



Executive Committee Agenda Item

SUBJECT: Bylaws Revision		Month: January	Year: 2015
		Item No: IV. J.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee Authorization to Distribute Bylaws to Member Senates for Feedback	Urgent: YES	
		Time Requested: 45 min	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices Committee was tasked with reviewing and revising the Academic Senate's bylaws to ensure they were in compliance with all legal requirements and allowed the organization to work efficiently. Following a breakout at the Fall Plenary Session, the Standards and Practices Committee would like feedback from the Executive Committee on the proposed revisions and the authorization to distribute them to the body for immediate feedback so any possible issues can be addressed prior to area meetings in March.

The following changes have been proposed for the bylaws:

- The Executive Committee will be known as the Board of Directors
- The Executive Director is an officer of the Board per resolution 1.01 F09
- All Members of the Board have voting rights at Board meetings to comply with AB2755, effective January 1st, 2015.
- The terms of elected Board members will be from June 1st through May 31st.
- Rules will be adopted for the delegates to remove an elected member of the Board.
- The referendum procedures have been updated to reduce the time necessary for completion.
- The President, in consultation with the Vice President and the Executive Director, make all faculty appointments to committees other than standing committees.
- Only Board members may serve as chairs of Standing Committees and the President appoints those chairs.

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

- A provision has been added to allow the Board to take action that is in conflict with previously adopted position from a Plenary Session.
- All meetings of the Board of Directors will be held in compliance with California Open Meetings Law.
- The responsibilities of the officers have been moved from the Senate Rules into the bylaws.
- An ability for the Board to take emergency action has been added, as permitted by California Corporations Law.



California.
LEGISLATIVE INFORMATION

AB-2755 Nonprofit corporations: directors. (2013-2014)

Assembly Bill No. 2755

CHAPTER 914

An act to amend Section 5047 of the Corporations Code, relating to corporations.

[Approved by Governor September 30, 2014. Filed with Secretary of State
September 30, 2014.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2755, Bocanegra. Nonprofit corporations: directors.

The Nonprofit Corporation Law, among other things, regulates the organization and operation of nonprofit public benefit corporations, nonprofit mutual benefit corporations, and nonprofit religious corporations and defines terms for its purposes, including, but not limited to, the term "director."

This bill would clarify the meaning of "director" does not include a person who does not have the authority to vote as a member of the governing body.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 5047 of the Corporations Code is amended to read:

5047. Except where otherwise expressly provided, "directors" means natural persons, designated in the articles or bylaws or elected by the incorporators, and their successors and natural persons designated, elected or appointed by any other name or title to act as members of the governing body of the corporation. If the articles or bylaws designate that a natural person is a director or a member of the governing body of the corporation by reason of occupying a specified position within the corporation or outside the corporation, without limiting that person's right to vote as a member of the governing body, that person shall be a director for all purposes and shall have the same rights and obligations, including voting rights, as the other directors. A person who does not have authority to vote as a member of the governing body of the corporation, is not a director as that term is used in this division regardless of title.

**For Item J draft
Bylaws for
discussion –
See separate
file.**

BYLAWS AFTER CHANGES

ARTICLE I

Definitions

Section 1. Definitions

The following terms are to be understood in the restrictive and technical sense herein defined.

- A. **Faculty Member:** Any employee of a community college district who is employed in an academic position that is not designated as supervisory or management.
- B. **Academic Senate:** As defined in Title 5 "An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters" (Title 5, Section 53206, California Code of Regulations).
- C. **Member Senate:** A local academic senate or equivalent faculty organization certified by the Board of Directors (commonly known as the Executive Committee) of the Academic Senate for California Community Colleges.
- D. **Equivalent Faculty Organization:** Any organization of faculty members which, where a local academic senate does not exist, has among its primary purposes those enumerated for an academic senate under Title 5 of the Administrative Code, and has been certified as a Member Senate by the Board of Directors of the Academic Senate for California Community Colleges.
- E. **Delegate:** An individual who, (1) by reason of election as an officer or member of the Board of Directors or, (2) by selection by a Member Senate, enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges. Any individual claiming Delegate status must also be in compliance with the provisions of Article II, Section 2.
- F. **Board of Directors:** The officers and representatives elected by Delegates and the Executive Director as defined by California law (See Corporations Code Section 7210).
- G. **Officers:** President, Vice President, Treasurer, Secretary, and the Executive Director.
- H. **Senator Emeritus:** A title conferred by the Academic Senate for the purpose of recognizing the meritorious service of a faculty member upon or after retirement.
- I. **Plenary Session:** The bi-annual three-day event at which the Academic Senate conducts its business.
- J. **General Session:** A single scheduled meeting held during the plenary session. The number of General Sessions during a plenary session will be based on need.

ARTICLE II

Membership

Section 1. Membership

The academic senate of each of the California Community Colleges and the district academic senate of multi-college districts, or their equivalents, are Member Senates.

Any academic senate recognized by its local governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate. The Board of Directors will certify such academic senates as Member Senates upon verification of the following:

1. A majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a)).
2. The applying senate has a constitution and/or bylaws approved by the faculty it represents.
3. The governing board of the college or recognized center recognizes that organization as representing its constituency in academic and professional matters.
4. A district academic senate will be recognized as a Member Senate if the local governing board has recognized it as representing faculty in academic and professional matters on district issues.

Section 2. Delegates

Each Member Senate is entitled to designate any of its faculty members, in whatever manner it wishes, to be its one Delegate, who shall have full voting rights at each plenary session. The Delegate may transfer the responsibility for voting on resolutions, but not on elections after the elections have begun, to a faculty member from the same district. Board of Directors members may not delegate any of their responsibilities or rights as a member of the Board except as is specifically permitted by law or these Bylaws. No Delegate shall be entitled to more than one vote, and a vote cannot be cast by proxy. In the event of a challenge, the Board of Directors shall be the sole judge of the credentials of a Delegate.

Section 3. Plenary Sessions

The Academic Senate for California Community Colleges shall meet in plenary session biannually during each academic year.

ARTICLE III

Officers

Section 1. List of Officers

The officers of the Academic Senate shall include the President, Vice President, Secretary, Treasurer, and the Executive Director. The President, Vice President, Secretary, and Treasurer shall be elected at a general session of the Academic Senate for California Community Colleges for one-year terms. The term of all elected officers shall be June 1 to May 31. The Board of Directors will hire the Executive Director.

Section 2. Vacancy in Office

A vacancy in office shall be filled in accordance with the Senate Rules.

Section 3. President's Term

The President shall serve no more than two consecutive elected one-year terms.

Section 4: Officers' Powers and Duties

A. The President shall

1. Oversee the preparation of the agenda for all plenary sessions and all meetings of The Board of Directors.

2. Preside over all plenary sessions and meetings of the Board of Directors.
3. Represent and act as the spokesperson for the Academic Senate and its Board of Directors.
4. Appoint a parliamentarian who shall serve at the pleasure of the President.
5. Perform any other function normally thought to be within the realm of a presiding officer that is otherwise not denied by the Bylaws, Senate Rules, or Senate Policies.

B. The Vice President shall

1. Act as President in the absence of that officer.
2. Succeed to the Presidency in the event of the vacancy of that office.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

C. The Secretary shall

1. Be responsible for keeping records of actions by the Board of Directors, including the overseeing the taking of minutes at board meetings and plenary sessions.
2. Be responsible for the accuracy and presentation of minutes of all plenary sessions and Board of Directors meetings and their dissemination.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

D. The Treasurer shall

1. Serve as an authorized signatory on all accounts.
2. Shall, in conjunction with the Executive Director, oversee the budget preparation and shall ensure that appropriate financial reports are made available to the Board of Directors on a timely basis or as may be required by the Board of Directors.
3. Oversee and keep the delegates and the Board of Directors informed about the financial condition of the organization and of audit or financial review results.
4. Chair a committee for the purpose of drawing up the annual budget and hiring the auditor.
5. Perform such functions as the President assigns in carrying out the purposes and policies of the Academic Senate.

E. The Executive Director

1. The Board of Directors shall employ an Executive Director to conduct day to day management of the Senate.
2. The Board of Directors shall select an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting.
3. The Board of Directors may terminate an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting. Prior to any such decision, the President must review the contract with the Executive Director and receive advice from a qualified attorney as to any legal consequences of this decision.
4. The official duties of the Executive Director shall be listed in a job description that is adopted by a majority vote of the Board of Directors at a regularly scheduled or special meeting.

ARTICLE IV

Board of Directors

Section 1. Membership

The Board of Directors shall consist of the officers and ten representatives. All elected Board of Directors members must retain their faculty status to continue in office.

Section 2. Selection and Term

All candidates for election to the Board of Directors shall meet at least one of these criteria 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or a Board of Directors member or officer or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual. All members of the Board of Directors, except the officers, shall be elected by the plenary session on the basis of geographic representation as prescribed in the Senate Rules and shall serve for two-year staggered terms. Terms of office shall commence on May 1 and end on April 30.

Section 3. Voting

All members of the Board of Directors shall have full voting privileges on the Board of Directors. Proxies shall not be permitted.

Section 4. Vacancy in Office

A vacancy in office shall be filled in accordance with the Senate Rules.

Section 5. Meeting

The Board of Directors shall meet no fewer than five times each academic year. All meetings of the Board of Directors will be held in compliance with the California Open Meetings Law.

Section 6. Powers and Duties

The Board of Directors shall adopt procedures, implement policies adopted at the plenary sessions, transact business, and perform other functions that are consistent with the intent, purposes, and provisions of the Bylaws and Senate Rules.

Section 7. Action in Conflict with Past Positions.

The Board of Directors may take action in conflict with an adopted position outside of plenary session if 2/3 of delegates of the Member Senates shall individually or collectively consent in writing to such action in the manner consistent with these Bylaws.

Section 8. Removal

Removal of a member of the Board of Directors shall follows procedures outlined in the Senate Rules.

ARTICLE V

Committees and Appointments

Section 1. Committees

Standing committees shall be specified in the Senate Rules. Subject to the approval of the Board of Directors, the President shall create all other Senate committees and make appointments to all standing committees.

The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation. When a new President is elected but has not taken office, the newly elected President will make appointments for faculty that will serve past May 31. These appointments are confirmed after consultation with the appointee's Member Senate President.

Section 2. Committee Chair

The Chair of each standing committee is a member of the Board of Directors selected by the President.

Section 3. Special Assignments

The President may assign individuals special tasks.

Section 4. Terms and Removal

The terms of all persons appointed to committees or special assignments shall be for one year or any shorter period specified by the President. No person may serve more than two consecutive terms on any one committee unless President or the Board of Directors approves the appointment. Any appointee can be removed by a simple majority vote of the Board of Directors.

ARTICLE VI

Caucus

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

The Board of Directors shall establish procedures and guidelines for caucuses in policies.

ARTICLE VII

Action

Section 1. Quorum

A quorum for the Board of Directors and all other committees is the majority of the voting members. A quorum for a plenary or special session of the Academic Senate for California Community Colleges is a majority of the Delegates registered. Quorum is required for any action to be taken.

Section 2. Resolution Process

The Academic Senate shall establish and maintain means by which to adopt resolutions.

Section 3. Referendum

A. Any action taken by the Board of Directors or any resolution adopted during a plenary session may be rescinded by a referendum of the Member Senates, (see Article I, Section 1.C). The

Academic Senate must receive proposals to rescind within 30 days after the action at the Board meeting or the plenary session at which the resolution in question was adopted. A proposal to rescind must be in the form of a Member Senate resolution signed by the Member Senate president. Such a referendum shall be held if at least one-fifth (1/5) of the Member Senates request it within 30 days after the distribution of the approved minutes or adopted resolutions packet of the session at which the resolution was adopted.

- B. Upon receipt of such requests from at least 1/5 of the Member Senates, the President shall distribute ballots on the referendum to each Member Senate within 15 days of receiving the needed number of requests.
- C. Ballots must be returned within 30 days from the day the ballots were mailed. The referendum shall pass if 2/3 of all the Member Senates vote in favor of it.
- D. If the referendum is approved, then the Board action or resolution of the plenary session is rescinded and becomes null and void.

Section 4. Communications

In order to provide adequate communication with the faculty of the California Community Colleges, the Academic Senate shall make available to all faculty agendas and minutes of its meetings, committee reports and other pertinent information on pending matters, except to the extent that said materials are privileged or confidential and not subject to disclosure pursuant to law, including the California Open Meetings Law.

ARTICLE VIII

Amendments of the Bylaws

Section 1. Proposal

Proposed amendments to these Bylaws shall become part of the plenary session agenda upon receipt by the President of a resolution in the form of:

- A. A petition of one-fifth (1/5) of the Member Senates, or
- B. A petition of the majority of the Executive Committee, or
- C. A petition presented at any of the first four general sessions and signed by a majority of registered Delegates present at the general session at which it was proposed.

A petition under A or B above must be received in time to be noticed in writing to the Member Senates for discussion at pre-plenary session area meetings.

Section 2. Ratification

The resolution for amending the Bylaws shall require a 2/3 vote of the registered Delegates present and voting.

ARTICLE IX

Senate Rules

Section 1. Senate Rules

The Academic Senate for California Community Colleges shall adopt Rules to implement the intent and purposes of these Bylaws. In cases not provided for in the Senate Rules, the procedures contained in Robert's Rules of Order, Newly Revised, shall govern the meetings of the plenary sessions and Senate committees.

Section 2. Adoption

Senate Rules may be adopted, amended or rescinded by action of the Academic Senate acting in plenary session.

ARTICLE X Emergency Action

Section 1. Emergency Action

The Board of Directors or elected Officers (Article III) may, as permitted by Corporations Code Sections 7140 and 7151, take actions or conduct business as necessary to protect the interests of the Academic Senate and its membership in the event of an emergency. A written record of all actions taken shall be maintained, and all such actions shall be subject to review by the Academic Senate at its plenary session.



Executive Committee Agenda Item

SUBJECT: Rules Revision		Month: January	Year: 2015
		Item No: IV. K.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee Feedback on Revised Senate Rules	Urgent: YES	
		Time Requested: 45 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices Committee has been reviewing and revising the Senate Rules to ensure they are consistent with the proposed revision to the Bylaws. The Standards and Practices Committee requests the assistance of the Executive Committee to draft language for the new procedures for recalling a Board member and direction about whether the revised Rules should be distributed to the Member Senates for feedback like the bylaws revision.

The following changes are being proposed:

- The Executive Committee has been renamed the Board of Directors to be consistent with the revised bylaws.
- The responsibilities of officers have been stricken because they have been added to the bylaws.
- A section outlining the procedures for the Member Senates to recall a Board member has been added. This language is still being discussed and guidance is requested from the Executive Committee on how best to proceed.
- The committee section has been revised to give the Executive Committee increased flexibility to determine the best way to address adopted resolutions. The number of standing committees has been reduced, but the Executive Committee can choose to use additional standing committees, task forces, or ad hoc groups to address adopted resolutions. The appointment methods listed in the rules are consistent with those listed in the bylaws revisions.

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

**For Item K draft
Rules for
discussion –
See separate
file.**

Senate Rules After Changes

I. Election Rules and Procedures

A. Composition of the Board of Directors

- 1) The Board of Directors shall consist of Officers, Representatives, and the Executive Director.
- 2) Officers include the President, Vice President, Secretary, Treasurer, and Executive Director.
- 3) Ten Representatives.
- 4) The responsibilities of each Board members can be found in the job descriptions listed on the Academic Senate's website.

B. Election of Officers

- 1) Officers. The President, Vice President, Secretary, and Treasurer will be elected to the Board of Directors by balloting from all Delegates.

C. Elections of Representatives

- 1) Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. A list of community colleges and districts comprising each area shall be published by the Academic Senate on its website. Each Area Representative will be elected to the Board of Directors by balloting only from Delegates from their respective Area colleges.
- 2) Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the North Region.
- 3) Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the South Region.
- 4) Two At-Large representatives. At-Large Representatives will be elected to the Board of Directors by balloting from all Delegates and may be a pool of all candidates who have not prevailed for other offices who indicate their intent to be a candidate as well as all candidates specifically nominated for the At-large Representative positions.

D. Terms of Office

- 1) Terms for Officers shall be one year.
- 2) Terms for representatives shall be two years.
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.

E. Schedule

- 1) The annual election shall take place on the last day of the Spring Plenary Session.
- 2) If there is a vacancy on the Board of Directors, a special election to fill that vacancy may be held on the last day of the Fall or Spring Plenary

Session. Any special election will be held following all regularly scheduled elections.

- 3) The time at which balloting will begin shall be announced in the printed agenda. The first ballot shall not be held earlier than the announced time.

F. Nominations

- 1) Nominations may be made in two ways:
 - a. In writing and delivered to the Academic Senate Office;
 - b. From the floor at a general session designated for such floor action. The general session for floor nominations should be published in the agenda, and all nominations are closed at the end of that general session.
- 2) Nominations may be made only with the consent of the nominee.
- 3) Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office nominated.
- 4) The Academic Senate Office shall provide, at the time of the elections, an announcement board that indicates the Elected Officers and other members of the Board of Directors. This announcement board will be updated as new Board of Directors members are elected, and as vacancies occur.

G. Delegates Registration

- 1) Delegates must sign in by Saturday morning no later than 8:15 a.m.

H. Elections Procedures

- 1) The process by which the election will be conducted shall be distributed in writing prior to the day of the election.
- 2) Each ballot shall proceed as follows: Tellers shall distribute ballots to those Delegates eligible to vote for the specific office being contested.
 - a. The Delegate shall mark the ballot, seal it, sign it, and return it to the tellers.
 - b. The tellers shall retire to another room and shall compare the signatures on each ballot against the signatures on the list of Delegates eligible to vote, setting aside any ballots not submitted by a Delegate eligible to vote. Then, all ballots shall be counted.
 - c. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.
- 3) To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
- 4) In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes, including all ties.
- 5) The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.
- 6) Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.
- 7) A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.

- 8) If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by Delegates from the floor and must be approved by the body.
- 9) Ballots shall be kept in the Senate archives until the next election.

II. Vacancies on the Board of Directors

- A. Vacancies on the Board of Directors may be filled by interim appointment. Appointees shall be selected from nominations submitted by Member Senates in the area in which the vacancy occurs. Nominations must meet the requirements for serving on the Board of Directors as defined in Article IV, Section 2.
- B. Positions filled by appointment shall be filled by election at the next plenary session.
- C. Failure to attend either two successive meetings or six days total of Board of Directors meetings per year shall be deemed a resignation.

III. Recall of a Member of the Board of Directors

- A. A proposal to recall an elected member of the Board of Directors must be in the form of a Member Senate resolution from a Member Senate eligible to vote for the Board member, signed by the Member Senate president. Eligible Member Senates are identified in sections I.B and I.C of the Senate Rules.
- B. The resolution must include a signature of support from the Senate President of 30% of the Member Senates eligible to vote for the Board member being recalled.
- C. Upon receipt of the recall resolution, the President shall distribute ballots on the referendum to each eligible Member Senate within 15 days of receiving the resolution requesting removal.
- D. Ballots must be returned within 30 days from the day the ballots were mailed. The recall shall be approved if 2/3 of eligible Member Senates vote in favor of it.
- E. If the recall is approved, then the Board vacancy may be filled in accordance with the Senate Rules.

IV. Relationship between the Academic Senate and the Academic Senate Foundation

- A. The Foundation shall exist at the will of the Academic Senate Board of Directors.
- B. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors.
- C. The Foundation shall report monthly and submit an annual fiscal report to the Academic Senate Board of Directors.
- D. The Foundation may seek and utilize administrative support from the Academic Senate.
- E. No section of these rules shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office.

- F. In the event that the Academic Senate terminates the Foundation, all the remaining assets and property of the Foundation, after payment of all liabilities and necessary expenses, shall be distributed to such organizations consistent with the purposes stated in its bylaws, and subject to statutory or other legal requirements of the State of California. Such final distribution shall be made by a majority vote of the Foundation Board.

V. Committees

- A. The Board of Directors may create committees, task forces, and ad hoc groups as needed to address the adopted positions of the Academic Senate.
- B. There shall be five standing committees for topics related to accreditation, curriculum, educational policy, professional development, and standards and practices.
- C. There shall also be three operational committees: Budget and Finance, Elections, and Resolutions Committees.
- D. The President appoints all committee chairs, who must be members of the Board of Directors.
- E. The Board of Directors shall approve membership of the standing committees.
- F. The President, in collaboration with the Vice President and Executive Director shall make all other appointments.

Executive Committee Agenda Item

SUBJECT: Regional College Conversation		Month: January	Year: 2015
		Item No: IV L	
DESIRED OUTCOME: Members to be informed about the Regional College Conversation to inform the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy and possible action to host regional meetings for faculty input.		Attachment: YES / NO	
		Urgent: YES	
		Time Requested: One hours	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be presented with information from the recent Regional College Conversations to inform the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy. During December 2014-January 2015, regional meetings were held with community college practitioners including presidents/chancellors, chief instructional officers, career and technical education (CTE) deans and faculty with representation from contract education, regional consortia chairs, sector navigators or deputy sectors navigators, faculty senate leaders, and others. The discussion at these meetings considered strategies and recommendations for policies and practices on issues such as flexibility, regional responsiveness, partnership with industry and student portability (<http://doingwhatmatters.cccco.edu/StrongWorkforce/Events.aspx>). The Officers and the CTE Leadership Committee have attended all the meetings. Rona Sheriff, one of the facilitators of the conversations will provide members with draft outcomes of these conversations and seek input from the Executive Committee.

In addition, members will discuss hosting faculty regional conversations to provide greater faculty input. One observation that the Officers and the CTE Leadership Committee had was the lack of faculty in attendance at the meetings (e.g., only four faculty out of 35 attendees). The first meeting of the Task Force will occur on January 22nd. It is the understanding of several Officers that the results of the regional college conversations will be provided to the task force at this meeting. A possibility for the regional meetings, is to share the results of the regional college conversations with the faculty for greater feedback. Possible dates for the regional meetings are February 13, 27,

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

and 28. The CTE Leadership Committee is currently seeking locations with San Bernardino Valley and American River Colleges have already secured meeting space for any of the dates noted above. Members will discuss the idea of hosting regional meetings.

Finally, the Officers have proposed to use the existing Futures Ad Hoc committee to provide a forum for discussions to inform the representatives to the Board of Governors CTE Task Force. As background, the Futures Ad Hoc Task Force was the same venue used to provide a sounding board for the representatives to the Student Success Task Force.



Executive Committee Agenda Item

SUBJECT: Updated Outline for Professional Development Paper		Month: January	Year: 2015
		Item No: IV. M.	
		Attachment: YES	
DESIRED OUTCOME:	Approval of Outline for Professional Development Paper	Urgent: NO	
CATEGORY:	Action	Time Requested: 15 mins.,	
REQUESTED BY:	Kale Braden	TYPE OF BOARD CONSIDERATION:	
		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: An outline for the Professional Development paper was approved at the February 2014 executive meeting. This current draft includes the amendments proffered by exec in February of 2014 as well as additional changes which have occurred since the outline was approved. The taskforce wants to make sure that we have the most accurate outline possible to inform the writing of this paper.

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



- I. Introduction
 - a. Reason for update (Resolution 19.02 (F12))
 - b. Recommendations from the Chancellor's Office PD Committee 2013 report
 - a. PD Clearinghouse Summits (November 2014)
 - b. Passage of AB 2558 (Williams, 2014)
 - c. The importance of emphasizing professionalism—taking our jobs seriously and the need for professional development
 - d. Benefits of sharing content within and among colleges
 - e. What benefits colleges in terms of Professional Development? Discipline versus broader pedagogy
- II. Definitions and Types of Faculty Development
 - a. Instructional (at all levels: CTE, Counseling, Librarians, etc)
 - b. Leadership/Governance
 - c. Distinctions between faculty/staff development with need for integration for AB 2558 monies
 - d. What Should Count as Professional Development?
 - i. Recent focus on high-risk/basic skills students
 - ii. Focus on activities that address job performance improvement or enhancement
- III. Importance of a Formalized Program
 - a. Series of activities with follow-up rather than a one-shot speaker
 - b. Local committee structures—faculty and staff combined?
 - c. Connection of professional development to evaluation processes.
 - d. Connection to ASCCC Professional Development College modules
- IV. Faculty Development Oversight
 - a. Committee structures and formation
 - b. Committee placement in college governance
 - c. Partnerships with universities/Other system partners
 - d. Other options
- V. Part-Time faculty—activities and representation
- VI. Role of the Senate
 - a. Creation of a professional development committee
 - b. Development of local policies/ Use of flex time
- VII. Role of the Unions
 - a. Resources in Contract Language
 - b. Use of flex time
- VIII. Tracking of funds
 - a. Does the sign off on accountability reports happen? (state versus local formats)
 - b. How will AB 2558 monies be distributed/used?
- IX. Conclusion

Executive Committee Agenda Item

SUBJECT: Distance Education Accreditation Pedagogy and structure reviews		Month: January	Year: 2015
		Item No. IV N	
		Attachment: YES	
DESIRED OUTCOME:	Creation of new variety of Local Senate Visit.	Urgent: NO	
CATEGORY:	Action	Time Requested: 15 mins.	
REQUESTED BY:	Kale Braden	TYPE OF BOARD CONSIDERATION:	
		Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: This is a proposal to create a simulated Distance Education course review service where the ASCCC would facilitate reviews of DE offerings to verify if they meet local, state, and federal requirements (Regular and Substantive/Effective faculty initiated contact, ADA compliance, etc.) in order to help colleges prepare for accreditation visits.

