to bring in practitioners who are starting to implement Guided Pathways and have them talk about it as a panel. It would also be useful to go through the technology projects as they relate to the four pillars of: get students on the path, keep them on the path, ensure they are learning, and make sure they finish. This discussion from practitioners about where the colleges are going would be critical. Getting people who have been doing the work and know what is needed would be extremely helpful. If there are four hundred individual components, taking ten years to do, having that vision will help TTAC keep the system moving in the right direction.

OEI, CAI, and EPI Update: Information

OEI:

There are four strands involved in OEI: technology platforms and interoperability, access and online support for students, faculty support and professional development, and institutional collaboration and doing that at scale.

Canvas has officially been adopted at 108 colleges in about a twenty-five month timeframe. The project is thrilled with the work that all the colleges are doing. It feeds innovation. There is also work with equity and creating a more seamless student and faculty experience. There is a lot of support infrastructure including backend processes to connect data; Lou and the Technology Center team are hugely important. OEI continues integrating services for students to provide resources with a click or two; online tutoring is offered at sixty-eight colleges.

Systemic collaboration is happening that allows focus on professional development around common resources and not in silos. That increases opportunities for colleges to adopt. Preliminary results from the RP Group evaluation show the gap between face-to-face and online classes is closing. The most recent evaluation brief is linked on the OEI website.

The Technology Center has been working with the project on version 2.0 of the Course Exchange. Currently there are six colleges live with version 1. Version 2 will include automation of Financial Aid for students, as well as sharing the BOG fee waiver data between the home and the teaching college, simplifying things for students.

Originally, the project envisioned college cohorts moving ahead as a single group, but instead it has turned out that colleges need to move forward on a more individual basis when ready. That is why there are not eight colleges in the Course Exchange pilot now; one had technology challenges with single sign on (SSO) and another had competing institutional priorities, they are moving forward, but slower than anticipated.

The project is also moving away from a centralized course review process. Several colleges have started to do local course review processes and the project is trying to support that with some more structured resources.

The project thanked the Chancellor's Office for helping move forward legislation allowing OEI colleges to send students to each other. As of last week AB637 cleared the Assembly and Senate and is on its way to the Governor's desk. This legislation allows OEI Course Exchange colleges to accept one another's residency. The project will then look at using home college SIS as the source of student education plan and other necessary data. The Consortium agreement does allow for reciprocity between home and teaching college on registration priority within three levels. This was done by legislation and not Title 5 because legislation required the college to do the residency check. Once the law is changed the Chancellor's Office can change the audit requirement.

<u>CAI:</u>
On Thursday the 7th, CAI finished a reset period which started the beginning of June and ran for ninety days. That allowed time for a review of the data by

psychometricians. A CCCAssess Beta release of only the platform and product is scheduled for October; content is not yet approved to go into the platform.

The project is currently using the Assess platform in its pilot version to collect data from students who are taking the assessment, in order to compile data for validation purposes. The product is only live in that form at this time. The team is working on completing the ESL data collection with about twenty colleges helping to get data on 2,000 students. That data collection has already been completed for English and math. There are pending activities for restart of field testing of mathematics that was started in May and paused. There will also be testing for ELA which includes English and ESL items. That will be followed by summarizing data into the validation package. The project is at about 11,000 assessments taken at the item level. The team has also been working on bias panel review to make sure there is no biased language or anything that is unfair about any of the test items. They are finishing up review of ESL. The team finished reconciliation with math and will do the same with English and ESL. The platform and items just got approval from accessibility testing; every item is accessible and usable in the platform, and with screen readers, etc.

The RFP in the spring for an ELA writing sample was awarded to McCann. That will be integrated into the testing platform and allow the project to maintain some control. A survey was also completed about ESL listening throughout the system. Those findings were just presented to the CCCCO last week. The team will follow up on findings to determine whether to include listening in CCCAssess.

The project will be looking at how CCCAssess aligns with Guided Pathways with respect to better initial placement leading to quicker progress through a pathway. There will also be student reports that tie to local pathways and will be customizable at the local level. There are faculty reports on aggregated assessment results. Mock-ups for the student and faculty reports have been developed and under review for a while. Student and counselor reports are similar, but counselors will be able to see both student results and high school transcript data that may have affected the student's final placement.

Beta testing in October is just a release of the platform to the production environment. Colleges will not be using it for anything beyond pilot data collection going on now. The platform has been designed to be used with high school transcript models and colleges can customize it for local populations. It is currently set to accept multiple forms of high school transcript data including CCCApply self-reported data. The project is watching to see what happens with AB 785 as well. The RP Group has been looking at non-cognitive variables and testing several different scales for "grit." On first glance they were hopeful, but further analysis hasn't provided a scale that will be highly successful yet.