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

At the Spring 2014 Plenary, the body passed resolution 02.03 *Explore Use of Simulated Accreditation Site Visits*:

Whereas, Preparing for accreditation site visits can be a complex process for most colleges;

Whereas, A possible resource for colleges to prepare for accreditation team visits is the use of simulated evaluation teams, a group of accreditation-knowledgeable faculty, administrators, and staff either from the college, other colleges in the same district, or outside colleges who visit the college and provide a simulated experience of an actual site visit; and

Whereas, Based upon the simulated visit, the college may be better prepared to respond to the actual evaluation team visit;

Resolved, That the Academic Senate for California Community Colleges investigate the use of simulated accreditation team visits and report back to the body by Spring 2015.

The ASCCC has previously offered a service of Accreditation Resource Teams as a particular type of local senate visit to provide assistance to colleges through “lecture-type presentations, interactive sessions, coaching or mentoring sessions, development of training materials or workbooks and other methods to assist local colleges in successful accreditation.”

The current Accreditation Resource Teams offer three resource areas:

- SLOs and Assessment
- Program Review
- Faculty Roles in instructional programs, student services/student support services, accreditation, governance (Resources, Planning and Budgeting)

This proposal is to add an additional resource area: distance education. In the spirit of resolution 02.03, this resource area would be to provide a Simulated Accreditation Review of a college’s online offerings to review those offerings for:

- Compliance with Code of Federal Regulations, Title 34, Education §602 definitions: do the online course offerings demonstrate “regular and substantive interaction between the students and the instructor” and is that interaction primarily initiated by the student or instructor?
- Section 508 (ADA) Compliance

The Simulated Accreditation Team would attempt to review the DE offerings of the college in a manner close to how a visiting team would approach reviewing the online offerings:

- Taking either a representative sample or evaluating all DE courses the team would

- Examine the college district’s Board Policy on the definition of “regular and substantive interactions” for DE courses (*ACCJC Guide to Evaluating DE and CE Courses 2012*, Pg. 9).
- Examine any other definitions for regular and substantive contact that the college had adopted (Curriculum committee, DE committee, etcetera)
- Examine the Course Outline of Record (COR) and the Distance Education Addendum for each section being reviewed to see how regular and substantive contact was supported for that course in the DE modality
- Examine the syllabi for each DE section to review how the individual faculty indicates that they will fulfil the regular and substantive contact requirement.
- Perform a 10-15 minute review of each DE section looking for the following:
 - Was there evidence of regular and effective contact (as defined by the college’s board policy, committee definitions, COR and DE Addendum)?
 - Was the contact faculty initiated (as defined by the college’s board policy, committee definitions, COR and DE Addendum)?
 - Was the review team able to access all of the online material or was there external content (publisher packs) which was password protected?
 - Did the course appear to be, within the Code of Federal Regulations, Title 34, Education §602 a Distance Education course or a Correspondence course?
 - Was the material presented in the online course accessible: videos closed captioned, photos tagged, PDFs in correct format, etcetera?

After the review the team would produce a report for the college and the instructors whose courses had been evaluated.



Executive Committee Agenda Item

SUBJECT: Spring Noncredit/Curriculum Regional Meetings		Month: January	Year: 2015
		Item No: IV. O	
		Attachment: NO	
DESIRED OUTCOME:	Approve	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Klein/Grimes-Hillman/Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Spring Curriculum Regional meetings (proposed for March 20 and 21) will provide guidance and training to faculty and administrators who are discussing the development of noncredit and basic skills courses and programs. Much of this work will happen at the level of curriculum assessment and development. The noncredit committee would like to partner with the curriculum committee in order to work with the appropriate groups of faculty and administrators at the levels of curriculum and college decision-making. Colleges would be encouraged to send a team of individuals.

Structured like the Fall Curriculum Regionals, there would be an opening session for all attendees on Curriculum Update, C-ID/ADT Update, and the CDCP funding changes and the interaction of CTE and AB86 activities on CDCP curriculum. The general session will provide the context for the subsequent stands. After the general session, the attendees would be able to attend one of two strands: “noncredit curriculum approval process” or “college decision-making about noncredit instruction.”

Draft Agenda (needs to be vetted by committees)

General Session (up to 100 people)

- Curriculum Topic Update (MGH)
- C-ID/ADT Update (Bruno/Pilati)
- Keynote: The Perfect Storm: CDCP funding changes and the interaction of CTE and AB86 activities on CDCP curriculum (John Stankas)

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

STRAND 1: Noncredit Curriculum Approval process

- 1) Courses: 10 different areas:
 - a) English as a Second Language (ESL)
 - b) Immigrant Education (including Citizenship)
 - c) Elementary and Secondary Basic Skills (including diplomas and GED)
 - d) Health and Safety
 - e) Substantial Disabilities
 - f) Parenting
 - g) Courses for Older Adults
 - h) Home Economics
 - i) Short-term Vocational
 - j) Workforce Preparation.
- 2) Enhanced non-credit funding for Career Development and College Preparation (CDCP)
 - a) CDCP eligible programs:
 - i) ESL
 - ii) Elementary and Secondary Basic Skills
 - iii) Short-term Vocational
 - iv) Workforce Preparation
- 3) Certificates
 - a) Completion: non-credit course sequence (minimum of 2) leads to improved employability
 - b) Proficiency: non-credit course sequence (minimum of 2) leads to college level course readiness and basic skills development
- 4) Required Elements in COR
- 5) Approval Processes
 - a) Local
 - b) BOT
 - c) CO

STRAND 2: College Decision-Making About Noncredit Instruction

This participatory session would include representatives from invested groups: basic skills credit and noncredit and other CDCP noncredit faculty. CDCP disciplines include: ESL, Math and English basic skills, short-term CTE courses with high employment potential, high school diploma, workforce prep, and apprenticeship programs.

Ideally, we would ask participants to come prepared with their college/district (demographic, etc.) data about their basic skills and noncredit students. The framing question would be something like: Who are our basic skills students, and how would they benefit from the opportunity to take their basic skills (and/or other) classes in the noncredit modality?

Executive Committee Agenda Item

SUBJECT: Financial Report		Month: January 2015	
		Item No: V. A	
CATEGORY: Discussion		Attachment: YES	
		TYPE OF BOARD CONSIDERATION: 15 mins.	
REQUESTED BY:	Wheeler North and Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

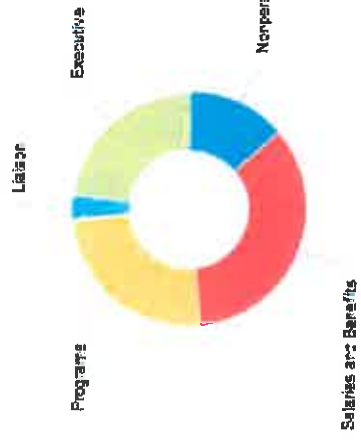
DESIRED OUTCOME:

The Executive Committee will receive a quarterly report on the Senate's finances.

BACKGROUND:

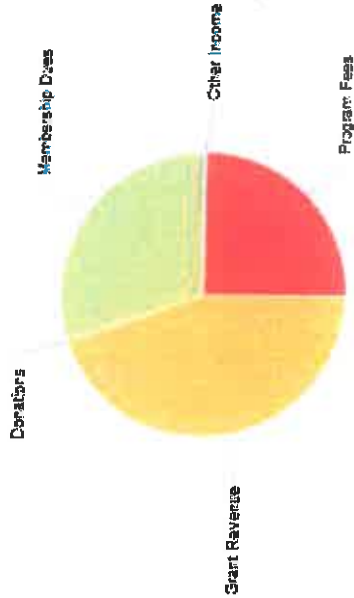
The Executive Committee will review the budget performance and provide guidance to the Budget and Finance Committee or staff to address any issues.

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



	07/01/2014 Through 11/30/2014 Current Year Balance	Year Ending 05/30/2014 Prior Year	07/01/2014 Through 11/30/2014 Difference
Assets			
Current Assets			
Cash and Cash Equivalents			
1110 - Wells Fargo Checking-1725	104,959.09	172,848.80	(67,889.71)
1120 - Wells Fargo Money Market-7412	574,785.72	424,644.20	250,141.52
Total Cash and Cash Equivalents	779,757.81	597,493.00	182,264.71
Accounts Receivable, Net			
Accounts Receivable			
1140 - Accounts Receivable	142,830.39	457,974.35	(315,143.96)
Total Accounts Receivable	142,830.39	457,974.35	(315,143.96)
Other Current Assets	142,830.39	457,974.35	(315,143.96)
Other Current Assets			
1145 - Unbilled Receivables	125.00	49,810.04	(49,685.04)
1150 - Prepaid Expenses	0.00	34,592.76	(34,592.76)
1151 - Prepaid Expenses-Curriculum Institute	4,500.00	0.00	4,500.00
1152 - Security Deposits	12,592.75	7,518.00	5,074.75
1155 - Due from FASCCC	473.53	11,440.00	(10,966.47)
Total Other Current Assets	17,681.28	103,450.80	(85,769.52)
Total Other Current Assets	17,681.28	103,450.80	(85,769.52)
Total Current Assets	940,269.48	1,161,613.08	(218,648.77)
Long-term Assets			
Property & Equipment			
1310 - Furniture & Equipment	7,825.51	7,825.51	0.00
1320 - Accumulated Depreciation	(5,130.59)	(5,130.59)	0.00
Total Property & Equipment	2,694.93	2,694.93	0.00
Total Long-term Assets	2,694.93	2,694.93	0.00
Total Assets	942,964.31	1,164,308.01	(218,648.77)
Liabilities and net assets			
Liabilities			
Short-term Liabilities			
Accounts Payable			
1500 - Accounts Payable	38,009.87	189,359.82	(150,348.85)
Total Accounts Payable	38,009.87	189,359.82	(150,348.85)
Accrued Liabilities			
1510 - Deferred Rent	5,045.41	4,276.96	768.45
1515 - Accrued Expenses Payable	2,813.69	12,945.38	(10,131.69)
1521 - Benefits Payable	33,113.15	46,172.95	(13,059.80)
1535 - PERS - Retirement Withheld	1,432.03	35.70	1,396.33
1555 - Due to FASCCC	15,193.80	12,465.00	2,728.80
Total Accrued Liabilities	51,598.08	75,895.99	(14,297.91)
Deferred Revenue			
1505 - Deferred Revenue	47,950.23	197,063.63	(149,113.00)
Total Deferred Revenue	47,950.23	197,063.63	(149,113.00)
Total Short-term Liabilities	148,559.68	462,317.24	(313,757.56)
Total Liabilities	148,559.68	462,317.24	(313,757.56)
Net Assets	794,404.63	699,296.84	95,108.79
Total Liabilities and net assets	942,964.31	1,161,613.08	(218,648.77)

Fiscal Year Revenue
12-15-2014-10:50



Statement of Activities - Actual vs Budget
12-15-2014-10:50

	07/01/2014 Through 11/30/2014 Actual	Year Ending 06/30/2015 Budget	Budget Diff
Operating Revenue			
Grant Revenue	468,001.00	1,707,551.00	(1,239,550.00)
Program Revenue	259,839.00	490,000.00	(227,568.00)
Member Fees	319,520.63	305,905.00	13,815.63
Revenue - Other	4,540.42	20,400.00	(14,757.58)
Total Operating Revenue	1,050,900.05	2,523,856.00	(1,468,257.95)
Expenditures			
Salary and Wages	204,550.17	455,000.00	(248,339.83)
FR Benefits	40,821.12	83,200.00	(44,425.42)
PR Texas	5,641.44	7,000.00	(1,358.56)
Occupancy	43,196.69	45,800.00	(2,633.31)
Professional Fees	230,971.55	941,516.00	(710,544.45)
General and Administrative Expenses	430,536.29	1,415,898.00	(910,540.49)
Total Expenditures	956,787.26	2,948,414.00	(1,917,922.26)
Change in Net Assets	85,108.79	(422,558.00)	469,554.31
+ Net Assets - Beginning	599,295.84	0.00	599,295.84
Net Assets - Ending	794,404.63	(422,558.00)	1,148,950.15

Executive Committee Agenda Item

SUBJECT: Veterans Summit Report		Month: January	Year: 2015
		Item No: V. B.	
		Attachment: YES / NO	
DESIRED OUTCOME:	Update the Executive Committee	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Debbie Klein	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Juffie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

As the veterans' liaison to the Chancellor's Office, I participated in the fourth annual Veterans Summit, held at the San Jose Marriott on December 4 and 5. The opening panel featured student veterans sharing their experiences within our system—all remarkable transition (from military to civilian) success stories. This panel set the inspirational tone for the event. Some of the event highlights included keynotes and panels on these subjects: serving our college veterans in a holistic manner; VET NET ally: creating a positive campus environment for veterans; the veterans resource center (VRC) model; best practices in certifying veterans benefits; coming homeless: returning veterans and housing insecurity; how military service may affect student veteran persistence; and more.

Participants included Chancellor's Office representatives, counselors, deans, student service providers, and FACCC representatives. While these groups welcomed me as the ASCCC liaison, they also expressed their desire for more faculty participation in veterans' issues on our campuses and at the state level.

I participated in a panel with Chris McCullough and John Dunn about college credit for veterans. It was a packed room of about 50 people. Many questions came up about how our system could do a better job granting credit for veterans' educational experiences in the military. Chris McCullough gave a thorough and informative presentation. She framed her talk by discussing the urgency of the Block bill, AB 2464: "Public Postsecondary Education: Academic Credit for Prior Military Academic Experience." The bill added section 66025.7 to the Education Code, stating that by July 1, 2015, the Chancellor's Office "shall determine for which courses credit should be awarded for prior military

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

experience.” Dean McCullough came up with several recommendations and would like to collaborate with the ASCCC on such recommendations.

John Dunn, the apprenticeship coordinator for the Chancellor’s Office, talked about apprenticeship opportunities for veterans looking for careers in the building trades industry and elsewhere. There is a lot of federal and state funding for such apprenticeships.

If the executive committee would like to consider featuring a general session or breakout on veterans’ issues, I would suggest that we invite **Dr. David Joseph**, a clinical psychologist and the director of the Oakland Veterans Center, where he provides treatment for veterans with readjustment stress, PTSD, and combat or military sexual trauma. Dr. Joseph moderated the opening panel with four student veterans and also gave an informative and inspirational keynote about student veterans in our system. He discussed the significance of VRC’s on our campuses in helping our veteran students transition into civilian life while accomplishing their educational goals. Perhaps most significantly, the students respect and appreciate Dr. Joseph; the rapport he had developed with each student came through as he moderated the panel. He is also an engaging speaker, grounding his stories in psychological analyses.

For Spring Plenary 2015, I think it would be great if Dr. Joseph could moderate a veteran student panel and then perhaps summarize his insights from the keynote he gave at the summit. The goal of this session could be to educate our body about how we are successfully serving and how we could improve upon our service to the growing population of veterans on our campuses. The Block bill about course credit also provides some contextual relevance for bringing veterans’ issues to our body’s attention at this moment.

Executive Committee Agenda Item

SUBJECT: Update AB86 Workgroup and Legislative Update		Month: Jan.	Year: 2015
		Item No. V.C.	
		Attachment: Yes	
DESIRED OUTCOME:	Inform the Executive Committee regarding the recommendations of the AB86 Workgroup	Urgent: Yes	
CATEGORY:	Discussion	Time Requested: 20 minutes	
REQUESTED BY:	John Stanskas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In November, the Chancellor's Office expanded the Workgroup addressing the requirements of AB86 to include 28 members. The October 31 submissions from the consortia were evaluated and provided the basis for the Legislative Update required by law by March 1. The current state of adult education, according to preliminary Workgroup analysis, is:

Key Message 1: There is a significant and growing demand for adult education in California.

California has a large demand for adult education services with 5.2 million adults in need of basic skills training, 6.2 million adults with limited English proficiency, 1.5 million adults eligible for citizenship courses, 1.8 million adults with disabilities, and 1 million unemployed adults¹

Key Message 2: The Great Recession led to decreased funding. Budget cuts as well as the authorization of budget flexibility led to significant decreases in funding for adult education. It is estimated that together, these measures reduced funding by close to 50% in some regions²

Key Message 3: At the same time, adult ed experienced significant enrollment drops. It is estimated that while ~2.3 million adults were served in 2008-2009, only ~1.5 million adults are served today³; however, the population in need of services has increased during this same period

Key Message 4: The gap between enrollment and need for adult education services is significant. The current adult education system is estimated to only serve 10% of those eligible adults in need of adult education⁴

Key Message 5: While AB86 has re-energized the system and initiated unprecedented collaboration, much work remains. AB 86 has provided regions with the impetus to collaborate but work still remains to be done to better serve adults in California.

The most recent working draft of discussion items is attached and includes the membership of the workgroup; however a more complete version is expected after the agenda deadline and will be distributed prior to the Executive Committee meeting.

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

WORKING DRAFT

Last Modified 12/16/2014 10:51 PM Pacific Standard Time

Printed 11/13/2014 12:19 PM Pacific Standard Time

AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

Adult Education Planning Process For California – Work Group



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE



CALIFORNIA DEPARTMENT OF
EDUCATION

Discussion document

December 17, 2014

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Work Group and expert group participants (1/2)

Representative	Organization
Alice VonOmmeren	SB173 expert (CCCCO)
Amukela Gwebu	SB173 expert (CDE)
Amy Wallace	California Workforce Investment Board, SB173 expert
Andrea Rodriguez	LAUSD Division of Adult and Career Education
Barbara Baran	Writer of Legislative Report
Bob Harper	Campbell Adult and Community Education Director
Candace Lee	LAUSD, Division of Adult and Career Education
Carmen Martinez-Calderon	CDE Education Programs, Coordinated Student Support and Adult Education Division, SB173 expert
Chantee Warner	SB173 expert (CCCCO)
Chris Grailat	SB173 expert (CCCCO)
Cliff Moss	SB173 expert (CDE)
Cris McCullough	SB173 expert (CCCCO)
Dan Troy	SB173 expert (CCCCO)
Debra Jones	CCCCO, Career Education Practices, SB173 expert
Donna Burns	Mt. San Antonio College, Continuing Education
Duncan Graham	San Jose City College
Erica Leblanc	Santa Monica College, Academic Affairs and Continuing Education
Greg Schulz	North Orange County Community College District
Jack Carroll	California Federation of Teachers
JoAnn Higdon	Association of Chief Business Officials
Joanne Durkee	Mt. Diablo Unified School District, Adult and Career Education
John Stanskas	Academic Senate for California Community Colleges

Work Group and expert group participants (2/2)

Representative	Organization
Kathy Booth	SB173 expert (WestEd)
Kathy Davis	Montebello Adult Education
Kristy Fairfax	FCM, Inc
Kris Fertel	Faculty Association of California Community Colleges
LeBaron Woodyard	SB173 expert (CCCCO)
Lynette Nyaggah	Community College Association
Mario Rodriguez	SB173 expert (CCCCO)
Mike Reese	Association of California Community College Administrators
Neil Kelly	CCCCO, Career Education Practices
Paul Steenhausen	SB173 expert (CCCCO)
Rocky Bettar	Association of California School Administrators
Ryan Fuller	SB173 expert (CCCCO)
Shadidi Sia-Maat	CDE Education Programs, Coordinated Student Support and Adult Education Division, SB173 expert
Teri Burns	California School Boards Association
Tristan Brown	California School Employees Association
Wendy Plew	California Teachers Association
Ana Mendy	McKinsey & Company
Grace Hou	McKinsey & Company
Jennifer Albinson	McKinsey & Company
Martha Laboisserie	McKinsey & Company

Today we will deep-dive on 7 topics

1
Current state

2
Consortia offerings

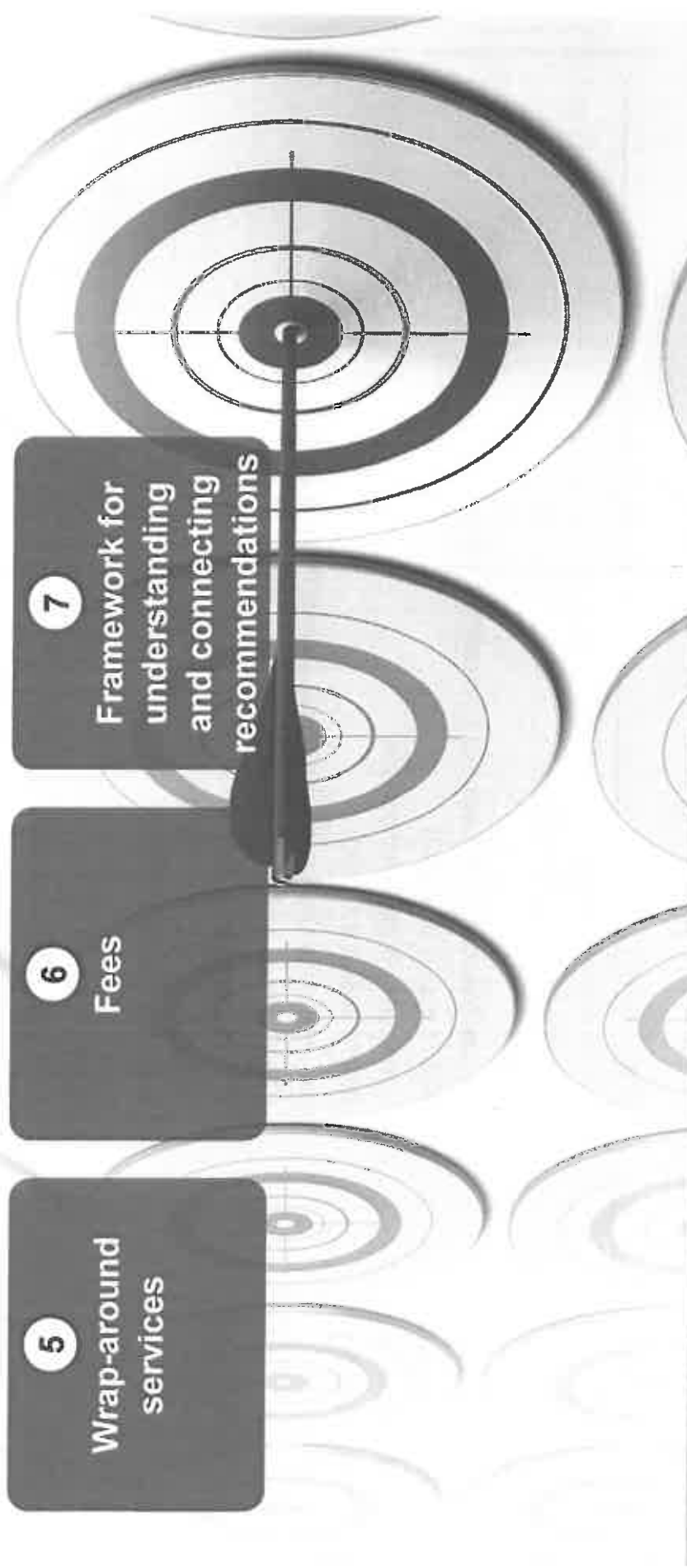
3
Curriculum

4
Professional development

5
Wrap-around services

6
Fees

7
Framework for understanding and connecting and recommendations



1 California adult education: Current state

FOR DISCUSSION

- **Key Message 1: There is a significant and growing demand for adult education in California.** California has a large demand for adult education services with 5.2 million adults in need of basic skills training, 6.2 million adults with limited English proficiency, 1.5 million adults eligible for citizenship courses, 1.8 million adults with disabilities, and 1 million unemployed adults¹
- **Key Message 2: The Great Recession led to decreased funding.** Budget cuts as well as the authorization of budget flexibility led to significant decreases in funding for adult education. It is estimated that together, these measures reduced funding by close to 50% in some regions²
- **Key Message 3: At the same time, adult ed experienced significant enrollment drops.** It is estimated that while ~2.3 million adults were served in 2008-2009, only ~1.5 million adults are served today³; however, the population in need of services has increased during this same period
- **Key Message 4: The gap between enrollment and need for adult education services is significant.** The current adult education system is estimated to only serve 10% of those eligible adults in need of adult education⁴
- **Key Message 5: While AB86 has re-energized the system and initiated unprecedented collaboration, much work remains.** AB 86 has provided regions with the impetus to collaborate but work still remains to be done to better serve adults in California

For Discussion

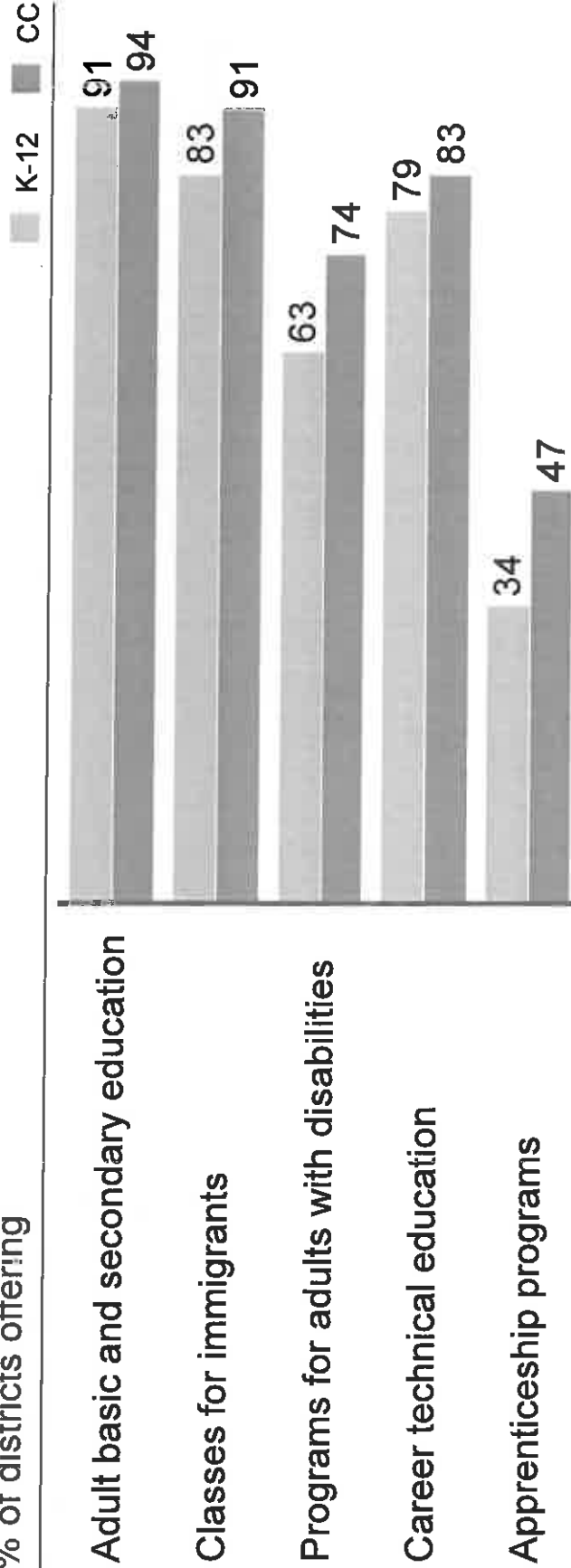
- For Key Message 1, trends that are increasing demand for adult ed are listed. Other than immigration reform and the Great Recession, what other trends should be included?
- For Key Message 2, is there an explanation for what happened with funding on the CCCs side? The LAO report mentions an overall 3.3% drop in funding leading to a drop of 30% in noncredit enrollment. How does that make sense?

1 Census data; 2 LAO Report (13); 3 Data submitted by super-regions in October 2014; 4 Census data and consortia data

2 Consortia offerings

FOR DISCUSSION

Consortia offerings by AB86 program areas
% of districts offering



For Discussion

- Objective one of AB86 requests "an evaluation of current level and types of adult education programs within its region including education for adults in correctional facilities, credit, noncredit and enhanced noncredit adult education coursework and programs funding through Title II of the federal Workforce Investment Act." How should this be addressed in the report?

3 Recommendation 2.1: Strengthen and enhance existing curricula across all five AB86 program areas

FOR DISCUSSION

- We have three recommendations for improving the curriculum for adult education: to enhance existing curricula across all five AB86 program areas, to align curricula *within* the K-12 adult and CCC systems, and to align curricula *across* the two systems. A thorough evaluation and re-design of curricula across the AB86 program areas would allow students to access content that is more meaningful and relevant for their specific needs. Alignment within and across the two systems will enable students to transition effortlessly from course to course, as well as to follow smooth sequences of courses without requiring remediation.
- **To enact all three of these recommendations, we propose forming a regional committee at the consortia level.** This regional committee would be responsible for taking the higher-level recommendations from AB86 around curriculum content and alignment, and then tailoring them to meet the needs of the local community, specifically around demographics and local industry trends. This regional committee would consist of faculty from both the K-12 adult and CCC levels, ensuring buy-in and champions within both systems. To evaluate and improve existing curricula, the committee should first undertake a process of cataloging and assessing the current curricula in use across the five AB86 program areas. Leveraging best practices from other regional consortia, as well as other adult education providers nation-wide, the committee should then make recommendations, where appropriate, for improving the curricula. In particular, we recommend ensuring the curricula has a focus on contextualized learning as well as 21st century job skills. To align the curricula both within and across the K-12 adult and CCC systems, the committee would then undergo a process of mapping course sequences that students would most likely take. The curricula along each sequence would need to be articulated, such that students can flow seamlessly from one to the next. One potential model for this process is the CB21 example, which created high level descriptors for basic skills classes, now in use in the CCC system across the state. Another potential model is the C-ID system, which supports students transferring from the CCCs into the UC and CSU systems by providing a mechanism to identify comparable courses.
- **Regional consortia must implement multiple approaches to make curricula more relevant to students and employers and to reduce the time students spend in remediation.** These include a focus on 21st century skills, including the soft skills needed for employment, and implementation of evidence-based innovations such as contextualized basic skills instruction. Key goals of instructional innovation are enhancing relevance, accelerating student progress, and improving student success.

For Discussion

- Is it possible to more clearly detail the recommended process for strengthening the curricula? What do you see as the role of the state? Consortia? Individual faculty and schools?
- What is meant by "redesign of curricula"? Is there any concern that the tone suggests a complete overhaul of curricula? If so, how should the language be modified?
- Should this recommendation be specific to curriculum, or broadened to a larger question of alignment, including bridge programs, co-location, contextualization, modularization, stackable certificates, etc?

4 Recommendation 2.2: Strengthen professional development for faculty and staff

FOR DISCUSSION

- To improve professional development across the state, we have two recommendations: assess and re-design PD within the five program areas, as well as align PD across the K-12 adult and CCC system, such that teachers know each other, understand the local adult education landscape, and have shared planning time.
- **To accomplish these two objectives, we recommend the creation of a regional committee at the consortia level.** The committee will be tasked with taking these high-level objectives from the legislation and translate them into meaningful and actionable steps at the regional level. Because a large part of this committee's mandate would be to focus on the alignment of PD across the two systems, it would need to include faculty from both the K-12 adult and CCC systems.
- **The committee would have to undertake both recommendations – strengthening PD and aligning PD – in tandem.** It would first need to conduct an evaluation of current professional development activities across the K-12 adult schools and CCCs in the region. There are many examples of effective professional development within each region (notably CALPRO, the California Adult Literacy Professional Development Project, which supports adult educators state-wide in current and emerging adult education priorities). The committee should build off of those strengths where possible. Next, leveraging best practices from other consortia and other adult education providers across the country, the committee should re-design the PD offerings, such that they specifically support faculty in meeting the needs of students across the five AB86 program areas. Our recommendation is that PD needs to be improved state-wide to have an increased focus on incorporating technology and teaching students with a range of learning styles/abilities, however we defer to local committees to best determine the specific needs of their region.
- **The committee would, simultaneously, also determine ways to ensure alignment of PD across the two systems.** This would include providing parallel professional development content across the five program areas, creating space for shared professional development, educating faculty on the overall adult education landscape in the region (so they can better support students through transitions), and creating opportunities for shared planning time. Shared planning time would enable, for example, K-12 adult ESL teachers to sit with CCC ESL teachers and share challenges, best practices, and potentially even problem solve around specific students who may have passed through both systems. One powerful example of aligned professional development across the K-12 adult and CCC systems is in San Mateo, where the ALLIES program enables faculty from both systems to observe each other. This system of peer observation builds closer bonds between teachers and helps them to support students as they transition between the systems.

For Discussion

- Can the process for strengthening PD be more clearly stated and detailed?
- What do you see as the role of the state? Consortia? Individual faculty and schools?

5 Recommendation 3.2: Improve wrap-around services for students

[FOR DISCUSSION]

- **We recommend that each region develop a system of comprehensive student supports, ensuring the students have the assistance they need to be able to persist and succeed in adult education.** These supports, which can be provided either by the school or by a community partner, include transportation (potentially have adult education representatives participate in public transit advisory boards), child care, counseling, individualized learning plans, healthcare (including mental health), support for undocumented students, and translation services.
- **Many adult education providers already have elements of a support services infrastructure in place that they can build on.** One district, for example, provides free childcare for students in both morning and afternoon classes and has arranged to have a community bus stop at the adult schools. Another district has developed a partnership with the Department of Rehabilitation to provide supports for students with disabilities and with Catholic Charities and the local Workforce Investment Board to provide case management and other services. However, as described earlier, existing partnerships such as these address only a small fraction of adult students' needs.

For Discussion

- What steps could state policymakers take to support the development of a comprehensive system of wrap-around supports for students?
- Should the Work Group make a recommendation as to what the minimum level of wrap-around supports could look like? If so, what would it be?

6 Recommendation 3.3: Remove financial barriers to accessing adult education services by implementing a no fee policy for registration

FOR DISCUSSION

- **Ensure a consistent no fee policy for registration across the K-12 Adult and CCC systems.** We propose a consistent zero registration fee, pro-access solution for non-credit courses in both CCCs and school districts, whereby students receive free instruction for all AB 86 areas. Note that our recommendation only applies to registration fees (rather than adjacent costs such as parking, certificate, books, and others). This recommendation would put the onus on the state to pay for its priorities as articulated in AB 86.
- **The implementation requirements for this no-fee pro-access solution vary across systems and programs.** Since CCCs are already statutorily prohibited from charging registration fees in the AB 86 priority areas, no change is required. School districts will need to stop charging registration fees for the AB 86 priority areas. Additional funding would be required to implement this zero-fee policy for the more expensive CTE courses (e.g., welding and nursing programs) since the equipment requirements can be substantial
- **The state will need to take the onus of paying for its priorities.** We want to ensure we avoid any unintended consequences of this no-fee pro-access solution—namely, having adult schools that used to rely on fees to fund their programs have to shut down their programs in the absence of fees. Therefore, implementing this solution will require the state to take the onus of paying for its AB 86 priorities. The amount of fee revenue currently collected by adult schools is unknown but is likely to total in the low tens of millions of dollars

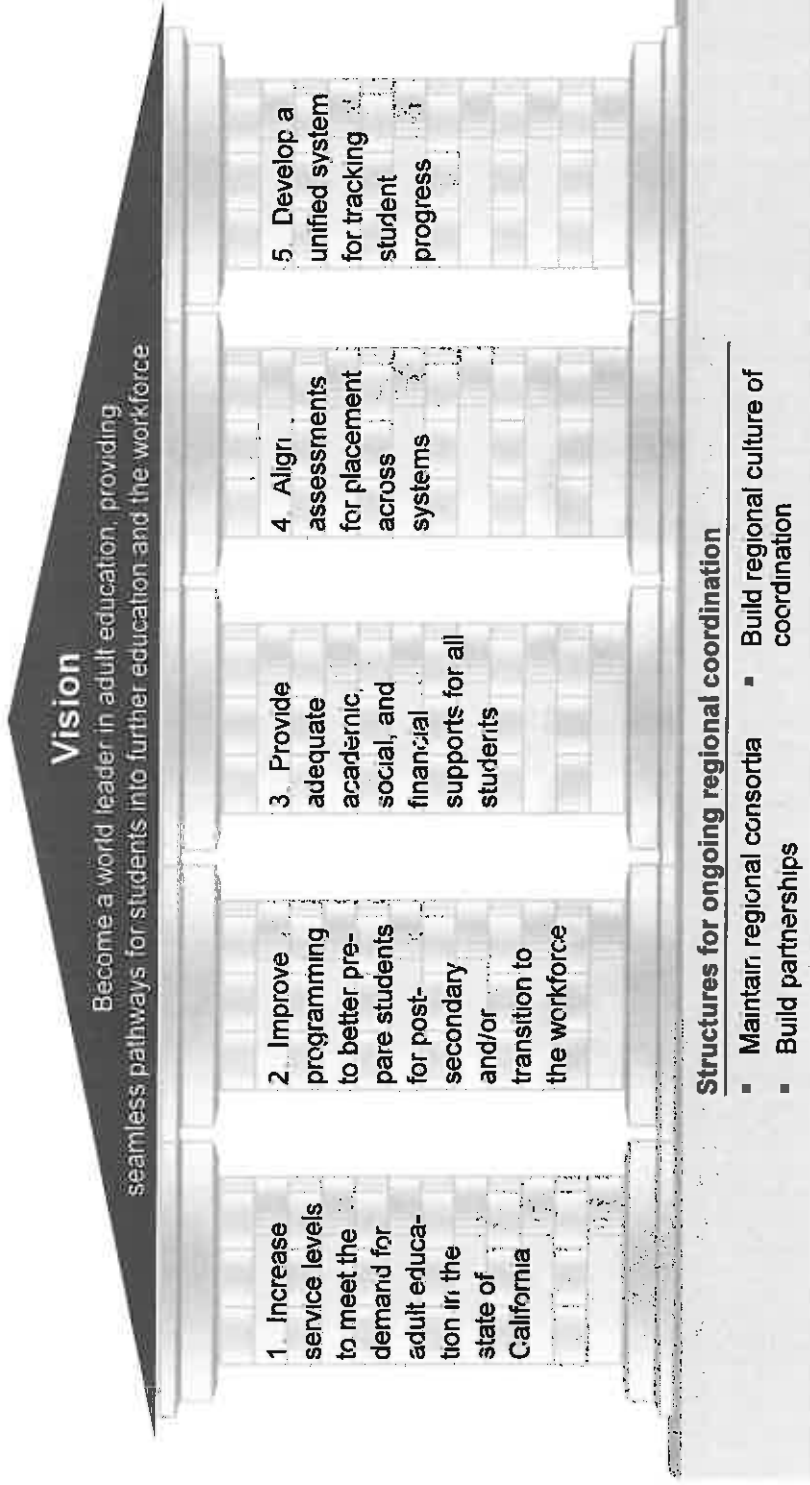
For Discussion

- Should there be a contingency plan in the Legislative Report in case the state cannot fully fund this? If so, what language should be added to the report to articulate such a plan?
- Should there be any additional detail on how the state would actually go about reimbursing adult schools?

7

Framework for understanding how recommended solutions create a seamless system for students

FOR DISCUSSION



For Discussion

- The hope is that legislators can understand and articulate how the recommendations together support adult learners in achieving educational and career success. How would you tell this story? Is there another image or metaphor you would use?

BACK UP

Summary of needs and recommendations

Need	Recommendation
1: Insufficient programming 1.1: Decreased funding resulting in insufficient offerings across five program areas 1.2: Fewer programs led to fewer teachers and fewer classes	1: Increase service levels 1.1: Hire additional full-time faculty, as well as academic counselors 1.2: Provide adult learners with increased avenues for learning
2: Need for innovation in program offerings 2.1: Need for innovation in curricula 2.2: New demands on faculty require more emphasis on PD	2: Improve programming 2.1: Evaluate and improve curricula to ensure it meets student needs and is aligned across the K-12 adult and CCC systems 2.2: Strengthen professional development
3: Inadequate academic, social, and financial supports for students 3.1: Inadequate academic support 3.2: Insufficient wrap-around services 3.3: New and inconsistent fees	3: Provide academic, social, and financial support to students 3.1: Provide enhanced academic support to students 3.2: Improve wrap-around services for students 3.3: Implement a no-fee, pro-access solution
4: Inconsistent assessments for placement 5: No shared system for tracking student progress 5.1: There is no unified system for tracking student progress 5.2: Each system uses its own metrics 5.3: Different and suboptimal student identifiers employed	4: Align assessments for placement (first align Common Assessment to CASAS and TABE, later adapt CAI to fully address AE needs) 5: Develop unified system for tracking student progress 5.1: Create a shared system for monitoring inputs and outputs 5.2: Develop a shared set of enrollment and outcome data 5.3: Employ a common suite of student identifiers
6: Lack of regional coordination 6.1: Inadequate K-12 adult and CCC coordination 6.2: Insufficient integration of community partners, including business and industry	6: Establish structures for ongoing regional coordination 6.1: Maintain regional consortia to implement AB86 recommendations 6.2: Develop ongoing partnerships with regional players

California adult education: Current state

FOR DISCUSSION

- **Key Message 1: There is a significant and growing demand for adult education in California.** California has a large demand for adult education services with 5.2 million adults in need of basic skills training, 6.2 million adults with limited English proficiency, 1.5 million adults eligible for citizenship courses, 1.8 million adults with disabilities, 1 million unemployed adults¹
- **Key Message 2: The Great Recession led to decreased funding.** Budget cuts as well as the authorization of flexing led to significant decreases in funding for adult education. It is estimated that together, these measures reduced funding by close to 50% in some regions²
- **Key Message 3: At the same time adult ed experienced significant enrollment drops.** It is estimated that while ~2.3 million adults were served in 2008-2009, only ~1.5 million adults are served today³; however, the population in need of services has significantly increased during this same period
- **Key Message 4: The gap between enrollments and need for adult education services is significant.** The current adult education system is estimated to only serve 10% of those eligible adults in need of adult education⁴
- **Key Message 5: While AB86 has re-energized the system and initiated unprecedented collaboration, much work remains.** AB 86 has provided regions with the impetus to collaborate but work still remains to be done to better serve adults in California

¹ Census data; ² LAO Report (13); ³ Data submitted by super-regions in October 2014; ⁴ Census data and consortia data

California adult education: Needs

FOR DISCUSSION

- **Need 1: Insufficient offerings.** The availability of program offerings does not meet the need. There are areas of California where there are few or no adult education offerings. In some cases adult education programs have been eliminated entirely; in other cases, layoffs, early retirements, and hiring freezes have reduced availability of classes
- **Need 2: Need for innovation in program offerings.** The current curricula and pedagogical practices do not meet the needs of all students. In the face of changing demographics and skills required in today's workforce, professional development for faculty is inadequate
- **Need 3: Inadequate academic, social, and financial supports for students.** The limitations both the K-12 Adult and CCC systems face in providing adult students the supports they need has negative impacts on persistence and success
- **Need 4: Inconsistency across the K-12 and CCC districts regarding assessments for placement.** K-12 and CCCs each use their own proprietary assessments to place students into courses. While progress has been made toward standardizing assessments for placement within their individual systems, assessments across systems are not aligned. For too many students this inconsistency causes confusion and duplication of effort, slows their progress, and limits their achievements
- **Need 5: Lack of a shared system for tracking student progress.** There is a lack of shared input and output/outcome metrics, and student identifiers between the K-12 and CCC systems, meaning that it is difficult to seamlessly track students as they move from K-12 to post-secondary institutions or into the workforce
- **Need 6: Inadequate regional coordination and collaboration.** The final major area of concern identified by the consortia was inconsistency in regional coordination and collaboration, both between the K-12 Adult and CCCs and with other community partners, including employers. Specifically, consortia underlined the need to strengthen the structures and processes AB86 launched

California adult education: Recommendations

FOR DISCUSSION

- **Recommendation 1: Increase service levels to meet the demand for adult education in the state of California.** To fulfill our vision of becoming a world leader in educating adults, we need to be providing educational programs and services to a much greater portion of these adults than we currently are. Meeting this need will require doing both more of what we do today, as well as enacting creative, innovative, and integrated strategies to reach students that will make us responsible stewards of the California's dollars
- **Recommendation 2: Improve programming to better prepare students for post-secondary and/or transition to workforce.** We recommend that regions evaluate and improve curricula to ensure it meets student needs and is aligned across the K-12 Adult and CEC systems. We also recommend that regions strengthen professional development to better support teachers as they develop this new curricula
- **Recommendation 3: Provide adequate academic, social, and financial supports for all students to lower barriers to enrollment and promote student success.** Provide students with enhanced academic support (e.g., counselors), as well as wrap-around services to ensure they can enroll and persist. Finally, adopt a no-fee policy for non-credit courses in the AB 86 priority areas to lower the barriers to student enrollment
- **Recommendation 4: Align assessments for placement across systems.** In the long-term, adapt the suite of Common Assessments that is currently being developed by the CCCCO to include adult education. In the short-term, align CASAS and TABE with the Common Assessments to ensure students can seamlessly transition from one system to the next
- **Recommendation 5: Develop a unified system for tracking student progress.** Create a shared system capable of monitoring both inputs (e.g. costs, activities) and outputs (e.g. educational gains, employment, and wages) across both systems. Also adopt a common suite of student identifiers to better track students across systems
- **Recommendation 6: Establish structures for ongoing regional coordination.** Maintain regional consortia (or a similar structure to it) to implement AB 86 recommendations, determine which decisions need to be made at a state, regional, and local level, develop ongoing partnerships with regional players, and develop a culture of collaboration

Executive Committee Agenda Item

SUBJECT: Educational Planning Initiative Update		Month: January	Year: 2015
		Item No: V D	
		Attachment: YES	
DESIRED OUTCOME:	Informational	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cynthia Rico	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

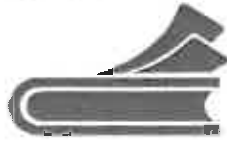
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BACKGROUND: The Educational Planning Initiative is one of three legislative funded initiatives with the goal of producing initially three products; however, a recent additional product outcome was approved:

- 1) to build a system wide Portal for California Community College Students
- 2) to build an Educational Planning Tool that is online made available for all colleges
- 3) to build a Degree Audit System
- 4) to make available for colleges on online orientation software*** (recently added)

The Executive Committee will be provided with an update of the work being done to meeting the goal of building these four products.

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



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ASCCC Curriculum Committee

Notes

October 31, 2014

Attended: James Todd, Ginni May, Cheryl Aschenbach, Terrie Hawthorne, Sofia Ramirez Gelpi, Rich Cameron

Notetaker: Ginny May

1. Agenda approved and note-taker assigned (*Ginni May*)
2. Review and approved notes from October 3, 2014 - *approved*
3. Important Dates and Information – *power points needed to be sent to Julie by 10/27*
4. Curriculum Regional Meetings Evaluation –

Chancellor's Office training:

CCCCO report that local curriculum specialists are inactivating courses without a curriculum process;

The training was helpful to review curriculum inventory and the CCCCCO approval process

There was a focus how the local curriculum committee can help the curriculum specialist submit curriculum to CCCCCO successfully

CCCCO is requesting rationale for putting curriculum forth

Members suggested that a modified training for local curriculum chairs might be a good general session topic (CCCCO course and program submission) or we might ask the CCCO to conduct training on curriculum submission in the spring

5. CCCAOE – repeatability breakout and possible resolution

Michelle presented at CCCAOE conference. Curriculum basics were well received by the attendees. Michelle presented with Kim Schenk and David Morse on repeatability issues. During the latter breakout, it was noted that some Admissions and Records staff were not permitting students to re-enroll due licensure, legal mandates or changes in industry standards that are permissible in the Title 5 regulations. A resolution was drafted about the need for re-enrollment in accordance with Title 5 and Ginny will take to session

6. Fall Plenary Planning and Update

a. Resolutions –

Michelle received email from Cuesta College—there are some problems with courses being inactivated before degree is approved and the new courses are not available. The email focused on the time it is taking for the CCCCCO to approve programs. The CCCCCO reported that the Inventory programmer has left and they are manually assigning course control numbers. Members talked about a resolution in regard to the CCCCCO hiring more people to get through the glut of curriculum proposals.

b. Breakouts

Thursday: 11:20 p.m. to 12:30 p.m. SECOND BREAKOUT SESSION

Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns
The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16! How does this new funding model change our conversations about adult education and basic skills courses? This session offers information and raises questions about curricular implications

Facilitator:

Michelle Grimes-Hillman, ASCCC Curriculum Committee (chair), Mt. San Antonio College

Presenters

Ginny May, Sacramento City College, ASCCC Curriculum Committee

Candace Lynch-Thompson, North Orange County District, ASCCC Noncredit Committee

Ginni and Michelle are meeting via phone on Nov. 5 and Candace and Debbie may join us.