EPI:
A graphic representing the status of various components with the scope of EPI was shown. Like a stoplight, green represents go, yellow caution, and red stop. David Shippen explained in the first part of the year there was a lot of yellow due to delays and some immature releases. At this point, MyPath is live and available to colleges and there is also a Chancellor's Office version available for use. A base instance has been generated that every single institution that desires may copy to customize for their use. MyPath includes a Career Coach implementation from EMSI. Santa Rosa and State Center are two colleges using the tool. Colleges wanted Career Coach to prioritize or sort to the top of the displayed list of programs those at the student's college. That is one of several critical enhancements being developed.

There were a number of college going live with Starfish over summer that were anticipating being complete by the end of September, others by January. By the end of October, David hopes to have all of the pilot colleges up, and perhaps forty by the end of the fiscal year. Colleges are being heavily marketed by vendors.

The Chancellor's Office Curriculum Inventory (CO-CI) has replaced the retired Governet system. C-ID 1.0 was similarly retired and version 2.0 is in production with bug fixes. E-Transcript is looking toward next steps and trying to increase use. There are some colleges leaving and the team needs to figure out why. There are equity issues for schools that do not use e-transcripts since students are accepted to transfer schools more readily if they submit electronic transcripts. CCCApply is obviously in production with a lot happening in the Steering Committee as they think about version 2.0.

Action Item:
Members requested Gary send the PowerPoint presentations to the group.

Bill noted when these initiatives were started there was a concept that grants would develop, field test, modify, and help implement. At this point it sounds like that was unrealistic and the system is going to hit a wall. Debra thought that point had been reached. She felt this was a very well-educated, well-intentioned population, but it was a little light on project management experience. They all had great intent, but are having a hard time getting to the finish line. Debra emphasized she is not laying blame, she would share in it. Shortly after arriving she noticed there wasn't a maintenance plan included in any of the projects. There were certain pieces that lent themselves to integration, but they weren't part of the big vision and some ended up in silos and not as integrated as had been hoped. Project management is a discipline and part of the rigor of that is directing traffic and helping with realignment when items drift and get off track. Unfortunately, that was not articulated in the RFAs in any meaningful way. There is room for improvement. At this point she is trying to get things organized to get to the finish line sooner. Lou thought the concept of a finish line was incorrect for

software. Instead the focus should be on improvement and new release, iteratively. The grants were written with a five year window, but no plan for what happens after that. It is a strategic planning failure not a project management one. If the investment is only for a couple of years, the system will get taken to the cleaners by vendors. The lesson is the system needs a different way of thinking about what it wants to do.

Debra explained project management should factor in a communication plan and organizational change management. The size of CCC institutional structures makes those items more complicated. These questions are symptomatic of the challenges of running a large system and the challenges of funding. Joe seconded Lou's comment about the need for a radically different strategic focus for system elements. There are a lot of components that are deeply integrated with what the CCC does, but there isn't an advanced funding model or oversight model to reflect that. The system is still spending Prop 98 funding as if the projects are "one off" and really they need to have a hand off line: who do we hand off to, what does it look like, and how is it governed? What needs to take the place of that model might be a good question for TTAC. Steve agreed.

Closing Comments: Information

John Freitas summarized important points from the meeting:

TTAC made a strong statement in support of data governance.
TTAC would like to hear back from the Accessibility Work Group
A date needs to be set soon for the March Zoom meeting
Dates need to be set soon for the spring retreat.
TTAC still needs a student representative appointee.
Minor charter wording revisions will be needed due to CCCCO reorganization.

In the Guided Pathways discussion Mandy raised important points about the retreat. There may be a need to reorient TTAC around Guided Pathways.

Bill emphasized that TTAC knows where it would like to be and the limitations of the current system. He thought focus at the retreat needed to be on a long term solution otherwise the system will lose what has been invested in these projects. It is also important to capitalize on things that work. The Technology Center concept works for a lot of things and creates a place for projects to collaborate. It fits the funding restraints for the system, but creates governance issues that need to be addressed. It creates challenges for oversight by the Chancellor's Office geographically, structurally, and fiscally. It also has a perception of being kind of techy and non-reactive to the field. TTAC may need to better represent the field. Campuses are in initiative overload and are not able to look far enough out. This is a big discussion TTAC needs to have.

Adjournment:

The meeting was adjourned at 2:41pm.