Friday 8:30 a.m. to 9:45 a.m. FOURTH BREAKOUT SESSION

Come get your Curriculum Hot Topics before they are gone

Come and learn what is happening in the world of curriculum. Will bring you snapshots of the world in stand alone course approval, the PCAH revision, Units and Contact hours

Facilitator

Michelle Grimes-Hillman, ASCCC Curriculum Committee (chair), Mt. San Antonio College

Presenters

Rich Cameron, Cerritos College, ASCCC Curriculum Committee

Cheryl Aschenbach, Lassen College, ASCCC Curriculum Committee

Kathleen Rose, Gavilan College, Executive Vice President and CIO

- *Cheryl and Rich—explain unit and contact hours to people (page 80 of PCAH, Title 5-*
- *James discussed contact hour and unit bloat at Curriculum Regionals. MJC has a justification form regarding where student time will be allocated on campus. The form also looks at local colleges and helps determine if a course would need more units than the CSU.*
- *The CCCCCO uses a worksheet to consistently calculate hours and there are no special exceptions for individual disciplines.*
- *Michelle will talk about CTE and noncredit, model curricula C-ID descriptors for nontransfer CTE areas*
- *There will be slides on the Curriculum Inventory and PCAH (including some discussion on the process for inactivating courses), Baccalaureate Degrees, Auditing, and Stand Alone courses (CCCCCO needs to write a report before local approval can be returned to colleges*

7. CTE Curriculum Academy Update

- *Rich, Cheryl and Sofia worked on five draft modules for the CTE Curriculum Academy which will be held on January 15-16.*
- *Modules will go to Exec for approval in November*
- *Draft modules are being sent out to some curriculum chairs for feedback*
- *Michelle will modify after she receives feedback*
- *There need to write a script to go with each module, at least one handout for each module, as well as a group*
- *A professional designer will be used to finalize the look of the modules*
- *The first 5 modules are the beginning set and there will be another advanced set*
- *Terrie will get link to CIP code stuff and has some ideas on the interactive part and will get them to Michelle*

8. Extra Credit and regulations associated with grading.

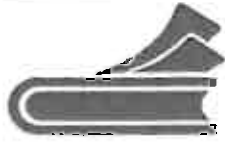
Regulations prohibit us from using attendance in grading. What about extra credit?

Members discussed the lack of regulations about extra credit. Members were not sure there should be any regulations. Members will consider research on this, like a survey or perhaps a Rostrum article later in spring.

9. Summary and Future items

- a. Survey for S13 9.01 Investigate Regional Coordination of Course James is working on a survey
- b. Rostrum – *Members talked about possible articles on CTE records people, unit to contact hours*
- c. F11 13.04 Course Development and Enrollment Management: Members suggest creating possible Rostrum or white paper. Sophia and Terrie
- d. S11 9.05 Local Senate Oversight of All College Offerings Ginny and Michelle GH
- e. Spring Session
- f. Spring Regionals
- g. Curriculum Institute – *MGH will give us deadlines*

Next meeting: December 5, 2014



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ASCCC Curriculum Committee

Minutes

December 5, 2014

Attended: James Todd, Ginni May, Cheryl Aschenbach, Terrie Hawthorne, Sofia Ramirez Gelpi, Rich Cameron

Notetaker: Ginny May

1. Agenda approved and note-taker assigned. Ginni May will take notes
2. Reviewed and approved of notes from October 31, 2014
3. Important Dates and Information
 - a. Executive agenda items are due Dec 17, Jan 21, Feb 18, March 25
Jan. 18 is a Rostrum deadline
 - b. Need location for F2F January meeting (Curriculum Institute and Spring Planning)
Jan. 30 is our all-day meeting from 10:30-3:00. Michelle will see if she can get ASCCC Office, This meeting will be used to start planning for the Curriculum Institute.
Members were asked and to start coming up with Breakout and General Session items such as curriculum chair training by the CO
 - c. March 25 Curriculum Deadlines (Need for February 18 agenda deadline)
Members will need to develop-a 1st draft due with start end times, theme (A Gardening Theme? "Growing your own"), Blurb for website, and a preliminary speaker (and facilitator list). Members were asked to start looking for good speakers and bring ideas to Jan. 30 meeting
4. CTE Academy Update: Curriculum 101 (and PDC Modules)
Curriculum Committee will facilitate the curriculum training on January 16. Cheryl, Terrie, James and Sofia confirmed registration on both days of the event.
 - Terrie sent CIP code stuff
 - Scripts and handouts
 - CTE Leadership Committee – Michelle visited the meeting and asked CTE Leadership members to write curriculum experience and scenarios. Michelle will generalize the scenarios and use them as interactions in modules. Ginni, Terrie, and Cheryl will work on Scenarios with Michelle
 - Rich will work on Acronym sheet
 - Michelle will draft an agenda that will outline how the modules will be presented.
 - A handbook with resource materials will be needed – send materials to Michelle to add to Hand Book, Terrie will help with this/
 - Drafting scripts for Modules – Rich, Cheryl, Terrie can assist, James How are these modules going to be presented? Multiple PPs? Multiple presenters? Look at list of attendees and let Michelle know on December 12 who might be good presenters
5. Fall Plenary debrief (Cheryl, Rich, Kathleen)
It was good to have the CCCCO Staff in attendance
What have we done and where are we going in regard to AB 86 Consortia – ACCE, NC Committee

6. F11 13.04 Course Development and Enrollment Management: Article (Sophia and Terrie, handout)
Discussed Outline from Sophia and Terrie – Rostrum Article
 7. Survey for S13 9.01 Investigate Regional Coordination of Course (James – need agenda item)
Discussed survey draft
James will fill out agenda item for Executive Committee
 8. Spring Regionals (need agenda item) Michelle will write an agenda for this, Curriculum Committee is now doing this – Dates to be determined by Executive Committee, it looks like we could ask for March 20, 21
Rich is volunteering his college, Cerritos
Looking at SJ CC or Mission College for the north regional
 - a. Chancellor's Office curriculum spring training – Webinar?
Have CCCCCO record it and it could become a Webinar
 - b. CDCP – Curriculum Training for noncredit
Needs to be done before July Curriculum Institute – we also need to consider CTE areas
 9. Baccalaureate Degree Pilot Program Update (Handout)
Webinar attendance from Curriculum Committee – try to view archived Webinar
External review group is confidential with broad constituency participation
 10. PCAH and SACC Update: GE patterns, units, and ADT deadlines
 - Writers have been chosen – faculty writers for PCAH update: Eric Shearer, Marie Boyd, Deanna Abma
 - Requested the PCAH to be lean, so that it does not have to be re-written yearly
 - Technology has morphed our curriculum processes, and this is not OK – local GE for local degrees that is in Title 5, Units must match federal guidelines, and members discussed colleges working in good faith to comply with C-ID requirements.
 11. Resolution and breakout ideas for spring
Members will need to submit ideas in February.
 12. Summary and Future items
 - a. Rostrum – Members talked about possible articles on CTE and admissions and records processes, unit to contact hours
 - b. S11 9.05 Local Senate Oversight of All College Offerings Ginny and Michelle GH
- Meeting ended at 8:50 am.

Next meeting: December 12, 2014

Legislative and Advocacy Committee
(formerly Legislation and Governmental Relations Committee)
October 29, 2014
10:00am – 3:00pm
ASCCC Offices, One Capitol Mall, Suite 340
Minutes

Attendees: Angeles Abraham, Julie Adams, Kale Braden, Julie Bruno, Dan Crump, Silvester Henderson, David Morse, Stacey Searl-Chapin

Guest: Vincent Stewart, Vice Chancellor of Governmental Relations

Note-takers: Julie Bruno and Dan Crump

Bruno called the meeting to order at 10:20am

- I. Agenda approved with additions.
- II. September 25 meeting minutes were approved with minor corrections.
- III. LGRC Title Change – Bruno informed members that the Executive Committee approved the request for a title change. The committee's name is now the Legislative and Advocacy Committee. The website was changed to reflect the new moniker.
- IV. Legislation – Members discussed the following items as topics of possible legislation
 - a. SB 850 – Members entertained the idea of follow up legislation to codify the need for statewide coordination of the curricular requirements of the Bachelor Degrees. Some of the issues that need to be addressed include
 - i. Upper division courses
 - ii. Articulation of upper division courses to CSU and UC
 - iii. Ensuring the rigor and integrity of Bachelors degrees
 - iv. Local approval of upper division major and GE courses including Curriculum Committee standards
 - v. Minimum Qualifications for upper division courses
 - vi. Additional issues that are not necessarily curricular but impact local processes include local resources, funding, and workload as well as Chancellor's Office approval processes for upper division courses and Bachelors programs.
 - b. SB 440 – Members discussed possible clean up legislation to address restrictive mandates.

- i. The field is discussing the possibility of the Chancellor's Office inactivating local degrees if a college does not develop an ADT.
- ii. There are concerns that if exceptions are permitted than those who developed ADTs may take umbrage at others colleges circumventing the mandate.
- iii. It was noted that some colleges feel that they are being forced to reduce the units of courses to be able to include those courses in their ADTs.
- iv. Possible legislative solutions were discussed.
- c. SB 967 – Members briefly discussed the impact of this legislation.

V. Legislation conversation with Vince Stewart, Vice Chancellor, Governmental Relations

- a. Legislation Process – Stewart described the process for developing the Chancellor's Office legislative proposal including
 - i. Convening of the Legislative Task Force, which is a subcommittee of Consultation Council and consists of constituency representatives as well as other interested parties.
 - ii. Task Force members are invited to submit proposals with some restrictions including bargaining implications or those that are unique to a local college or district.
 - iii. All proposals are distributed to members of Task force to walk through and get feedback.
 - iv. All proposals are then brought to Consultation Council for discussion.
 - v. Based on feedback, the Chancellor's Office determines which proposals will go forward for consideration by the Board of Governors.
 - vi. Proposals are present to the BoG with a follow up in January.
- b. The following proposals were submitted for review
 - i. Concurrent Enrollment
 - ii. Audit Fee Increase
 - iii. Cal Grants
 - iv. Public Safety
- c. Legislation Agenda for 2015
 - i. At present, only the proposal on concurrent enrollment will be presented to the BoG.
 - ii. Community College League of California will sponsor the Audit Fee adjustment and possibly the Cal Grants legislation
 - iii. The public safety proposal will not go forward but the CO is investigating a change to Title 5 to address the need identified.
 - iv. Stewart noted that there might be follow up legislation to SB967 (deLeon). There are many unanswered questions around implementation as well as possible unintended consequences. The CO is in conversations with their counterparts at CSU and UC.
 - v. AB 86 – there may also be follow up legislation proposed on Adult Education.

- vi. SB 440 -Committee members discussed possible follow up legislation to SB 440. It was noted that any follow up legislation would most likely entail dealing with the Campaign for College Opportunity since they originally sponsored both SB 1440 and SB 440. Other strategies to address the legislative mandates may be more productive at this time.
 - vii. SB 850 -The need for statewide coordination was noted. Committee members shared their concerns with Stewart. Stewart advised investigating regulatory changes and to continue to work with the CSU academic senate.
 - viii. Will see additional legislation
 - 1. Adult education
 - 2. Plans will identify gaps and trends
 - 3. Regional consortia – what is the scope of their authority
 - 4. Curricular and resource base discussion
- VI. Local Legislative Advocacy – Survey
- a. Committee member discussed and revised the survey on legislative liaisons
 - b. Henderson brought forward the idea of having a legislative point person for each area to disseminate and capture legislative information and act as a conduit to this committee. Members agreed with the idea and refined the proposal to have LAC members serve as the legislative point person for each area.
- VII. Plenary Breakout – members discussed the content of the Legislative breakout for session. Some ideas include
- a. Define senate bill and assembly bill as well as Title 5 and Education Code
 - b. Identify the individuals and organizations who participate in legislation
 - c. Provide an overview of the legislative process
 - d. The Committee offered suggestions for Stewart’s participation including
 - i. Who he is
 - ii. What he does
 - iii. Legislation that has passed
 - 1. Accreditation
 - 2. SB850
 - 3. AB86
 - 4. Sexual Assault
 - iv. What’s coming up - Legislative agenda for 2015
 - v. Talk about evolution of bills and how things work
 - e. Q&A
- VIII. Discussion
- a. Committee members discussed the distribution of information and possible formats. Ideas included providing a synopsis of the legislation, amendments, and ASCCC resolutions or positions, if they exist. The report would be uploaded to the committee page or an Advocacy web page or both.

- b. Members discussed strengthening knowledge of AB1725 at local level as well as defining primacy and determined that this is an issue for Local senates
- c. ASCCC and CCLC Scenario – members determined that it is time to update the scenarios. Adams noted that a joint task force of representatives from the Community College League of California and the ASCCC developed the current scenarios. The scenarios have been endorsed by California Community College Trustees (CCCT) and the Chief Executive Officers of the California Community Colleges (CEOCCC) as well as by ASCCC resolution. Morse will contact the League to see if they are open to updating the scenarios.
- d. Spring plenary- members discussed possible spring session breakouts including a history of AB1725 and a panel presentation with administrators that have adapted to the system from another state and their senate presidents.

IX. Schedule Next Meeting - postponed

X. Adjourn at 2:40pm

DRAFT



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ASCCC Noncredit Committee Minutes

October 17, 2014 @ 9:30am-3:00pm

Classroom: PAC 121
Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822

9:00-9:30am Registration and sign-in

9:30-11:30am Meet in room PAC 121

Welcome & agenda adjustments

Members present: Debbie Klein (chair), Wheeler North, Diana Edwards-LiPera,
Leigh Anne Shaw, Jarek Janio

Public Comments (5 min each)

None.

Approval of minutes from September 30, 2014

Important dates:

a. Fall Plenary registration deadline: October 29

b. Fall Plenary: November 13-15 @ Irvine Marriott

Debbie will check with Julie Adams about ASCCC funds to cover presenters.

Discuss presentation: "Adult Education and Noncredit: Opportunities and
Challenges" (Candace, Leigh Anne, Jarek)

Reviewed presentation. Diane will jump in for Candace to discuss Southwestern's
adult education and noncredit programs under AB 86. Reviewed "take-home
message" slide for content.

Discussed and clarified the 6 CDCP categories of noncredit.

Discuss Noncredit FAQ sheet

Tabled for next meeting.

11:30-12:00pm Lunch

12:00-1:00pm Presentation: "Adult Education and Curricular Implications"
Positive feedback from audience.

1:00-3:00pm Stay for curriculum update presentations and Q&A or
Committee stayed for presentations.

Discuss funding equalization implications (Wheeler)

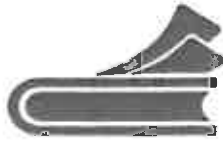
Tabled for next meeting.

Updates: consortia conversations

Tabled for next meeting.

Next meeting: October 21, 2014

Minutes submitted by Debbie Klein



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

Agenda

October 21, 2014 @ 5:00-6:30pm

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 689923

Presenter Passcode: 6129484

1. Welcome & agenda adjustments
 - a. Present: Debbie Klein, Jarek Janio, Leigh Anne Shaw, Wheeler North, David Norton
2. Comments from the public (5 min each)
3. Approval of minutes from October 17, 2014 – minutes to be approved at next meeting
4. Important dates
 - a. Fall Plenary registration deadline: October 29
 - b. Fall Plenary: November 13-15 @ Irvine Marriott
5. Debrief our October 17 meeting & presentation
 - a. Comments: good feedback from participants, and many were from the Chancellor's Office, good discussion stemming from it
 - b. Senate wants to give local senates the autonomy to decide which courses would make up credit/noncredit. Future resolutions may come out of the Noncredit Committee regarding this after we hear from the field; it should be driven by the colleges.
 - c. Concerns that major initiatives across CCC and K-12 systems are not talking to each other
 - i. Common Assessment Initiative, Common Core, etc.
 - d. Unintended fallout – a local AB 86 consortium accessed the Oct 17 presentation and misinterpreted that CCCs are not connecting to Adult Ed appropriately. Concern about how others might read the ppt apart from its intention, which was to show successful collaborations and relevant concerns.
6. Discuss Noncredit FAQ sheet
 - a. Clarification of K-12 Adult Ed Noncredit, CCC Noncredit, and Community Service classes
 - b. Clarification of CDCP and changes
 - c. Other wordsmithing of document
7. Discuss CDCP funding equalization implications (Wheeler) – tabled for next meeting
8. Discuss our fall plenary back-to-back breakouts: Thursday November 13 – tabled for next meeting.
Meeting adjourned at 6:30pm. Minutes: Leigh Anne Shaw

SECOND BREAKOUT SESSION (11:20 p.m. to 12:30 p.m.)

Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns

Presenters: Michelle Grimes-Hillman, Ginni May, Candace Lynch-Thompson

The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16. How does this new funding model change our conversations about adult education and basic skills courses? This session offers information and raises questions about curricular implications

SECOND GENERAL SESSION (12:30 p.m. to 2:30 p.m.)

Keynote Panel Presentation: Adult Education At a Crossroads (1:45 p.m. – 2:45 p.m.)

Panelists: Leigh Anne Shaw (ESL Instructor, AB 86 consortia co-chair, Skyline College, ASCCC Noncredit Committee) Donna Burns (Dean of Continuing Education, Mt. San Antonio), Chantée Warner (Academic Affairs, Chancellor's Office), contacting Kathleen Chavira (Principal Consultant, Senate Education Committee)

The restructuring of adult education in California has become a vibrant focus of statewide, regional, and local conversations about student success. New conversations involving the Community College and K-12 systems and changes to noncredit funding will open new curricular and organizational possibilities for many of our colleges. Please join us for a panel presentation that will feature Chancellor's Office representatives involved in AB 86 planning and faculty and administrative voices involved in restructuring their district's adult education, noncredit, and credit programs as they discuss the implications of the changes to and possibilities for adult education and noncredit that our system is currently facing.

THIRD BREAKOUT SESSION (3:00 p.m. to 4:15 p.m.)

Exploring New Possibilities for Student Success Through Noncredit

Presenters: Debbie Klein, Diane Edwards-LiPera, Leigh Anne Shaw

The concurrent restructuring of adult education and the equalization of funding for CDCP noncredit courses are game changers for our students, faculty, and communities. We will discuss the opportunities these changes are opening up for our students. We will also discuss emerging challenges as colleges expand their noncredit programs, including: minimum qualifications, faculty workload, full-time/part-time faculty ratios, compensation, etc. Please join us for this informational session and discussion.

Next meeting: October 28, 2014



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee Agenda/Meeting Minutes October 28, 2014 @ 5:00-6:00pm

CCC Confer: (888) 450-4821, (719) 785-4469
Participant Passcode: 689923
Presenter Passcode: 6129484

1. Welcome & agenda adjustments
 - a. Present: Debbie Klein, Jarek Janio, Leigh Anne Shaw, Wheeler North, Candace Lynch-Thompson, Jason Edington, David Norton, Diane Edwards-LiPera
2. Comments from the public (5 min each)
3. Approval of minutes from October 17 & 21, 2014 M/S Passed with unanimous approval
4. Important dates
 - a. Fall Plenary registration deadline: October 29
We all need to be registered by this date. There is a discount available for presenters for the day of their presentation. The link was provided in an e-mail by Debbie.
Fall Plenary: November 13-15 @ Irvine Marriott
 - b. Committee members will attempt to meet for a dinner meeting on 11/13/14. Debbie will forward information about possible locations. At this point, it appears all committee members will be able to attend at least one day of Fall Plenary.
5. Discuss Noncredit FAQ sheet, page 2 (25 min)
 - a. There was lively discussion about the potential benefits and challenges of noncredit programs and services for students, communities, districts and faculty. The resounding, shared conclusion is that what constitutes labeling a characteristic of *noncredit* as a benefit or challenge varies greatly by district. Such variation is influenced by local student needs/issues, community and district considerations. There is no 'one size fits all' in delivery of noncredit programs and services. Given that conclusion, the FAQ will reflect neutral statements about the characteristics of noncredit programs/services and attempt to remove comparisons that call for an evaluation as either being a benefit or challenge.
 - b. Debbie will take input provided by the committee and make further edits to the document. This will be reviewed at another meeting.
6. Come up with 5 questions for general session panelists (25 min) Item carried over to next meeting agenda (11/04/14)

Some question ideas (food for thought):

- How would you define the goals of the AB 86 collaboration from your perspective? What kinds of progress (with regard to these goals) have you seen so far?
- Now that we're more than a year into the two-year planning process, what are the greatest opportunities and challenges?
- What would you say to folks (faculty?) who have concerns at this point?
- How does the AB 86 project address state and local needs?
- What kinds of advice would you offer to CCC faculty about their participation in their regional consortia?
- What kinds of future legislation do you see coming out of this project?

Fall Plenary Information Items:

Fall Plenary Breakouts: Thursday November 13

SECOND BREAKOUT SESSION (11:20 p.m. to 12:30 p.m.)

Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns

Presenters: Michelle Grimes-Hillman, Ginni May, Candace Lynch-Thompson

The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16. How does this new funding model change our conversations about adult education and basic skills courses? This session offers information and raises questions about curricular implications

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Keynote Panel Presentation: Adult Education At a Crossroads (1:45 p.m. – 2:45 p.m.)

Panelists: Leigh Anne Shaw (ESL Professor, AB 86 consortia co-chair, Skyline College, ASCCC – Noncredit Committee) Donna Burns (Dean of Continuing Education, Mt. San Antonio), Chantée Warner (Academic Affairs, Chancellor's Office), Debra Jones (Workforce and Economic Development, Chancellor's Office)

The restructuring of adult education in California has become a vibrant focus of statewide, regional, and local conversations about student success. New conversations involving the Community College and K-12 systems and changes to noncredit funding will open new curricular and organizational possibilities for many of our colleges. Please join us for a panel presentation that will feature Chancellor's Office representatives involved in AB 86 planning and faculty and administrative voices involved in restructuring their district's adult education, noncredit, and credit programs as they discuss the implications of the changes to and possibilities for adult education and noncredit that our system is currently facing.

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Presenters: Debbie Klein, Diane Edwards-LiPera, Leigh Anne Shaw

The concurrent restructuring of adult education and the equalization of funding for CDCP noncredit courses are game changers for our students, faculty, and communities. We will discuss the opportunities these changes are opening up for our students. We will also discuss emerging challenges as colleges expand their noncredit programs, including: minimum qualifications, faculty workload, full-time/part-time faculty ratios, compensation, etc. Please join us for this informational session and discussion.

NOTE: Prior to the start of this meeting there was some general discussion about CID, CB21 and FON. Wheeler provided some explanation of the history behind each and possible ways these are of importance to noncredit. It was agreed that these would be a good topics for a future agenda, and for the general knowledge of the committee members.

Next meeting: November 4, 2014

Minutes submitted by Diane Edwards-LiPera



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

Agenda

November 4, 2014 @ 5:00-6:30pm

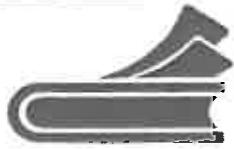
CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 689923

Presenter Passcode: 6129484

1. Welcome & agenda adjustments Debbie Klein, Diane Edwards-Lipara, Leigh Anne Shaw, Jason Edington, Wheeler North
2. Comments from the public (5 min each)
3. Approval of minutes from October 28, 2014 M: Edington / S: Shaw / U
4. Important dates
 - a. Fall Plenary: November 13-15 @ Irvine Marriott
 - b. Dinner reservations for November 13 @ 8pm
5. Come up with 5 questions for general session panelists (30 min)
 - a. Panel is 1 hour. Leigh Anne Shaw, Donna Burns, Chantée Warner, Debra Jones, Debbie Klein (moderator)
 - b. Questions
 - i. How would you define the goals of the AB 86 collaboration from your perspective?
 - ii. Was there anything that pleasantly surprised you in this process, and what are some of the elephants in the room? What are some of the learnings that have come about on this journey?
 - iii. Now that we're close to the Dec 31st deadline, what is the likelihood that the plans consortia have worked on will be accepted, funded, and able to be implemented?
 - iv. What kind of involvement can faculty expect after the final plan is submitted on December 31st (and revisions are open until March)?
 - v. What kinds of future legislation do you see coming out of this project?
6. Discuss funding equalization implications (Wheeler) (20 min)
 - a. Total increase estimated to be \$48-49 million
 - b. Based on Wheeler's estimations, the top 12 colleges would end up using nearly 90% of the entire funding allocation once funding is shifted to the same rate.
 - c. Discussion of a survey to both educate and solicit knowledge from faculty on how credit-to-noncredit shift would impact them.
 - d. What is next? Rostrum article, survey, engaging the assistance of Patrick Perry to analyze and interpret data, presentation at a regional meeting.
7. Discuss & finalize Noncredit Instruction FAQ sheet (20 min) Some points were clarified.
8. Advice to local unions (survey ideas) (15 min)

Meeting adjourned at 6:37pm. Minutes submitted by Leigh Anne Shaw.



Academic Senate for California Community Colleges

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PROFESSIONAL DEVELOPMENT COMMITTEE

Thursday, December 4, 2014

9:00 – 10:00 AM

CCC Confer

Toll free number: 1-888-886-3951, <http://www.cccconfer.org>

Passcode: 526483

Minutes

- I. Call to Order at 9:04am
 - a. Members present: Julie Adams, Gloria Arevalo, Dolores Davison (chair), Daphne Figueroa, Alex Immerblum, Arnita Porter
 - b. Members absent: Lorraine Slattery-Farrell

- II. Agenda approved by consensus

- III. Action items
 - a. Review plenary session breakout: Committee members reviewed the notes taken at plenary by Alex. Alex and Dolores will work on using the notes to write a Rostrum article for the winter Rostrum (articles due 18 January).

- IV. Discussion
 - a. Update on clearinghouse summits: Information will be coming out of the six summits; meeting of coordinators will be in the coming weeks. Information will help inform solutions for the resolutions.
 - b. Professional Development Committee Involvement in Online Education Regionals: Online Education regionals will be in March; it is hoped that some of the members of the PD committee will be able to participate and contribute to the regionals. A question was raised about doing regionals about professional development, and a suggestion was raised that the chair put forward an agenda item to request that the 2016 Academic Academy be about Professional Development.
 - c. Update on Professional Development Paper and committee participation: The PD paper task force is meeting later today and will talk about steps going forward. Lorraine and Dolores are the crosswalks between this committee and the task force; the committee may be asked to review the paper, much as the Online Education Committee will be looking at the Online Education paper.
 - d. Rostrum article ideas: Alex and Dolores will work on a Rostrum article reporting out the plenary session breakout; possible article on new classroom practices.
 - e. Update on Professional Development College: new modules are under development and discussion; the next new one will be the CTE Curriculum Academy, but we are also exploring additional curriculum modules, a part time module (using some already created modules, including Santa Rosa Junior College's model), and others.

- f. **Spring Plenary Planning:** Several topics were discussed (pedagogical professional development, mini professional development training, innovated practices) as potential breakouts for the spring; committee members were asked to bring back ideas to our next meeting.
- g. **Other?**

V. **Upcoming events**

- a. **ASCCC CTE Curriculum Regionals, 15-16 January, Costa Mesa**
- b. **Online Education Regional Meetings, 20-21 March (San Mateo and TBD South)**
- c. **Academic Academy (Equity and Diversity), 20-22 February, Costa Mesa**

VI. **Announcements**

VII. **Adjournment at 9:40**



Academic Senate for California Community Colleges

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Standards and Practices Committee

Saturday, October 4th, 2014

9:30 AM – 2:30 PM

West Los Angeles College – President's Conference Room

Members Present: J. Adams, J. Bruno, P. Crawford, A. Foster, A. Juarez, C. Rutan, P. Setziol

Members Absent: None

Meeting called to order at 9:35 AM

At the beginning of the meeting, C. Rutan reported that M. Schiel had resigned from the committee. C. Rutan will consult with the President to determine if a replacement will be chosen for the committee.

1. Order of the Agenda

The order of the agenda was not changed.

2. Approval of the Minutes

(J. Bruno/P. Setziol) – Minutes were approved with corrections. A. Foster requested that names be listed in the minutes with first initial and last name. This format will be used for future minutes.

3. Disciplines List Submissions

The committee discussed what information will be shared with the field about the proposed disciplines list revisions. It was agreed that each of the submitted proposals would be posted to the ASCCC website and a summary report would be distributed to the field for review.

Concern was expressed about the two year timeline and the need to consider a process to address minimum qualifications for instructors tied to AB86 and SB850. The committee was informed that there have already been preliminary discussions and C. Rutan will bring additional information to the committee as it becomes available.

a. Update on African American Studies

C. Rutan reported on the discussions with San Diego Mesa College about this submission. The submission was modified to reflect the recommendations of S&P and has the support of the National Council for Black Studies. The committee agreed that this was a model for how the new submission process should look and they commend the faculty that put this proposal together. (J. Bruno/A. Foster) – The committee voted unanimously for to send this proposal forward for consideration.

b. DSPS Submissions

C. Rutan presented the background of the DSPS revisions. The Chancellor's Office convened a task force to look at the minimum qualifications for DSPS that are currently part of title 5 regulations. This group completed their work and was informed that it also needed to go through the academic senate's disciplines list revision process. If these changes are adopted, it is hoped that they will be part of the minimum qualifications document and that the title 5 sections pertaining to DSPS minimum qualifications for faculty can be removed. The committee members agreed that it is extremely important to encourage CAPED to have DSPS faculty participate in the disciplines list hearing at the fall plenary session. Any faculty member can participate, they do not need to be a registered session attendee, and the hearing will also be available on CCCConfer.

i. Learning Disabilities Specialist

The committee reviewed this proposal and voted unanimously (A. Foster/A. Juarez) to send the proposal forward for consideration.

ii. Counseling DSPS

The committee reviewed this proposal and voted unanimously (A. Foster/A. Juarez) to send the proposal forward for consideration.

iii. Director, DSPS

The committee discussed the Director, DSPS qualifications. This was submitted to the academic senate because a faculty member could fill the coordinator/director position. There was some concern that this section should be in title 5 and really shouldn't go through the senate's process. J. Adams suggested that a resolution of support for the title 5 revision might make more sense. C. Rutan will contact the proposers to get additional information and will work with S&P and the executive committee to determine the best course of action.

c. Supply Chain Technology

The committee discussed this proposal and there remain some unanswered questions. A. Juarez wondered if it would be possible to have a list of courses and programs at various colleges that would fit into this new discipline. J. Bruno asked if we could find out what discipline colleges are using now for this area and how would those colleges be better served by the new discipline. The committee (J. Bruno/P. Setziol) agreed to send the proposal forward for consideration and C. Rutan will follow up with the proposer to convey some of the questions discussed.

4. Update on Disciplines List Document

C. Rutan reported that a meeting is scheduled for October 16, 2014 between the Academic Senate and the Chancellor's Office to discuss what remains to be done before the 2014-16 Disciplines List can be published. This version of the Disciplines List includes several minimum qualifications that are currently located in title 5 with the disciplines that have always been part of the list. C. Rutan expressed that he believes the meeting will lead to the publication of the disciplines list prior to the hearing at the fall plenary session and it will give us insight how to approach several resolutions requesting that the Academic Senate work with the Chancellor's Office to remove minimum qualifications from title 5.

5. Update on S&P Resolutions

C. Rutan reported that the currency (recency) survey, addressing resolution 10.01 F2013, has been submitted to the executive committee for review and approval. The survey question about whether some disciplines should have a recency requirement was left in the survey and the executive committee agenda item requests the executive committee to decide whether to include the question when the survey is distributed.

6. Bylaws Revision Discussion

The bylaws discussion began with information provided by Mark Alcorn, ASCCC attorney, about areas where the current bylaws are not clear or are inconsistent with legal requirements. The goal of the revision is to ensure that the bylaws comply with all laws and regulations, reflect the current practices of the academic senate, and address any inconsistencies between the bylaws and other senate documents. The Executive Committee will be referred to as the Board of Directors in the bylaws, but will continue to be referred to as the Executive Committee. This modification will allow the bylaws to be more consistent with laws governing nonprofit corporations. A. Foster and P. Setziol will work on a definition of a district academic senate that clearly indicates when the executive committee will recognize a district senate. A draft of this language will be sent to C. Rutan by October 15, 2014. A policy for the removal of an executive committee member is also needed. P. Crawford and J. Adams will work on a draft of this policy, starting with the policy outlined in Robert's Rules and send this draft to C. Rutan by October 15, 2014. The committee agreed that the senate rules should be removed from the bylaws and the rules will be discussed at the December 19, 2014 meeting. J. Adams will send the draft of the bylaws revision to C. Rutan to be sent to the members of S&P and the executive committee for review before bringing them to the fall plenary session for discussion. The revised bylaws will be brought to the spring 2015 plenary session for adoption.

During the discussion about the bylaws, it was suggested that a Rostrum article about how committee members are appointed might be a good idea. J. Adams and C. Rutan will work on this article for a future Rostrum.

7. Fall Plenary Breakout Descriptions

Standards and Practices has two breakout sessions at the fall plenary session that need breakout descriptions. A. Juarez, C. Rutan, and P. Setziol will be presenting a breakout on equivalency titles "The Who, What, Where, and When of Equivalency" and that breakout description is complete. J. Adams, A. Foster, C. Rutan, and P. Setziol will be presenting a breakout on the bylaws revisions. This breakout will present a draft of the revisions and feedback from this session will be reviewed and incorporated into the bylaws at the December 19 Standards and Practices meeting. J. Adams and A. Foster will work on the breakout description and will get it to C. Rutan by October 6, 2014. All breakout descriptions are due to the senate office by October 10, 2014.

8. Other

The committee thanked A. Foster and West Los Angeles College for hosting the meeting. The committee was reminded that the next meeting will be the Exemplary Program Award norming session on November 25, 2014. The next in-person meeting is scheduled for December 19, 2014 at the ASCCC office at 1 Capitol Mall in Sacramento.

The meeting adjourned at 2:20 PM

Respectfully submitted,

Craig Rutan

Approved on December 19th, 2014

Executive Committee Agenda Item

SUBJECT: Report out from California OER Council		Month: January	Year: 2015
		Item No:	
		Attachment: YES / NO	
DESIRED OUTCOME:	Information for Exec	Urgent: YES / NO	
CATEGORY:	Information	Time Requested:	
REQUESTED BY:	Kale Braden	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Notes from the December 8th California OER Council meeting.

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

**California
Open Education Resource
Council
Meeting Reports**

President David Morse
 Vice President Julie Bruno
 Secretary John Stankas
 Treasurer Wheeler North
 Executive Director Julie Adams

December 8th, 2014:UC Davis , 10:00am-3pm

The California Open Educational Resource Council had their final meeting of the semester. The council has three representatives from each segment of Higher Education in California, and a chair (appointed from the CSU):

Katherine D. Harris, Chair/Project Manager (San Jose)

CCC	CSU	UC
Cheryl Stewart (Coastline) Dianna Chiabotti (Napa Valley) Kevin Yokoyama (Redwoods) Kale Braden (Cosumnes, Non-Voting)	Diego Bonilla (Sacramento) Larry Hanley (San Francisco) Ruth Guthrie (Cal Poly Pomona)	Bob Jacobsen (Berkeley) Peter Krapp (Irvine) Randy Siverson (Davis)

The COERC project was founded with legislation SB 1052 (Steinberg, 2013) and is being funded by a grant from the Hewlett Foundation. There is quite a push to show results (both because of the timelessness in the legislation as well as the requirements of the grant). This meeting was a week before the chair of the council was to present to ICAS on the progress of the work of the council and lay out the proposed budget for the next year of the Hewlett grant. There has been some tension between the COERC group and ICAS as to how much the council can do without the oversight and approval of ICAS. In this meeting, the council attempted to flesh out the proposal which would be discussed at ICAS the following week.

Summary of the Council’s work to this point:

1. The Council selected the course selection criteria to dictate which courses the council would first concentrate on (February, 2014):
 - Highly enrolled (see CID pathways <http://www.c-id.net/degreereview.html>)
 - Potential Courses
 - frosh comp
 - chemistry
 - statistics
 - algebra
 - general psych class
 - sociology
 - art history
 - The course works for as many campuses as possible
 - The foundation for this type of course is general education criteria
 - critical thinking
 - oral communication
 - quantitative reasoning
 - written communication
 - The course selection is likely to generate significant textbook savings
 - Relatively consistent across textbook products for these courses
 - The course selection provides opportunities for faculty to augment open textbooks

- conducive to discipline-based pedagogies
- The courses selected need to have access to multiple OER textbooks for any given course
 - See Open Stax for examples: <https://openstaxcollege.org/>
 - Affordable Learning Solutions: http://als.csuprojects.org/course_content
 - BC Campus <http://open.bccampus.ca/>
 - Merlot
 - Ebrary
 - COERC members have created a spreadsheet of 50+ courses for review and are gathering OER textbooks according to the specific courses articulated in CID.
- 2. The Council identified criteria for selecting faculty to review the texts:
 - Selection of these faculty were based on three criteria to create a balanced panel:
 1. One faculty member from each segment;
 2. Position in career (early career, middle career, advanced career; part-time faculty, full-time faculty, Emeritus faculty); and
 3. Expertise in using or familiarity with OER resources (including a range in this category from experts to those who wanted to become more familiar with OER materials).
- 3. COERC ran a pilot program to test the system of reviews over the summer of 2014:
 - For this first phase of OER textbook faculty reviews, CA-OER selected five disciplines with high impact courses across all three higher education segments: History, Communications, Chemistry, Statistics (Mathematics), and Economics. Before each faculty review panel was established, we collected more information about each potential reviewers' qualifications surrounding the following courses: U.S. History to 1877, Public Speaking, Introduction to Chemistry, Introduction to Statistics (Mathematics), or Principles of Microeconomics.
 - Faculty identified their interest in becoming a reviewer with the original Faculty Survey distributed throughout the CCC, UC, and CSU (see previous report about results). We continue to distribute the faculty survey and to amass potential reviewers from a variety of disciplines (and request that you also distribute the survey to your students and faculty). From here, faculty in the appropriate division were sent an application requesting further information. By July, we had formed full review panels for the selected textbooks accompanying the first five courses. The reviews were completed by September 15, 2014 along with a debrief on the process, workload, and review rubrics (which are managed via a Google form).
- 4. The Council is now ready to propose broadening out the review process as well as providing resources to faculty who are selected to pilot using portions of OER texts in their courses (the resources would support the "cost" of curriculum revision or other work that would be required to adapt a course to be able to use these OER resources. This is the proposal going to ICAS.



California
Open Education Resource
Council
Meeting Reports

President David Morse
Vice President Julie Bruno
Secretary John Stankas
Treasurer Wheeler North
Executive Director Julie Adams

COERC will, hopefully, be a full agenda item on our February Exec meeting as a presentation from the council. It might be a good idea to bring in the three CCC members of the COERC for a general conversation with members of Exec to make sure that there is understanding of their role as representatives of the ASCCC on this council.

COERC Progress Report
October 25, 2014
Katherine D. Harris, Chair/Project Manager

Action Items for ICAS

- Email thank you letters [draft letter] to Phase I Panelists on ICAS letterhead
- Distribute Faculty Survey & Student Survey

COERC Members

Katherine D. Harris, Chair/Project Manager (San Jose)

CCC

Cheryl Stewart (Coastline)
Dianna Chiabotti (Napa Valley)
Kevin Yokoyama (Redwoods)

UC

Bob Jacobsen (Berkeley)
Peter Krapp (Irvine)
Randy Siverson (Davis)

CSU

Diego Bonilla (Sacramento)
Larry Hanley (San Francisco)
Ruth Guthrie (Cal Poly Pomona)

According to the revised timeline and deliverables from the Hewlett Foundation Grant, COERC continued its work June through August 2014. The priority through the summer months was the construction, beta-testing, and implementing of the faculty review panels:

- creating the technological infrastructure for faculty review panels of the textbooks already selected for the 5 courses;
- identifying and selecting faculty (1 per segment for each of the courses) for the review panels based on the criteria established by CA-OER;
- establishing and implementing workflow for the review panels;
- creating introductory materials for the faculty review panels;
- implementing the review rubric created by CA-OER; and
- obtaining feedback on this process from the faculty review panels.

The faculty review panels will result in public, open reviews for each of the textbooks -- similar to the BCOpen Campus reviews -- and displayed on COOL4Ed.

Selection of these faculty were based on three criteria to create a balanced panel:

1. One faculty member from each segment;
2. Position in career (early career, middle career, advanced career; part-time faculty, full-time faculty, Emeritus faculty); and
3. Expertise in using or familiarity with OER resources (including a range in this category from experts to those who wanted to become more familiar with OER materials).

For this first phase of OER textbook faculty reviews, CA-OER selected five disciplines with high impact courses across all three higher education segments: History, Communications, Chemistry, Statistics (Mathematics), and Economics. Before each faculty review panel was established, we collected more information about each potential reviewers' qualifications surrounding the following courses: U.S. History to 1877, Public Speaking, Introduction to Chemistry, Introduction to Statistics (Mathematics), or Principles of Microeconomics.

Faculty identified their interest in becoming a reviewer with the original [Faculty Survey](#) distributed throughout the CCC, UC, and CSU (see [previous report about results](#)). We continue to distribute the faculty survey and to amass potential reviewers from a variety of disciplines (and request that you also distribute the survey to your students and faculty). From here, faculty in the appropriate division were sent an application requesting further information. By July, we had formed full review panels for the selected textbooks accompanying the first five courses. The reviews were completed by September 15 along with a de-brief on the process, workload, and review rubrics (which are managed via a Google form).

All faculty agreed that 5 weeks was more than enough time to review three textbooks. Most faculty had small requests about revising the rubric as an instrument of review. We received a moderate amount of feedback about the introductory materials (our Bootcamp videos and slides) and are now in the process of creating professional videos for the reviewers Bootcamp.

CA-OER will continue with a schedule of reviews through Fall 2015, according to the [Courses & Textbooks Selected for Review spreadsheet](#). We continue to use Facebook as our central location to push announcements and are working on an outreach campaign through Facebook and Twitter. We also continue to solicit recommendations for textbooks.

- [To receive updates about California OER Council activities, please see and like our Facebook page.](#)
- [To recommend an OER Textbook for Peer Review, please submit this form.](#)

The CA-OER chair and various members have been attending area meetings of faculty and students as well as statewide meetings for a variety of academic senates in order to distribute the faculty and student surveys. As of October 25, 2014, 425 faculty identified themselves as potential reviewers, 1200 faculty have completed the survey, and 115 students have completed their survey. We will continue to perform outreach to faculty, students, administrators, and librarians throughout the three segments. UC faculty have proved to be the most difficult to reach. We could certainly use ICAS's help in this portion of the outreach.

Post-Meeting Queries from ICAS (sent by S. Filling to K. Harris):

One issue that was raised was what the review process entailed. Some were feeling like 4-6 hours just isn't enough time to do a "thorough" text review. It may well be that they're thinking of a "should I adopt this text" review rather than a "does this meet some enumeration of criteria" review. Is there a difference in your mind between those two reviews? If so, how do we communicate which COERC is using? They were also concerned about doing three reviews in 3 weeks - I think they're thinking about why the reviewer pool isn't larger and looking to suggest ways to enlarge it.

1. 4-6 hours spread over the time period of 4-5 weeks was sufficient for all of the faculty who performed the peer reviews this summer. I have to trust those faculty in their assessment of the process. A lot of them took much more than that, though, with a few stating that they took upwards of 10 hours to assess the content and move through the rubric. When we contact reviewers, one of the issues is workload and being honest about the review workload. I use a very conservative 8 hours/textbook when letting reviewers know what we expect. Please also keep in mind that the budget of \$250/textbook is paltry if we expect much more. (The budget can't be raised much more than this due to constraints.) We are running reviews this Fall of 5 more courses (with 3 textbooks/course). This will be another beta-test of the timing during the academic year and the feasibility of the timeline for reviewers. Based on those outcomes, we'll run 4 phases of reviews in the Spring (with 5 courses for each phase -- 3 textbooks/course). With that being said, I understand the concern and invite members of ICAS to participate as reviewers if they would like a first-hand view.
2. At the conclusion of the rubric, there is a question about "should I adopt this textbook," but it is in conjunction with the lengthy enumerative assessment that precedes it. The "should I adopt this textbook" is a query fraught with concerns local to each faculty member's university. Most of the faculty we used this semester indicated that they don't have control over the decision, that it goes to a department committee. What we're aiming for with these reviews is real peer review, real critique. Adoption is the second phase of the project. That last question about adoption on the rubric is a way to gauge (very preliminarily) movement into educating faculty about adoption. It's also a way to include these faculty peer reviewers in the next step of a course showcase. And, in many cases this summer, many of the peer reviewers were already using one of the textbooks and were already ready to participate in the faculty showcase.
3. For the pool of reviewers, please remember that we have to conduct reviews for 45 courses. Each course will have 3 textbooks. Realistically, unless we want to hire someone full time (40-50 hours per week), we can't do more than 3 textbooks per review/per course. Also, the budget doesn't allow for larger payment: \$250/textbook for each reviewer. Once we complete a full round of reviews for all 50 courses, we can return to reviewing more textbooks for each course. The idea is that we will have

convinced individual campuses to do this work and continue funding the project to keep it going.

Common Assessment Initiative Steering Committee Summary October 28th, 2014

Opening Questions

1. Should a writing sample with diagnostic analysis be included in the common assessment? If the writing sample is included, should it be mandatory or optional?
2. How much local content are colleges able to add to the common assessment? How will this local content be validated?

Workgroup Update

- All competency maps are out for vetting.
- Workgroup meetings have been scheduled for the spring. These activities at these meetings will include
 - Review and refine assessment competency maps
 - Develop assessment blueprints
 - Create assessment test specifications
- The faculty membership on each workgroup needs to be expanded working through the Academic Senate.
- Should students take the entire assessment test?
- Should the RFP include the functionality to waive a subject?
- The assessment should include a pre assessment test with modules to address deficiencies before taking the assessment.

Vetting of Competency Maps

- Competency maps need very wide vetting. Vetting is currently being tracked by college and pilot college
- Math has had 17 colleges represented, 3 colleges had more than one response. The surveys received have been strongly in agreement with the competency maps and many cases have had 100% agreement.
- English has had 22 colleges respond with 5 colleges having more than one response. The received surveys have mostly agreed with the competency maps with typically 80% in agreement.

Higher Level Math

- Work on higher-level math assessment will begin after the competency vetting has closed.
- Team from West Ed will prepare starting points based on approved C-ID descriptors.
- The new workgroup will meet every two weeks in January and February.

- The workgroup will include faculty from other STEM disciplines like chemistry and physics.

Systemwide Portal

- Requirements
 - Ability to scale
 - Affordable (at scale)
 - Accessible
 - Mobile
 - Standards based
- The portal will be based on uPortal
 - Focused on higher education
 - Community based open source
 - Based on Ellucian Luminis Portal
 - Accessible (WCAG – 2.0 AA Compliant)
 - For mobile – uMobile App & Responsive Design
 - Standards based – ISR 1681286
- Unicon will be the vendor for the portal.

OEI

- No basic skills courses will be included in the initial rollout of the course exchange. The focus will be on courses that satisfy ADT requirements.
- Looking for Open Educational Resources (OERs) that students taking an OEI course can use to obtain needed skills assistance.
- Student will take a pre-assessment at home.

RFP

- 1 vote from each pilot college
- 3 votes from the steering committee
- 2 votes each from the ESL, English, and Math workgroups
- 1 vote each from the test development and multiple measures workgroups.
- Must take one of the three lowest, responsible bids.
- What will the lowest bid mean if vendors bid on more than one component of the common assessment?
- Colleges can submit proposals to have locally developed assessments be part of the common assessment.
- Faculty needs to have the ability to add questions to the common assessment. Would they be willing to submit those items to be a permanent part of the test item bank?

Evaluation Plan

- RP group will serve as an independent evaluator for CAI.
- Fall 2014
 - Conduct baseline study for CAI
 - Administer CAI steering committee implementation survey (in December)
- Spring 2015
 - Present results of baseline study and CAI implementation survey
 - Develop evaluation plan for pilot phase
 - Develop an evaluation plan for professional development

Respectfully submitted,

Craig Rutan

**Common Assessment Initiative Steering Committee Summary
November 20th, 2014**

Feedback from ASCCC Fall Plenary Session

- ASCCC recommends that the common assessment include a human scored writing sample.
 - Should the writing sample be optional (required has been recommended by ASCCC)? Would making it optional reduce the portability of the assessment?
 - Will human scoring be portable or will it need to be scored again?
 - How long will the scoring of the writing sample take?
- The RFP will include the need to have a writing sample that can be scored by people. Vendors will be given the opportunity to share other scoring methods, but they need to have human scoring be more than an afterthought. Many questions about how the writing sample will be implemented will be addressed during the pilot phase.

RFP

- Bringing together a larger group that includes the pilot colleges showed the general lack of awareness about the project and what has already been accomplished.
- Legislature could decide to defend the project if CAI is unable to meet the established deadlines in the timeline.

Competency Map Survey

- 73 colleges responded
- Often current tests do not go low enough, so it is hoped that the field believes the proposed competency maps do cover the lower levels properly.

Discipline	Correct Range of Skills	Sufficient Detail
Math	86%	74%
English	72 %	78 %
ESL	78 %	82 %

- The competency maps need more about reading comprehension, more specificity about ESL grammar, and need additional skillsets in math like graphing.
- The assessment may need to go much lower to accommodate adult education.
- 39 % of English respondents and 46% of ESL respondents currently use a writing sample. Colleges that do not have a writing sample would like one.

Respondents want the writing sample to be human scored and expressed challenges with machine scored writing.

Transfer Level Math

- Placement in transfer level math courses should include the ability to place students into Pre-Calculus, College Algebra, Statistics, Calculus I,II, and III, Trigonometry, Linear Algebra, Differential Equations, and Finite Mathematics.
- Workgroup will need to determine the prerequisite skills needed for various higher-level math courses. These prerequisite skills are included in the approved C-ID descriptors.
- Participation in this workgroup needs to be as broad as possible.

English/ESL

- Should we find a way to link the English and ESL tests?
- The tests could be linked using screening questions, trigger questions, or a writing sample. The general consensus was that trigger questions would be the best approach. There were some concerns that students with disabilities might be harmed by this approach and that care needs to be taken to ensure that they are not disadvantaged.
- Should we ask the vendors how they would approach this issue?
- Need more input from English, ESL, and equity
- Need to keep options open as we go through the RFP process

Updating the System

- Feedback surveys will be left open
- Looking to have regional meetings on assessment competencies before developing the test specifications.
- The competencies will be presented as is for the RFP, but they can still be modified before the assessment blueprint and test specifications are created.

RFP Content

- The RFP is based on a 57-page template from Butte-Glenn Community College District.
- 5 – 7 pages of the RFP content can be modified
- Competency maps will be included as appendices.

RFP Resources

- Original RFI (2010/11 CCCAssess)
- Technical expert group
- CAI workgroups

- Technical writer
- CCC Technology center experience
- Final RFP out by December 3, 2014

RFP Items to Include

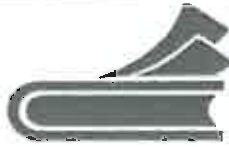
- Research expertise within vendors because the validation process is always happening.
- One RFP with multiple response areas.
- Technical expertise and strategy as a heavily weighted area
- Service and support needs

RFP Content

- Minimum Proposer Qualifications – All
- General Proposer Qualifications – All
- General & Technical Qualification for each area
 - Test Administration
 - Platform
 - Content (ESL, English, Math)
- Each area must use an open source platform to aid in the compatibility and reduce the chance of vendor lock
- Questions about ownership of the test banks and content still need to be determined.
- Separate responses for each section required for cost (5 separate section)
- Each proposal will be scored with the cost sealed. Once the responsible vendors have been selected, the costs will be unsealed and one of the three lowest cost vendors will be selected.

Respectfully submitted,

Craig Rutan



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CCCCIO Executive Committee Meeting

October 29, 2014

Report to

Academic Senate for California Community College (ASCCC)

CCCCO Report (Pam Walker)

The Chancellor's Office reported on the Bachelor's Degree Initiative (pilot program). The CIOs asked about the CSU role (if any) in the approval process. The CCCCCO stated that the CSUs will answer questions and provide information to the CCC system, as necessary. The CIOs were also interested if such a degree could be offered online. The CCCCCO reminded the CIOs that there would be no new resources for Bachelor's degree development. The CCCCCO stated that if there are not 15 qualified (?) applications for the pilot, there will not be 15 degrees. The CCCCCO asked the CIOs to send questions as they arise about the pilot program. Some CIOs are getting a lot of pressure from Boards and CEOs to develop Bachelor's degrees. The CIOs want the Chancellor to tell the CEOs that not every college will have a degree. The CIOs expressed that there is perception of two tiered system of CCCs: Colleges that will offer the Bachelor's degrees and those colleges that will not offer Bachelor's degrees. The CIOs plan to discuss degrees and CTE needs at the CCCCCIO conference and stated that the curriculum committees are the gatekeepers and quality control for the institutions.

CCCCIO President Report

- There will be a tribute to Randy Lawson during the CIO conference.
- President Justice met with Vice-Chancellor Von Ton Quinlan to discuss local college processes that need to be followed. The CIOs described the challenges they are experiencing with the regional consortia and CTE funding models. The CIOs noted that little time was given to create new CTE proposals. The CIOs expressed concern that there may be a lack of understanding about what the local colleges do and that conversations between the CIOs and WFD staff would be beneficial and need to happen soon. There was also concern about the lack of coordination between Academic Affairs and Work Force Development (WFD). The CIOs asked that the Chancellor's Office hold a summit to bridge the gap between the CTE WFD and Academic Affairs, and to include ASCCC leadership.
- President Justice will put out the call for CIOs to join the PCAH writing group
- CIO Brian Reece (Crafton Hills College) will be the CIO appointment to the CCCCCO Student Success Center.

CTE Curriculum Academy

The CIOs expressed interest in the CTE Curriculum Academy. The CIOs also suggested that the training be held in each of their designated regions. They will support sending CTE faculty and deans to such training.

Submitted by: **Michelle Grimes-Hillman**

EPI Pilot College (EPT/DAS) Steering Committee Meeting

Wednesday November 19, 2014

Holiday Inn Capitol Plaza

Sacramento

EPT/DAS Pilot College SC Attendees:

Alyssa Nguyen, Arleen Hollosy, Benjamin Mudgett, Bernadette Flamenno, Carol Lasquade, Caryn Albrecht, Chelley Maple, Cindy McCartney, Crystal Hernandez, Cynthia Rico, David Shippen, Don Webb, Doris Griffin, Freyja Pereira, Gary Bird, Gwyer Schuyler, JoAnna Quejada, Marco Godinez, Mick Holsclaw (guest), Norberto Quiroz, Pedro Avila, Renee Craig-Marius, Rick Snodgrass, Robert McAtee (online), Robin Armour, Robyn Tornay, Sabra Sabio, and Silvester Henderson (online).

Opening and Introduction:

Cynthia Rico, Chair, opened the meeting at 10 am and members introduced themselves.

Minutes:

There were no changes or additions to the minutes of October 3, 2014. Robin Armour moved to approve and Norberto seconded the motion. The minutes were approved unanimously.

Scorecard Report Out:

The work groups reported out using the Scorecard to summarize their activities since the last meeting. These will be used to communicate to the Education Planning Initiative Steering Committee (EPISC) on the work of the subcommittees. EPISC acts as an advisory body for the Education Planning Tool Degree Audit (EPT/DAS) Steering Committee as well as for the Student Services Portal (SSP) Steering Committee. EPT/DAS has 3 major work groups and SSP has 6 work groups, so there is a lot of work that is happening between meetings and the Scorecard will help to consolidate all of that information for review.

There are now over 200 requirements that have been written for the RFP (40 pages), but there are still more that are needed. The work groups will continue writing requirements until we are comfortable that the Education Planning Tool and Degree Audit System will meet the needs of the Community College System. That work will continue even after the RFP is released so that this group can clearly define what the tools will need to be able to do. Some work groups are having a hard time due to lack of participation from members; everyone is very busy, but it is critical to have input from all of the members of each work group, so please make that a priority.

The SSP Steering Committee has added a few more representatives in order to make sure that they understand the specifics of the needs of students who are athletes and Veterans.

Mick Holsclaw is a guest today to help provide additional technical expertise, and there will be additional members joining the technical and management team in the near future.

Degree Audit Work Group:

Robyn explained that the group has been focused on gathering templates and prioritizing items, with 1 highest priority, 2 medium priority, and 3 wish list items. The group also developed additional requirements to clarify processes.

The group met 4 times over ZOOM and last night for an additional 2 hours. They have written 129 requirements in the following categories: 17 catalog and course equivalency, 20 populate from SIS, 24 special messaging, 30 degree audit, and there are 38 that are in progress. Populate from SIS and degree audit categories still need more clarification and to have some of the steps broken out further. Individual group members have been talking to representatives at their colleges to gather more information on what is needed. The main problem the group is experiencing is lack of participation on the conference calls. The group would also like to know what new functions are being developed in ASSIST that can be pulled in to integrate with

education planning and degree audit. They commended Robyn for her great work in organizing, facilitating and keeping everyone on track. They will be meeting every 2 weeks by conference call and possibly setting up a face-to-face meeting.

Robert suggested that more time be set aside during meetings for face-to-face work.

Cynthia explained the overarching goal of capturing what the counselor should expect to see, what the student should expect to see, and what the institution should expect to see. She noticed that writing one question will often open a series of others. For example, when a student turns in a transcript: what happens for CC to CC, what happens for a foreign transcript, and what happens for a military smart transcript?

Counseling Systems Work Group:

Gwyer noted that the group has been reviewing the existing requirements, expanding and developing them further, and coming up with additional requirements. They have about 31 now, with 17 counselor stories, 13 user stories and a few more that are in development. The group has a list of ideas for others to be developed including:

- Ability to copy and education plan to make a new revised version
- Capability for counselors and students to add notes from a tablet with a stylus into the fields of a student education plan
- User stories regarding counselors helping high school students with their education plans both on the high school campus and on the CC campus
- Ability to sort student data by: major, transfer institution, English or math assessment level, number of units completed, probation status, and special programs
- Survey tool built in so that a counselor could send out quick Doodle type surveys to their case load
- A platform for counselor webinars would be useful
- Wizard to collect program, degree
- Backend interface for counselors to add enrollment tips and customized direction for majors and courses (“hover help” and prompts)
- Counselor ability to save/date and education plan

They have many more ideas for further development, some have been coming in from IdeaScale; they recommend that other groups look there as well. The group is also talking to other counselors to gather more idea and suggestions.

They also need more expertise regarding financial aid.

There is a growing database of questions and answers that would be good for students to have access to. Cynthia noted that Foothill/DeAnza has developed a set of FAQs that are most commonly accessed by students from 11 pm- 2 am. That is a very useful resource!

Gwyer noted that at some colleges the counselors are able to bypass prerequisite enforcement, or can clear a prerequisite, that ability might be useful as well. Chelley cautioned that on some campuses counselors can clear prerequisites, and sometimes admissions can, but she thought that if that function was to be built in, it should be run by curriculum and the Academic Senate to make sure that it is done the way that they would like.

This work group also needs more involvement from their committee members, and praised the efforts so far of Gwyer and Rick. They are meeting every two weeks to continue work on requirements and will also be looking at IdeaScale for student input.

Education Planning Work Group:

Crystal highlighted the accomplishments of the group in their three meetings since early October. They have completed 49 requirements and have about 30 that are in progress. Norberto provided information on EPI to about 40-45 individuals at the fall plenary session and announcements were made in counseling planning and regular counselor meetings as well.

The group found a lot of overlap in requirements and has been working on clean-up of the user stories between work groups and within work groups. This is a tremendous amount of work on a gargantuan document, and the dream thinking can be overwhelming at times but the result will be a good plan with a pot of gold at the end! The group will continue with recurring meetings every two weeks.

Cynthia and Norberto will deliver the Scorecard reports up to EPISC with some additional detail.

Workgroup Personas:

Rick provided a view of 6 "personas" based on some of the information compiled from more than 100 persona characteristics. The goal is for work group members, programmers, and software developers to have a real feel for the people that will be using the tools that are developed.

The goal is to be able to think of these "personas" as the requirements are written to make sure that we are meeting the needs of all of the users in the community college system. Rather than developing a complete profile for each of the more than 100 characteristics, the goal is to have each persona include multiple characteristics to represent those areas of need.

A good set of personas helps software development teams put themselves in the place of their users as they make user interface and user experience decisions. Personas are used to help everyone in the development process understand their student, staff, and faculty users; our stakeholders. A persona is a short description of a fictional character and illustrates a known group of a product's users.

Chuck Attariska is an eighteen year old male first generation college student who may have a higher probability of failing academically or dropping out of school. He is an "at risk" basic skills student who may be dealing with homelessness, incarceration, learning disabilities or a number of other factors that may jeopardize his ability to complete school.

Tina Transfer is a young woman who attended CSU for a term, but returned home because she just didn't connect. Her parents gave her an ultimatum: get a job, go to college, or move out, so she is applying to the nearest CCC. Although she was CSU eligible when she graduated from high school, her lack of direction undermines her ability to succeed. She is working in a campus job. She is a transfer student, a financial aid recipient, on financial aid warning, and a student worker.

Freddy Freshman just graduated from a feeder high school and is enrolling in the nearest CCC because it is the lowest cost college option. His parents are divorced and he lives with his mom. He is not sure what he wants to do with his life, and is not sure how his skills measure up, but he has heard and accepted that college is the next step toward a successful life. He assesses into pre-collegiate English and trigonometry. He is unclear about his major and work goals, has average academic skills, good social and athletic skills, and his cell phone is his only computer.

Vince Veteran is a returning student. He enrolled after graduating with honors from his high school. After 9/11 he left school to join the Marines. His father is in the Marine Corps on active duty. Vince fought two tours in Iraq and was discharged with honors. He has knocked around from job to job since leaving the military and is now ready to use his benefits to try to get re-started on the college track. Vince's academic skills were excellent, but are rusty from lack of use. He lacks clear academic and life goals. He is disconnected from peers who have not experienced warfare. He has some medical issues due to injuries while serving in the military

and he may have undiagnosed disabilities. (Nearly 42% of all California veterans receiving GI benefits attend a CCC for workforce training, to earn an associate degree or to work toward transferring to a four-year university. One half of CC students are aged 25 or older and are already working adults.)

Katarina Counselor has been a counselor at a community college for 10 years and provides a variety of academic counseling services. Francis Faculty is a Physics PhD with fifteen years of teaching experience at a suburban CCC. She works with the MESA program. She also enjoys data analysis and uses data to understand how students in her classes are progressing in their knowledge of the subject matter.

David clarified that the purpose of the personas was to be able to relate to and put ourselves into the head of the different users in the community college system so that better requirements can be written to meet their needs. Later the software will be tested from the perspective of each persona, and training will be developed for the students, counselors and faculty members that are represented.

Benjamin noted that a Classified Professional Staff member should be included as a key persona as well. Norberto suggested that it be an Admissions and Records classified staff member.

Carol noted that an AB540 student is not an "out of state student" so that definition should be changed to "undocumented."

There are 5-7 or so personas, because that is all that we can hold in our brain, it isn't possible to picture and remember 100 personas. The committee can update the persona characteristics list later, but rather than getting stuck in the minutiae of building personas, members can recognize that these are representatives and keep them in mind as they write their requirements. "As Katarina Counselor I will ...so that I can..." or "As Chuck Attariska I will...so that I can..." The personas are sort of a trick to help discover the different use cases for each persona. As a student, why are transcripts important? As a counselor, why are they important? Why are they important for the Admissions and Records staff member? Perhaps even, why are transcripts important for the whole community? It is important to be able to send a message that we need the transcript, and why we need it. Thinking through the different personas helps us to determine if we missed any use cases. Is there something different for a Veteran with respect to transcripts? Sometimes the user story will change with a persona change, and sometimes it will be the same; but the personas help us to tease out that information.

The personas are not real people but act as proxies to help us think about their needs and how to meet them. Chuck may need an abbreviated education plan for the first time, while Vince may need one that is more comprehensive and in depth. Tina may need extra reminders about her counseling appointment because she is so busy with school and work. All of the personas should be addressed in the user stories.

With 200 requirements written, there are probably enough to get through the RFP, but before the vendor joins us, we will continue with more requirements and user stories.

Bernadette noted that sometimes individuals are making changes to the requirements after the work group writes them. How should additional use cases be handled? Should a new one be written or the old one refined? David suggested that the group agree that additions to a user story will be added at the end, or in another block, in order to honor the work of the original group. It would also be nice to send an email to the group, letting them know that extra cases were added onto the end of the document, so that members can check them. Rick also suggested that members add their names under the number code to make it easier to check with the author(s) if there is a question.

Norberto suggested setting up some sort of a rubric P1-P7 for the seven personas, which could be filled in to note what P1 needs and so on. It would allow members to determine areas of overlap.

David noted that members have done an excellent job writing requirements, and the next level is reviewing them with a persona orientation to find elements that still need to be included.

Action Item:

Rick will map each of the 100 + characteristics to one of the personas.

David will provide a one page fact sheet that contains all of the personas with pictures including which persona matches up with each characteristic. He will also insert a rubric

Introducing the RFP:

David reviewed risks and concerns of the procurement process. This procurement is important to the system, and will be a large contract for the vendor that is selected. It is possible that vendors will try to bribe you, or call you on the phone to get additional information; companies want to influence us and will use any information you give them to help with their bid. It is very important to be careful during the RFP process, if we screw it up or leak information, there will be a lawsuit, and that will stop the contracting process. A contested procurement will slow down the implementation timeline and that would be detrimental to the project. All committee members have filled out a non-disclosure agreement and that is an important reminder of the silent period associated with the RFP. The handouts must be turned in at the end of the afternoon; they cannot go home with members.

David provided a quick overview of the project team that is in place at the Technology Center and that will be expanded to provide additional resources for marketing and for the support of each of the tools that EPI will be providing to the CC system. He also reviewed the program risks and the business case for this initiative. The funding for this project totals \$30M but it is rolled in over the course of 5 years, and after 2015 the project is performance based. The first two years the funding can be thought of as seed money to develop the tools, but by June 30, 2015 progress toward meeting the markers must be shown. This funding means that we have the resources to make a big infrastructure investment now so that colleges can save money in the long term.

This afternoon will begin the RFP silent period as committee members review the work that has been done so far on the RFP and write additional questions for inclusion. The document will be completed in the next couple of weeks and the committee will review it in ZOOM to make sure that it is complete and all of the important business needs and markers are included. In February, when the colleges come to do their demos, they will be demonstrating what is in the RFP.

David and Crystal will lead the writing stations to incorporate items that the work groups bring to them. Rick will help to clarify which elements should go onto the deliverable board and which should be included in the requirements. He also has reference materials if members need them while doing their work. After lunch groups will begin with the Work Breakdown Structure (WBS) document which becomes the outline for the RFP and then move on from there.

The RFP is a Request for Proposal, it is not a contract. The contract gets written after the vendor selection and lays out the specific legal details, "if you don't do this by then, this happens." There is a standard template, and reference checking is included and important. The goal of the RFP process is to find a vendor that we can develop a relationship with. The contracting is important, but is not the focus for today.

One element to consider is finding questions that will address whether a vendor is an older established vendor, or a newer more innovative vendor. Some vendors have been in business for many years and are really good at what they do, but they are not as interested in changing and innovating. They use software and tools that were prominent 35 years ago, like Cobol, which

is a fine language but one that is not taught anymore. The result is a declining pool of people who can write new code for that product. It may have a proven track record, but it has an old code base. On the other hand, other vendors may have a new product with a new code base, but they have only been on the market for 18 months and don't have a history and reference base. However, they may be more willing to make changes and innovate. Today, members are not deciding what they would prefer, but are writing questions to get at the strengths and weakness of each vendor that responds to the RFP.

Next Steps:

The EPI management team will go back and filter the questions and eliminate duplicates. Requirements for the portal that were included to stimulate conversations will be removed.

There is no time to come back for a face-to-face meeting in December, so the committee will meet over ZOOM to look over and discuss the shared RFP document before it is sent out. The code of silence will apply to that RFP document; it will be shown, discussed and taken down. The committee will have a conversation about anything that may have been missed so that it can be considered for inclusion. There is a risk of reader fatigue, so be prepared to read and review a lot of pages. David will develop draft weighting for the items so that can be presented to the committee as well, since that must go out with the RFP. He will send that out as a pdf with an encrypted password a few days before the meeting. He suggested having voting on the weighting of items on IdeaScale with results by majority rule.

Other committee members who were not here today are welcome to attend that ZOOM meeting as long as they have signed NDAs with the project team.

Members asked about reporting out on progress to constituent groups. It is fine to report in general terms on the big picture progress of the project so far, but details regarding the RFP should wait until the contract is awarded. Talking points about EPI or the progress so far on the initiative can be obtained from the project team, or from the TechEdge newsletter.

Next Meetings:

A Doodle poll will be sent out to determine the best time in December for the RFP review meeting(s). Some members suggested a meeting starting at 5 pm. Another possibility was for a Saturday morning meeting. It may require more than 1 two hour ZOOM meeting.

Cynthia encouraged members to respond as quickly as possible to Doodle polls, since members often need 8 days lead time on scheduling meetings and the longer the response time the more the options are limited as they cut into those 8 days.

(The meeting was later set for December 3, from 4-6pm on ZOOM)

The EPT/DAS vendor demonstration meetings will be in southern California on February 17th and 18th 2015.

Adjournment:

The meeting was adjourned at 3 pm.

Education Planning Initiative Steering Committee Meeting

Tuesday November 18, 2014
Holiday Inn Capitol Plaza
Sacramento

Attendees: Alyssa Nguyen, Caryn Albrecht, Chelley Maple, Cynthia Rico, David Shippen, Denice Inciong, Gary Bird, Grace Hanson (online), Heidi Lockhart (online), Kris Shear, Lucinda Over, Matt Coombs, Mick Holsclaw (guest), Norberto Quiroz, Rick Snodgrass, Robyn Tornay, Stephanie Dumont, and Susan Carey.

Opening the Meeting:

The meeting was called to order at 10:08 am. Attendees reported their names for the roll call.

Approval of Minutes:

Norberto Quiroz moved approval of the minutes of September 24, 2014, Susan Carey seconded the motion. The minutes were approved unanimously.

Agenda:

Chair Matt Coombs asked that a discussion of how to better track the work of the subcommittees be added to the agenda. He would also like this group to have a better understanding of its role in the overall structure of all three initiatives, as well as how the work of the Education Planning Tool Degree Audit System (EPT/DAS) and Student Services Portal (SSP) Steering Committees relate to and integrate with the work of this committee.

EPI Project Team:

David emphasized the importance of this Steering Committee as a body that is responsible for keeping the Education Planning Initiative (EPI) focused on the goals of the project and defending those goals. He provided a review of the benefits of the project and the progress that has been made to this point.

This project has been mandated by legislation, and is the right thing to do for community college students. The program goals include: helping students make informed choices based on clear goals and a concrete plan, assisting with under-resourced counseling services, promoting and facilitating students through coordination of transfer and transition between colleges, supporting SSSP funding, and supporting data driven decision making and planning. This is not a state program; instead it is a program which is being generated organically up from the colleges.

Susan explained that while processing 37 nursing applications, she evaluated 147 transcripts from other colleges by hand; this initiative will provide a tremendous benefit to the system!

Lucinda emphasized the need for the tools that are provided to be really attractive ones that are better than what colleges have already developed in order for colleges to be interested in switching. David agreed, and noted that the project is just now really getting momentum. Money and resources are available now and many colleges are making arrangements and signing contracts for tools.

The roles of the three interconnected committees for this project:

- Education Planning Initiative Steering Committee (EPISC) is responsible for advocacy, advice, and guidance. This group will receive the recommendation from EPT/DAS to review and check to make sure that everything has been covered.
- Student Services Portal Steering Committee (SSPSC) has members with subject matter expertise who are guiding the development of the portal in working with the software developers.

- Education Planning Tool Degree Audit System (EPT/DAS) is made up of the pilot colleges who are helping to write and refine the RFP for the tools they will pilot for the community college system.

The Technology Center is doing project management and coordinating the work of these committees.

One of the biggest risks is a contested procurement process because it stops the contract process, which would delay the project. The procurement process must be very rational, transparent, and fair, with no advocating for a particular vendor. The EPI Steering Committee will be asked to look at the vendor selection process and review the final selection while also at a certain level trusting in the overall process followed by the EPT/DAS Pilot College Steering Committee. That committee is made up of representatives from the ten pilot colleges which are putting a big investment of time and energy into an arduous and labor intensive process.

The Student Services Portal (SSP) committee will be assisting in the development of the nest that will hold all of the tools that are developed for the portal, as well as the intelligent process that ties together the information, tools, messaging, and alerts that will be delivered in that portal. The portal is funded by EPI but will actually have tools and information that come from all three initiatives. The Common Assessment Initiative (CAI) will help to provide a common assessment so that students do not need to retake the assessment when they attend another community college; that assessment will be housed in the portal. The Online Education Initiative (OEI) will help students to better use the system to take classes that are needed for transfer. The portal will allow a student to view the courses being taken, even at multiple schools. SSPSC is responsible for pulling the different tools together in the portal and ensuring that they can be integrated. They will also be developing the RFP for an online orientation.

All of these inter-related EPI pieces will be supported by various members of an expanded Technology Center Project Team including: RP Group, grants administration, marketing, project managers, an operations team, and the vendors and contractors that have been and will be brought on board. Unicon was hired as the software development team for the portal. The RFP for the Education Planning and Degree Audit tool is in development to be released in December, and an RFP for online orientation will be the next up for development after that.

There are a number of challenges to be addressed with EPI including the fact that many students take far too many courses and change majors repeatedly. Additionally, while there is a wealth of information in the system, it is spread out over too many websites in an unstructured way.

There are several possible program risks that could occur during the implementation of this initiative: there could be a loss of pilot college resources because those resources are available now and colleges might not be willing to wait to implement; there could be delays in college adoption and/or participation; there could be a contested procurement; and there could be a delay in uptake by students if the tools are not well-designed. David explained that as a project the team and the committees are responsible for trying to determine how to prepare for and avoid these risks as much as possible.

Susan thought that colleges are trying to implement something "bare bones" while waiting to see what comes out of the project. Colleges don't have the resources to create something fantastic, so they are implementing in a minimal way for now. She felt that communicating more information to the system regarding the tools that are being developed and a timeline for availability would be very helpful in dealing with the risk of colleges implementing something else. Provide an advertisement about what the intent is for what is being developed, "by fall of 2015, a counselor will be able to..., or a student will be able to..." Let the colleges know that it will be user friendly, student oriented and so on, as well as when we think it will be available, rather than keeping them guessing.

Chelley has heard that these projects aren't going to succeed because they are too big and too complicated. She felt that the more deep and specific the information regarding what will be offered and the timeline the better it would be. Lucinda encouraged providing information about how this will complement what colleges already have as well. For example, if we build articulation tables, that is something that colleges will be excited about and will stop what they are doing.

Action Item:

David has resources for marketing and listservs to use for messaging; the project team should ask the committee about what messages need to be going out. Every two weeks he should be in contact with Matt for the best "right now" three things to target for the month.

Susan suggested that perhaps there needs to be more frequent longer meetings for a couple of months to make sure that there is enough time to get on top of what this group needs to get done.

Cynthia noted that there will need to be work on some of the business processes that are in place and the culture around how everything is done. IT departments will need to be involved in those discussions as well. Chelley explained that with SSSP, there need to be staff members who are documented in their job description as doing those SSSP services, but nobody thought about how long it takes to change a job description with Human Resources. Matt noted that his experience with Kuali and 75 different colleges, including 2 and 4 year, public and private; indicated that all colleges do the same things. Colleges think that they are different, but they are really all the same; they all register, admit, have transfers, counseling, and so on. If we look at the business processes of 112 different community colleges, we will find that 85% of them will be identical, and the other 15% can be accommodated through web services, integration, or the user interface. However, delayed college adoption might be tied to two other factors: getting out the investment colleges have made in a system, and more importantly, whether or not the way colleges "touch" students is respected and under their control; if it is not, that will slow adoption.

David highlighted the importance of being able to deliver on what is promised to the system and to the legislature, and having ways to capture the data to show that we are delivering on those promises. However, it will probably take some time for colleges to transition over from their existing systems; it will probably take five or more years. Susan also cautioned against unrealistic expectations, she noted that human nature is not going to change, and students will still take classes that they don't need, and still change their majors. It is important that we set realistic expectations and focus on the things that can be changed, or the project will be seen as a failure.

David reviewed the business case for EPI; that is, the reasons that colleges should implement these new tools. He encouraged members to keep them in mind as they act as advocates for the project. The biggest factor is that of resource constraints. Money is available now to develop this system, but it will not be in the future, so it is important to implement a system that has broad integration and support. Matt noted that there is a very real concern about the cost of maintenance of a system over the long term. Bargaining power will probably be limited by the number of schools that participate. EPI needs to build in a funding mechanism year after year for the next 20 years, so that colleges don't have a fear of jumping off of their existing funding mechanism into something that might disappear. David noted that the project is looking for a "low or no-cost" solution both initially and long-term. CCCApply is "no cost," so it is possible. Matt cautioned that Apply was written by contractors for the state, and they were paid for their time; whereas if a vendor solution is selected, the vendor is not going to support it for free. Maintenance is not cheap over time. David thought that the software support would be a very small part of the cost, but that would be a very real question to be addressed. Colleges want to be able to cut expenses when necessary when the economy declines, so there needs to be an exit off ramp.

The vendor has not been selected for the EPT/DAS, the RFP development effort is happening now and the system requirements will be given to the competing vendors regarding what we desire. If the vendors are not willing to do what we require, they will not be selected. The RFP will include details about the experiences we want the users of the system to have and the vendors will check off whether or not they are able to do those things. It is very detailed. Stephanie emphasized the importance of selecting a vendor with flexibility to change as system needs change. Mick noted that an RFP is a vehicle rather than a destination, eventually it comes down to trust in a relationship and whether or not you can trust a vendor. References are checked during the RFP process, and you do the best you can while keeping an open mind. Matt added that what you can hold a vendor to is only as good as the RFP itself; it must be both comprehensive and specific. He also recommended full day demonstrations for each vendor and videotaping the demonstrations, so that if a vendor shows you something and says "our system does this," and later you find that it doesn't, they can be held accountable.

Vendors don't stay in business if they don't continue to innovate, so it is in their best interest to do so, but also to eke as much profit out of what they have as possible, before putting more money into innovation. Ultimately, vendors listen to their customers, but often customers don't want innovation, because that means changes in their systems. Matt noted that DegreeWorks for example, is a product from a company that was purchased 14 years ago and was already a 7 year old product, so it has a 21 year old code base. The ERP that it runs on (Banner) is a 35 year old code base. The companies often don't make changes because the customers don't want them to. Companies like Workday, Starfish, or Hobsons, come along with a brand new product, with a new code base, but the product is not as comprehensive. It is important to realize that there will have to be some trade-off between the desire for an older more established system, and therefore an older code base, with less flexibility because there are fewer programmers training in Cobol versus a company with a newer code base, and more flexibility, being written in a language students are training in this year, like Java or Ruby on Rails, but with only three years of experience and therefore more risk short-term. Chelley cautioned that a lot of DataTel schools are familiar with the situation of a new patch causing a problem, and she was concerned about making sure that there would be technical support in the future for whatever is chosen, for when those patches go awry.

David reminded the committee that the funding for EPI is a total of \$30M however it is spread out at \$6M each year. Additionally, some money can be rolled over at the beginning, but after 2015 the funding is performance based. Therefore, it is important to front load the implementation, for example, by moving 10 years of catalogs in the system for each of the colleges, which would help to motivate colleges to come over while also spending the money in a useful way.

The work groups for EPT/DAS and SSP are working on requirements and making good progress. They will see the new score card for reporting out tomorrow and Thursday. The portal currently has 200 or so requirements. Cynthia noted that they expect to know that they have enough when they reach the saturation point of hearing the same items; they aren't at that point yet.

Stephanie asked about getting an update on the specifics of the content of the requirements rather than just the number that have been written, she is interested in that level of detail. Susan agreed that she wants to see the detail also so that she can see what is still missing. David will make sure that more detail is presented next month, he was not aware that the EPI Steering Committee was interested in that level of detail.

David provided an overview of the pilot and implementation timeline for the portal, the goal is to develop a basic "Yugo" portal for a first version in March and then provide feedback and make revisions iteratively in three week sprints to continue improving the versions. The development work is being managed in JIRA. Right now "behind the scenes" work for the user interface with a test version is being done. Support and quality are being built in. There is not yet a timeline for the portal, there will need to be some discussion in the SSP Steering Committee on how it will be piloted and rolled out. A July- September release timeline for piloting EPT/DAS is being targeted.

Overall procurement status and planning on the components of EPI:

- Portal Software Development Awarded, start-up occurring
- Ed Planning/Degree Audit Drafting RFP
- Online Orientation Drafting RFP
- User Interface/User Experience Not needed-team has expertise
- Self-Assessment/Career Explore Requirements gathering
- eTranscript CA 2.0 Development Up next

C-ID is in testing and production for operation on CCC Technology Center servers. Support tracking has been established with ZenDesk, and the support team is getting acclimated and addressing priorities. There is continued development of C-ID, and a re-write is on the horizon. C-ID will be used to update ASSIST for articulation. The Curriculum Inventory does not integrate with CurricUnet and there are problems with data integrity because the validation checking is weak. The next steps will involve developing a data dictionary, gathering requirements, and deciding whether to revise or replace it. ASSIST 2.0 "Next Gen," development continues; there was a meeting with Ellician to define the web services requirements. Additionally the web services requirements are being reviewed for C-ID to ASSIST integration.

Matt noted that ASSIST is one of the applications that everyone relies on, but it is never accurate. He hopes that with the money and the incentive of this project that there will be web service communication with the ERP, and that there will also eventually be communication to whatever ASSIST feeds, back to student planning and degree audit or transcripts for college transfer. There are a number of elements of eTranscript California which are also being upgraded and improved; exchanging information electronically will allow us to be a better partner down the road.

David showed a rough diagram of what might appear on a portal page, as well as a view of the Zot!Portal from University of California, Irvine to provide an idea of what the portal might look like. The actual portal pages have not yet been designed, but will be clean and easy to use with input from Jayme Johnson on accessibility. There will be alternate paths to the portlets including through a system-wide portal or through existing college portals.

The ten pilot colleges on the EPT/DAS Steering Committee are currently writing requirements for the RFP that will be going out in December. There is also an IdeaScale poll that is open to gather input into what is desired for those tools, that poll will close at the end of the weekend.

Each pilot college gets only one vote, so it will be important that all of the groups from each campus wrestle with the needs for the whole college. Some members were concerned about whether there was a need for the Steering Committee to provide guidance on how to reach consensus in that process, but ultimately decided that each college would dictate for itself how to best build consensus through its own processes. Mick suggested that specific concerns be addressed informally to people involved in the shared governance process. It is not EPISC's role to change how each district's shared governance decisions are made. Matt agreed and also emphasized the importance of EPISC doing its job of advising without stepping on the toes of other committees or micromanaging their work, while still providing enough information to assure that everything is on track.

Steering Committee members felt very strongly that they wanted to have more information about the work being done by the EPT/DAS and SSP Steering Committees. They wanted to have a clear understanding about what is happening in those work groups, not necessarily for oversight or approval but for advising and providing good communication regarding the work that is being done. They felt it would be important to make that a regular part of the EPISC meetings. Some suggested that the Score Card might have a link to more detail if members wanted to look at it.

Action Item:

David will have EPT/DAS and SSP work groups provide Score Cards reflecting their work including details on some of the content prior to the next meeting, and he will provide those to this Steering Committee at the next meeting. He will also provide his perspective on the progress being made, as will representatives from those committees.

Lucinda asked about the status of the Chancellor's Office audit that Linda Michalowski referenced in September at the SSPSC meeting. The committee is concerned that time not be spent inventing tools that have already been developed.

Action Item:

The project team will follow up with Linda Michalowski before she retires on December 30th regarding the status of the Chancellor's Office audit of websites.

2013-14 EPI Evaluation Summary:

Alyssa provided a summary of the evaluation results based on goals of the grant and corresponding accomplishments and recommendations in the areas: governance, EPDAS, technology and data, project planning, professional development, program evaluation, and communication. The evaluation for this first year was for the time period from December 1, 2013 to June 30, 2014 and was based upon meeting with the project management team, the work plan, and review of supporting materials. Progress was graded as completed, good, attention needed, and N/A (for those that will not be evaluated until later).

There were 9 indicators in the area of governance with 22% completed, 45% good, and 33% needing attention. The key accomplishments were the formation and meetings of the steering committees. The key recommendation was more timely release of meeting minutes.

There were 34 indicators in the area of Education Planning and Degree Audit Tools. Most of these (51%) will be evaluated later, and 3% are completed, 40% good, and 6% attention needed. A key accomplishment is a signed agreement for the initiative to fund eTranscript services for colleges. Key recommendations are to conduct a needs assessment of Curriculum Inventory and develop additional documentation for tracking eTranscript participation.

Technology and data had 11 indicators with 82% good and 18% N/A. The key accomplishment was the identification of technology and systems to enhance the user experience. The key recommendation was to develop a formal plan for how all related initiatives will be integrated.

There were 2 indicators for professional development with 50% good and 50% needing attention. Identification and presentation of EPI information at several key workshops and meetings across the state was a key accomplishment, while developing and collecting feedback from attendees at EPI sessions is recommended.

Project planning had 4 indicators with 100% evaluated as good. There is good mapping and tracking of activities in Liquid Planner, but project planning data and updates need to be presented to the EPI SC.

There were 3 indicators for program evaluation with 33% good and 67% N/A. The evaluation activities have been identified and mapped, but there is a recommendation to revise the timeline for that annual report to allow more time for the preparation of the report after the end of the fiscal year.

Communication had 4 indicators with 25% good, 25% needing attention, and 50% N/A. There has been presentation of EPI information and identification of several relevant events/workshops to communicate regarding EPI; however, there is still the need to continue to identify further events/workshops for marketing EPI.

Overall, 44 of 68 indicators were evaluated for 2013-14 with over 80% making good progress, so it looks like the initiative is on track to achieving its milestones.

EPI High-Level Research Questions:

Alyssa provided a handout outlining some draft high level research questions, indicators, and metrics for committee input. She is hoping to develop a dashboard to reflect how well the initiative is doing in meeting the overarching goals of improving student success and increasing operational efficiencies. David noted the desire to operationalize what success means for this initiative in a reasonable number of metrics to be collected over time.

Matt liked the fact that the questions focused not only on tracking how much easier it might be for students to sign up for the right classes, but also on tracking the reduction of classes taken that don't count. He would also like to find a way to measure engagement. He fears that the project will build something that looks good to the committee, but that students don't like and don't want to use beyond the bare minimum. Chelley suggested that demographics on use would be useful as well.

Cynthia suggested eliminating the third item in the second bullet, "and/or reduced need for in-person counseling," as not being a good measure of improved operational efficiency. Students often need the conversation with the counselor in order to understand the education plan and how it helps them to meet their goal. That conversation combined with "what if" scenarios can be precisely what move a student out of decision paralysis.

Susan expressed concern about how completion or accomplishment is measured. She noted that prior to fall 2009, students didn't need intermediate algebra or freshman composition to earn an AA degree, so that was the measure that was used by the Chancellor's Office to determine that a student was intending to transfer. However, that is no longer the case. Now the AA degree requires those two courses and if that is still the way that the Chancellor's Office determines intent to transfer, the results will not be accurate. There are other ways to determine if a student intends to transfer. In the past, the Ed Goal was not reliable, and the Chancellor's Office was using the behavior of taking those two courses as an indicator, but that indicator is no longer accurate since the requirements for an AA degree changed.

Alyssa explained that the intent was to measure items holistically and over time, perhaps using 2013-14 as a baseline. Mick noted that as more education plans are developed there will be better indicators. Susan cautioned that counselors may write 5 different education plans for a student, so the education plan may not be the best indicator right now. Alyssa asked whether the changes to the education plan weren't captured so that the changes would be reflected each semester, but Chelley clarified that data elements are all different, and might not be collected more than once in years. Stephanie agreed that data is not all captured in the new MIS elements when education plans are modified; unless it is in one of the follow-up student categories, there is no way to capture the data. It is only captured for students in basic skills, on probation, or who are undeclared. The college does not necessarily generate another record for a new date, sometimes they just type over the existing one. On other campuses, it may be captured, but not sent up to the state. Denice noted that if using MIS data, the baseline data needs to go from fall forward.

Chelley thought that on question number 4, the metric number of counseling visits would not tell anything about the quality of time; she did not think that would be a good metric to use.

Kris cautioned about being aware of the limitations of the data, she has gone into Student Success to track elements and researchers might want to be careful about how they interpret data regarding educational goals and related program of study.

Chelley thought that 2013-2014 data could not be used as a baseline; they are still getting conflicting data. Cynthia agreed that it still isn't being reported correctly. Chelley also noted that

some of the metrics looked like a duplication of what is Patrick Perry is doing with the Student Success metrics, she thought those should be looked at more carefully to make sure that the metrics that are proposed relate to this project and complement rather than compete with what the state is doing.

Matt suggested that it might be necessary to develop consensus on definitions once the dashboard is developed, before it could be used as a metric. (First time student, for example, is defined many different ways.) Susan also thought that it would be useful to know the point in the student's career that they actually make an informed decision and move toward their goal. It might be useful to look at indicators that a student has made a decision and is done with the exploration that they need to do, and then look at the most effective practices to get a student to that point.

Matt noted that none of these metrics answer the question of how successful the product is at engaging the student. Stephanie agreed and noted that student engagement is fundamental to everything else. A lot of these indicators presuppose that the student is using the tool. Alyssa explained that student engagement will be part of the pilot and implementation phase.

Members asked about student involvement in the process. Robyn explained that there is one student on the EPISC and there are 10 students involved in the SSP (Portal) SC. Those students are being asked to take information back to their regions and committees. Additionally, there is an IdeaScale poll which will be open to students until December 12th to gather further input. Susan noted the importance of gathering non-electronic feedback from non-technology oriented students as well.

Alyssa asked if the committee was comfortable with the findings in the 2013-2014 Evaluation Report. Kris moved to accept the 2013-2014 Evaluation Report with comments on how to improve it. Denice seconded the motion. The motion passed unanimously.

Alyssa asked the committee about developing a planning and evaluation work group to help guide the high level indicators and the correct type of activities. Volunteers for that new planning and evaluation work group are: Alyssa, David, Denice, Cynthia, Chelley, Matt, and Robyn.

Workflow and Governance:

David went through a couple of hypothetical workflow scenarios demonstrating how a student might interact with the portal and the how the flow of information and data might work. Chelley asked if the checklist would have information prioritized so that a student won't be inundated with information, and Cynthia confirmed that mandated elements will have top priority, then other core services and special services; a hierarchy will be built in.

David also reviewed the governance slide with the committee showing the structure and responsibilities of EPI. Matt explained that the first bullet point is the one that EPISC cannot complete at this point. They have no idea how far along the portal committee is, and how healthy the current number of requirements is, should it be 200 or 600, for example? Matt requested that the Score Card be in the slide deck provided to the committee in advance of the meeting so that they have time to review it, and Susan requested that the information also be brought with context regarding how the work groups and David feel about their progress. Matt noted that the challenge will be knowing when the communication channels need to be activated so that the information comes up to EPISC in a timely way; there will need to be coordination regarding the meetings and report outs from EPT/DAS and SSP.

Action Item:

David will have the work groups report up to this Steering Committee via the Score Card in the slide deck prior to the meeting, starting with the meeting next month. Norberto and Cynthia will also provide narrative reports. David will report on goals for the coming month and subsequently,

progress toward those goals. Next month he expects to say that the RFP is on the street, and how many vendors it went out to.

Matt reported feeling 100% better about the committee's understanding of their role and importance, and his ability to report back to his constituent group; other members agreed.

Future Meetings:

December 8th 1 - 3 pm. This will be a remote meeting because it will be mostly status reports.

*RFP

*Early sprint – portal work

*Introduce Unicon- UX/UI

*Marketing Plan

*Score Card

*Planning and evaluation workgroup

January 28, 2015. Face-to-face meeting in southern California

*Reports on Scoring of top 3 Vendors

*Receiving status on demos

*Subgroup report outs

*Marketing Plan finalize

February 2015 (Date to be determined by Doodle Poll, but will be after February 14th)

*Report out on Vendor Presentations which begin February 12 (will take 2-3 days)

*Pilots/Professional Development

Adjournment:

The meeting was adjourned at 3:15 pm.

**IETAP Executive Committee Meeting
December 19, 2014
Report
Submitted by J. Bruno**

- I. Welcome and Introductions: Introductions were completed. Dianne Van Hook provided opening comments to frame the work of the committee. Barry Gribbons, College of the Canyons, chaired the meeting.
- II. The Committee reviewed the legislation driving the work of the initiative and discussed the timelines and required activities.
 - A. Creation and scheduling of the Executive and Advisory committees - Committee members discussed the proposal that the membership of the Advisory committee include approximately 50 members representing a wide range of organizations and system partners. All constituents and organizations, except the ASCCC, would nominate individuals. The ASCCC will appoint members. The Executive Committee will hold monthly meetings. The Advisory Committee will need more frequent meetings.
 - B. Framework of Indicators – According to the legislation the effectiveness indicators must address four statutory areas: Accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. The indicators must be in place by June 30, 2015. This will necessitate the workgroup tasked with determining possible indicators to meet frequently in early spring. It was noted that it is best not to add further compliance measures but to work with what the system already has in place for both metrics and data sources.
 - C. Local college’s goals framework – the committee discussed the system and district goals and targets. It was noted that the goals must address the same four areas (accreditation status, fiscal viability, student performance and outcomes and programmatic compliance) at a minimum. The Chancellor’s Office must post system-wide goals as well as the goals and targets of each college or district by June 30, 2015. It was noted that with these deadlines in place, the workgroups, Advisory Committee and Executive Committee would need to work quickly.
 - D. Technical Assistance – The committee discussed the need to develop an application to request technical assistance and how to solicit individuals with expertise to provide technical assistance to colleges. It would be beneficial to create a pool of individuals (up to 100 individuals) and then create teams (5-7 individuals) as needed by the colleges. The expertise of team members would be determined by the requesting college’s identified needs. Three team visits to colleges requiring assistance was proposed: An initial needs assessment, the development of strategies and timelines and finally, a follow up visit to ensure implementation. This format follows the requirements set forth by the legislation. Members emphasized that it would be best to utilize processes and resources already in place to assist colleges and not “reinvent the wheel,” whenever possible. Grants would be provided to colleges to ensure the college had resources to make the necessary changes. To receive the grant, a college would need to create an improvement plan. The grant would help to implement the plan and colleges would be required to report progress.
 - E. Professional development – the committee discussed the Student Success Center and online clearinghouse. The integration of the two efforts (IE and SSC) was noted. Steenhausen provided an overview of the Student Success Center project.

- F. Communication and outreach – The committee discussed the need for consistency in messaging to reduce confusion. An FAQ document was proposed and members are to send in questions. A master calendar of all committee and workgroup meeting dates will be created. Outreach to system partners and organizations is necessary to inform the system at large of the initiative. Committee members shared that presentations are already in the works for the annual conferences such as ASCCC Accreditation Institute and the RP Student Success conference. Members discussed eventually changing the name from the Institutional Effectiveness Initiative to something with a more permanent connotation.
 - G. IETAP evaluation and improvement - It was noted that the RP group was charged with overseeing the evaluation of the IETAP.
 - H. Tracking and Reporting – the work will be tracked and an annual report will be issued. Members discussed the benefits of keeping the legislature updated on the progress of the initiative. The main interest is to help with accreditation status so it is presumed that the legislature will be closely monitoring the effectiveness of the IE Initiative in restoring accreditation status and keeping colleges off sanction.
- III. Purpose, Functions and Logistics of the Executive Committee – Members discussed the need for a written charter that includes the roles and responsibilities of the chair and members of the committee. Email will be the primary form of communication between members. It was noted that it would be beneficial to write out the decision-making structure between the workgroups, the Advisory Committee, the Executive Committee and the Chancellor’s Office.
- IV. Advisory Committee Nominations and Appointments – Members discussed the need to solicit individuals for the Advisory Committee. From the Advisory Committee, the workgroups will be formed. The tentative decision making structure is that the workgroups will recommend to the Advisory Committee, which in turn, recommends to the Executive Committee. The Advisory Committee will meet on January 20th and the 28th. The primary responsibility on the agenda for the Advisory Committee’s first meeting is to develop the workgroups.
- V. Adjournment

Executive Committee Agenda Item

SUBJECT: Professional Development Clearinghouse Summits Report		Month: January	Year: 2015
		Item No	
DESIRED OUTCOME: Exec will review the report regarding the Professional Development Clearinghouse Summits		Attachment: YES / NO	
		Urgent: YES / NO	
		Time Requested: None	
CATEGORY:	Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
STAFF REVIEW ¹		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In its September 2013 report, the CCCCCO's Professional Development Taskforce recommended the creation of an online repository for professional development materials, with the understanding that these materials would be available to all colleges and to all segments (administrators, classified, and faculty) in the community colleges. This suggestion came in response to the Student Success Task Force Recommendations. With funding from the Online Education Initiative, 6 regional summits were held during the first three weeks in November, with approximately 400 attendees total. The attendees were from all three segments, although the majority of attendees were from faculty and staff. The summits involved representatives from the ASCCC, @One, 3CSN, 4CSD, the CCCCCO, and the Online Education Initiative.

Each summit began with introductions by each group, followed by a large group discussion, breakout sessions, and a final large group discussion. The breakouts focused on what colleges needed, what kinds of issues might emerge (and what was necessary to deal with those issues) and what colleges would be able to contribute to the repository. After the breakout sessions, during lunch, attendees did a "gallery" walk of all of the posters created during the breakouts, featuring answers to these questions. Attendees were asked to identify the things that they thought were most important, and each table was then summarized their table's findings and interests. The attendees were also asked to identify

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

outliers that should be considered. From those reports, Blaine Morrow created mind maps of these ideas.

The final portion of the day was a timeline of the ongoing plan for the clearinghouse. The committee will reconvene in December to discuss the results of the summits. Blaine will be taking the lead on building the actual structure of the clearinghouse, with the beta testing in spring. We will ask those who attended the summits and who expressed interest to do the beta testing. The initial materials in the clearinghouse will be deliberately limited, to allow the beta testers to make comments and ensure that the structure is functional.

DATE: November 5, 2014
TO: ASCCC Leadership
FROM: Cheryl Aschenbach, Lassen College
RE: Smarter Balanced Achievement Level Setting

October 12-15, 2014 I attended and participated on the Smarter Balanced Achievement Level Setting In-Person Panel in Dallas, TX for 11th grade English/Language Arts (ELA-11). The purpose of the panels for grades 3-11 in math and English were to establish recommended cut scores for four achievement levels.

Day one was spent becoming familiar with the Achievement Level Descriptors (ALDs). There are different ALDs, but the ALDs most important to the level setting process were the threshold ALDs because they described what knowledge, skills and abilities a student barely entering an achievement level should have. Participants also were made familiar with sample Smarter Balanced assessments and the types of questions being asked. Finally, participants were introduced to an Ordered Item Booklet (OIB) that had a list of actual assessment questions (76 total for ELA-11) ranked from easiest (highest percentage of students got it right) to hardest (fewest percentage of students got it right). The 76 questions in the ELA-11 OIB were explained to be a reflective sample of the questions used in the Spring 2014 assessment field test.

Days two and three were spent learning the bookmark procedure for recommending cut scores and then individually placing the bookmarks for three levels (levels 2, 3, and 4) over three rounds. After each round of individual placement, group discussion was held (six participants to a table) and panel discussion was held (34-36 participants to a panel). Median recommended cut scores for the panel were also shared, and additional information was reported to participants after each round. After round 1, the online panel median recommendation for level 3 was reported. After round 2, impact data (aggregated and disaggregated) for the students participating in the Spring 2014 field test was reported for the panel's median cut scores. After round 3, panel recommendations from the second ELA-11 panel were shared.

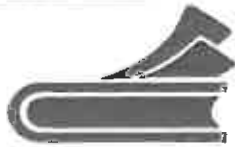
Overall, this seemed to be a rigorous process. Using the bookmark procedure to set individual cut scores required participants to ask "would 50% of the students entering a given level be able to answer this question" based on the skills indicated by the threshold ALDs. The table and panel discussions were valuable in considering different perspectives on individual skills needed for success on a question. Some of the representative questions in the OIB required constructed responses from students based on information provided, and sample student responses were provided to help panelists determine what level a response fit into based on the threshold ALDs.

There was some concern expressed that the additional information provided (online panel recommendations, impact data, external test equivalencies) was intended to

influence scores by lowering them, but for the ELA-11 panel I was on, the median scores for levels 2, 3 and 4 stayed pretty consistent across the three rounds with only a variation of 3-6 points (this is entirely based on recollection since participants were not allowed to leave with any documents or evidence from the process). There were participants who had a much greater variance to their recommendations between rounds, but as a group the changes were slight even with the additional information. The day one activities served to train participants well, so with only a few exceptions it seemed panelist recommendations were consistent.

Given my experience with the Smarter Balanced Achievement Level Setting, I support the recommendations for the cut scores as long as they are proposed for adoption as recommended based on the work of the panel. I will be concerned if decision makers approve scores that are lower than those recommended because that would essentially be lowering the standards for the threshold of each level; therefore lowering the skill levels of students deemed “college ready” and “conditionally college ready.” The ELA-11 experts in the room felt the threshold ALDs developed were appropriate. As a community college English instructor, I would be thrilled to see level 4 “college ready” students enter directly into and be successful in transfer-level composition. I definitely see the potential for level 3 “conditionally college ready” students to also be successful in transfer-level composition as long as they take a challenging English course in 12th grade. I see the level 2 students as those needing remediation and the level 1 students as needing remediation with additional support.

If I can answer any questions about the process or my support of the achievement level cut scores, please let me know.



Academic Senate for California Community Colleges

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System Advisory Committee on Curriculum (SACC) – November, 2014

Report to ASCCC Executive Board

Chancellor's Office Update:

Baccalaureate Degree (SB 850: A Request for Application for colleges wishing to propose the development of a baccalaureate degree will be issued soon; all districts may apply. Thirty six colleges responded to the intent to participate. Application readers will be recruited from a variety of constituent groups. Up to 15 proposed programs may be approved but whether all awards are made will depend on the quality of the applications.

The new basic skills person will be coming on board before the end of the year.

Hancock bill (education programs delivered to prisons): SACC will help to determine the type of instruction that will be offered.

CDCP Funding: The CO anticipates an additional \$50 million in new funding (and separate from AB86 funding for Adult Education) will available to accommodate the funding equalization of CDCP courses.

SB 440: A legislative report is due in January that provides status regarding the SB440 goals. Sixty-seven colleges have achieved 100% approval of their stated goal, while 10 colleges have less than 50% of their degrees approved. Eleven others could achieve 100%. A new chart will be developed to identify the local AA degrees that do not have corresponding ADTs will come from the CCCCO in January.

An ongoing issue is the legislative requirement to provide an ADT for all existing AA degrees. This language is problematic in the case of CTE and other existing AA degrees for which ADTs are not appropriate, high unit degrees (e.g., Music and Computer Science), and liberal arts/area of emphasis degrees. Until clear direction is available, colleges should not prematurely deactivate programs until direction is received from the CO.

SACC also recommends the reevaluation of the TOP code for Teacher Education, based on information regarding the number of colleges currently offering Liberal Arts degrees in the same TOP Code.

Status/Update—AA-T/AS-T Degree Approval Update—There are currently 1,563 active ADTs (97% of the goal of having 1,619 active ADTs by December 31, 2014), with an additional 20 under revision and 108 in the queue. Sixty-seven colleges have achieved 100% and 11 colleges with just one or two degrees short of achieving 100% status. One college is at 17%. All colleges with low percentages are getting technical support from the CO.

Status/Update—Adult Education—The AB86 workgroup has been expanded to include members from a wide variety of constituent groups. The workgroup is synthesizing more than 7,000 pages from the submitted plans into a 30 page report for the legislature, due March 1, 2015. The consortia's next due date for revised plans is December 31. An expert panel has been established to address the requirements of SB 173 about fees, assessment, and outcomes measures. The ASCCC is also discussing the minimum qualifications for noncredit instructors.

Foreign Language lab issue: SACC discussed the requirement for faculty who possess minimum qualifications for each language taught to be present in Foreign Language labs. Of concern is the increased emphasis for regular and substantive contact. The distance education solution does not work for all colleges. SACC reviewed the draft language regarding the coverage of language labs by faculty who meet the minimum qualifications of the languages being taught. ASCCC will continue to discuss and clarify the proposed language with the foreign language faculty.

Status/Update—SB 440—In January, the CCCCO will publish a 440 list showing which colleges will have an ADT Obligation by Dec 2015. Colleges will be able to confirm the obligations.

Status/Update—Program and Course Approval Handbook—SACC has pulled together a team of writers from the CO, CIOs and ASCCC. Representatives will be added to review sections on CTE and noncredit. The timeline is being developed with the goal of having the PCAH revisions completed by Spring 2015. The next meeting is scheduled for November 24, 2014.

Noncredit Progress Indicators--elevating the priority of Title 5 changes to add SP (Satisfactory Progress)—SACC reviewed proposed language developed by the Academic Senate for needed modifications to Title 5. The language was vetted with members from the original pilot group. SACC recommended that the language be put forward for approval and incorporation.

Status/Update—Credit/Community Services Combination Classes—The CO has not determined whether it is legal for Community Services students to enroll in credit classes. The Chancellor has stated that the development of guidelines is a priority and draft guidelines were distributed to SACC members for discussion at the next meeting. Another question raised was whether a noncredit course could be considered as a prerequisite for a credit course.

Status/Update—ESL Coding for the Data Mart Basic Skills Progress Tracker Tool—Review of Coding Instructions. Basic Skills courses coded with a CB21 value of "Y" – which should not be possible, but do exist – are in conflict with CB08. The CO indicates that there have been problems with data verification, and Governet is in the process of developing data checks in the Curriculum Inventory to cross check coding. Other coding issues arise with supplemental courses in labs and sequential courses. SACC recommended that the CO's Academic Affairs and MIS work with CIOs and ASCCC to identify the coding issues and ensure that recoding doesn't negatively impact the Scorecard.

ADTs—Concerns were raised about templates being removed due to modifications and the status of the 18-month clock. The templates will include the original posting date and the revised date. The CO will add a notice when templates are removed and when they will be available again. SACC recommended that the message include the reasons for the removal, and an indication that colleges should continue to work, locally, on their ADTs. Another concern was the need to expand the protocol to TMCs to ensure that they are submitted with the correct TOP code.

C-ID approval—SACC discussed whether the June deadline was realistic. CIOs and ASCCC will identify common issues and possible solutions.

Stand-alone course approval—The ASCCC passed a resolution to seek legislation to restore the ability of colleges to approve stand-alone courses locally. The CO has a new staff member who will research the issues and data regarding stand-alone courses. SACC and/or the ASCCC will collaborate with CO to draft guidelines.

SACC membership and orientation—Jane Patton provided a historical perspective of SACC, including the original members (e.g., founding members Randy Lawson and John Nixon) and SACC's original purpose to improve system wide understanding of about curriculum issues and ensure consistent contact between various constituent groups. The development of local approval for stand-alone courses was one of the first issues SACC addressed. Membership and representation evolved to include six faculty, four CIOs, and four system office representatives serving in an "ex officio" capacity. Early on, CIO appointees to SACC included a noncredit representative and a workforce development representative.

The orientation included a discussion of how to keep SACC's values, function, authority and structure strong and responsive to the field. Recommendations included maintaining the annual orientation with a discussion of SACC's goals and guiding principles and agreement on its purpose. SACC also discussed how it might advocate for better support for the CO's Academic Affairs division.

SACC members would like to ASCCC, CIOs, ACCE, and CCCAOE to draft a letter of support (to the CCC Chancellor and maybe the governor) for the CCCCO Academic Affairs staffing due to unfunded mandates and new curricular activities including, but not limited to 1440, 440, 850, increased CDCP funding. It was pointed out that the ASCCC passed a resolution (13.04) at the Spring 14 plenary session asking for increased funding for staffing Academic Affairs.

SACC Philosophical Statement on Developing Collaborative Programs
Adopted on 10/23/14

With the introduction of Transfer Model Curricula (TMCs) and increased exploration of the use of model curricula for disciplines not able to strictly adhere to the requirements of TMC, some colleges are finding it difficult to develop and offer all the courses that are required by a given TMC. Furthermore, when the information on Conjoint Programs was deleted from the 5th Edition of the Program and Course Handbook, it left Career Technical Education (CTE) programs without guidance as to how to submit programs for approval that integrate partnership with other colleges and districts. Although the term “conjoint” has been deemed obsolete, there remains a compelling rationale for formal, collaborative programs between and among colleges to assist students in completing certificates and degrees.

The System Advisory Committee on Curriculum (SACC) acknowledges this exigency and believes that the critical collaborative element of what were previously called “conjoint programs” is already present when a degree is based on common curriculum. This same collaboration is an ideal option for colleges who find themselves unable to add a specific TMC aligned degree (commonly referred to as an Associate Degree for Transfer or ADT) or a CTE degree or certificate to their offerings as a consequence of their inability to offer one or two core courses.

Associate degrees for transfer (ADTs) in a given discipline are intentionally designed to have an identical or nearly identical curricular pattern in order to facilitate students’ successful transfer between Community Colleges and the California State University. Furthermore, CTE programs have a history of partnering with neighboring and regional colleges to provide the curriculum and resources needed by students to enable them to reach their educational goals.

To make better use of our system's overall resources, to facilitate legislated degree development mandates, and to ensure that CTE programs meet regional workforce needs, SACC recommends that the Chancellor’s Office recognize the value of, and develop guidelines for, Collaborative Programs. . A Collaborative Program is one in which one or more colleges rely on another college or colleges to offer courses in a degree or certificate at all participating colleges. Collaborating colleges may either be in reasonable proximity to permit students to take classroom-based courses or the courses may be offered online through distance education local or shared platforms.

It is imperative that colleges focus on the needs of the student when designing a collaborative program. Such programs may offer solutions to colleges in meeting the mandates of legislation or workforce needs but as with any initiative in education, the student should be the driving force.

Therefore, in developing a Collaborative Program, colleges must determine the most effective and efficient pathway for the student. At a minimum, for a collaborative program to succeed there must be a written agreement between the colleges that delineates the responsibilities of each college with respect to the curriculum offered and the scheduling of classes. Any changes to the agreement must be mutually agreed upon to minimize any negative effects on students. A collaborative program can provide an excellent option to ensure that students achieve their educational goals.

Student Services Portal Steering Committee Meeting

Thursday November 20, 2014

Holiday Inn Capitol Plaza

Sacramento

SSP SC Attendees:

Alejandra Colon (online), Alyssa Nguyen, Amber Fowler, Angel Jimenez, Carol Lasquade, Caryn Albrecht, Clinton Slaughter, Cynthia Rico, Crystal Hernandez, David Shippen, Diane Berkland (online), Freyja Pereira, Janet Fulks, Kimberly McDaniel, Lisa Husar, Maria Gonzalez, Matt Coombs, Norberto Quiroz, Pedro Avila, Rick Snodgrass, Robyn Tornay, Ryen Hirata, Sarah Tyson, Stephanie Dumont, Victor Costa, and Victoria Cornelius.

Opening and Introduction:

Chair Norberto Quiroz opened the meeting at 10:06 am and members introduced themselves.

Minutes:

There were no corrections or additions to the minutes of October 2, 2014. Cynthia moved approval of the minutes, Matt seconded the motion. The minutes were approved unanimously.

Portal-RFP Status:

Unicon has been hired as the software development team for the portal. Gary from Unicon will act as the lead for the construction, while Justin will be the architect with a vision for the user experience and an interface that looks nice and flows well. David hopes for the creative tension between the roles that Justin and Gary fill to help us create the best possible portal. Justin will be introduced to the committee in January. Joe, Parker, and Dave round out the development team for the portal. JIRA is the tracking tool that is being used to monitor the many tasks in the project. The team is working on foundational elements like setting up a code repository, installing the base center application, creating a data instance, creating libraries, and setting up mock checklist data for the portal in Rackspace. Rackspace allows the project to pay for usage, bandwidth, storage, and CPUs, rather than maintaining a server. This means that the portal can operate in an elastic environment accommodating more use at the beginning of a semester when it is needed and shrinking when usage is lower.

Every one of the requirements that is being written ends up on the work list for the development team. As those requirements are developed, the team will ask a lot of questions about exactly what we mean; they may sound adversarial, but the goal is to understand exactly what we want. The development team will work on 3 week iterative sprint cycles, bringing back a version for the committee to change, modify, and improve. The team will make revisions and start another cycle.

Justin and Gary will help with defining the equivalent of the architectural big picture. For example, we will tell them that we want every college to have 10 years of catalogs and that will help them design what we want. We will show them some websites that we like and they may use ideas from those, or they may work with students to make sure that we build a portal that students like and want to use. David will ask for a smaller design group of 2-3 members to volunteer to work with Justin and Gary, and then bring their work back to the group rather than trying to do the design work with the entire committee. There is not a project schedule to show to the committee today, but tasks are being added to it every day, and David feels that we are on track at this point. Over the next 6 months all of the work will probably lead into a pilot of some kind. David presented an organization chart outlining additional project team members that will be brought on to help with the different components of this initiative.

The first major goal is to deliver a "Yugo" style portal, basic and maybe even ugly for the IT people to look at figure out how to start doing the integration with the colleges, and to provide feedback on iterative improvements. As those changes are made it will eventually morph into

something better and better, maybe a Gremlin or a Pinto! (David would like the students to think of names for the releases.)

At this point the committee does not know how many requirements will be needed; the goal is to keep developing them to make the best portal possible. Eventually this committee will be an ongoing steering committee for the portal just like there is an ongoing steering committee for CCCApply.

New Student Orientation Presentation:

Rick provided an overview of Title 5, section 55521 regarding the purposes and nine requirements for new student orientation. This project will be putting out an RFP for orientation software to be available in the portal for colleges to use. Colleges have long provided orientation for incoming students but now legislation and regulation provide a consistent definition of what must be included. The team is interested in feedback on what should be included in a good orientation program. Janet asked if this would be for online or face-to-face orientation, and David clarified that online orientation might be used to facilitate face-to-face orientation by housing slides and providing a framework for presentations. Sarah suggested that orientation should include elements concerning campus safety, specifically with respect to the new federal regulations requiring training on campus sexual violence and prevention; that is something that all colleges would be able to use. Other members agreed that would be a useful component.

Stephanie noted that her district developed a new online orientation using Adapt Courseware as a platform, from work done in a partnership between Chaffee and Taft that was presented at the Student Success Summit two years ago. She emphasized that it is really important to have a product that speaks to all different learning styles, using reading, watching, practicing, and including a skill mastery piece to make sure that students retain what is being presented. (Their old orientation was just a series of PowerPoint slides; there was no retention, it was completely ineffective!) Another important factor is the struggle between presenting lots of important information and balancing that with time constraints. Their district set a maximum of 60 minutes as the longest time for the orientation. Students with language barriers might take the full 60 minutes, while others could get through in 30-40 minutes reasonably. Their online orientation is a means to convey information, and then they follow-up with counselor in a face-to-face workshop to do the education plan.

Clinton asked if the RFP would be for a statewide common orientation, or for a tool that allows individual colleges to determine what type of orientation they want to deliver. David indicated it would be the latter; the intent would be to provide something that is highly flexible that colleges could use in the way that they chose.

Rick presented an overview of some of the software that is currently in use in the system. The most innovative online orientations combine videos, photos, checklists, and a final test for students. Many colleges also require a face-to-face component in their orientation as well.

Comevo (www.comevo.com) is new student orientation software that is used by Rio Hondo, Fullerton, Santa Barbara, Mt. San Jacinto, Los Medanos and others with positive feedback. Rick showed highlights of elements including a list of modules which each open up to a little course. There are some videos from the campus including interviews with people on campus and some informational text. The orientation provided language choices for English, Spanish and Chinese in some cases.

Cynosure New Media (www.studentpathways.com) is being used by 28 of the CCCs including EPI pilot colleges Crafton Hills and Fresno City College. Pedro mentioned that they like Cynosure's responsiveness and creativity. They revamped a lot of the required areas and he feels that what they have now is better than what they had a year ago. Cynosure builds whatever you want.

On the other hand, Cynthia explained that Mesa went with Cynosure and has not found them to be responsive. They are a year or so behind. She thought that as they acquired more colleges they forgot about those colleges which had longer contracts. When shooting video, the timeline was rushed and the quality was terrible with airplanes heard overhead. There was a lot of editing and re-editing that was needed.

Stephanie explained that was one of the reasons they went with Adapt Courseware for hosting. The college has the ability to put everything in and doesn't have to wait for the company to do it. They had heard horror stories so that was a concern for them. Matt agreed, their campus went with Cynosure and it has been fantastic for them, but as a technical person, he is concerned about having no control. His wish-list would include the ability to enter his own content on his own time. In three years they will need a new script and new video and he would rather have the ability to do that in his own environment.

Norberto provided an overview of how Santa Rosa uses Moodle for a ½ unit Introduction to College course for their orientation. Moodle is open source and there was a 39 hour certification offered by Moodle for online courses. There were some savvy new people who came on board to design the online course. Santa Rosa provides students with a student guide and the course was built off of that information. Students have the ability to use a checklist to work through a series of blocks. Each block is done in the same way with a quiz at the end that the student must complete before they move on to the next block. Students have 4 - 5 days to complete it. The blocks include an introductory block, matriculation steps, programs and degrees, a live tour, and take charge with student success. The final project is to complete a one semester abbreviated education plan, then the student gets priority registration. Once the student is done, the instructor of record verifies the education plan. Frejya noted that the student completes both orientation and an education plan by taking the class.

The instructor can design the course and do the inputs; they are completely in charge of their course that way. Unfortunately, Moodle sometimes changes versions, and that can happen in the middle of the semester; the environment changes and you have to relearn it. The only cost here is the human resource efforts and a Moodle administrator.

Ryen explained that they used to have 6 different modules that were required for their orientation and it was taking students too long, so they modified it. They now have 3 required modules revolving around matriculation processes and what students need to do to register, along with Title 5 requirements. The other 3 modules are now optional and include all of the miscellaneous local information.

Janet noted that with SSSP it is important to have flexibility and accountability. On her campus they recently pulled orientation off-line due to the needs of their population. They have 80% first generation college students, and they are doing all of their orientation in person, including 41 hours in January. They've even found the need to be flexible within the in-person orientation; rural students need different information than the students who are just down the street from the college. Ryen encouraged the possible use of the online orientation as a template even for in-person orientation to make sure that there is some standardization in what is presented. It can act as a guide for live presentations.

Angel explained that she has never taken an online course, because she prefers face-to-face courses, and she was more comfortable with an in-person orientation. However, her husband, who is a veteran, has taken a lot of online courses and he emphasized the importance of having interactive material that engages the student. Hour after hour of recordings of someone talking and talking and talking accomplishes nothing and isn't retained.

As a student and an orientation leader, Lisa is somewhat biased in favor of in-person orientation. She noted that with online orientations that won't let you advance until you watch a video, you can still skip to the end of the video, and then advance! In face-to-face sessions, students can

interact and ask questions and she feels that is very important. Their sessions are kind of long, at 5 hours, but it provides a lot of information, and students also get a resource book which they can refer back to throughout college.

When Norberto teaches the in-person orientation he gives a pretest called "Who Wants to be an A Student?" in the style of "Who Wants to be a Millionaire?" that demonstrates knowledge students have that they didn't know they had, and also helps others to pick it up during the game. He doesn't teach the online version, but they have embedded discussion boards that prompt students to interact and share information.

Pedro was concerned about their early orientation. Students have orientation in October to be fully matriculated to register in April; how much do they retain by the time they start classes in August? Cynthia noted that there is funding for follow-up with basic skills and undeclared students, so some kind of continuing student module could be provided, if desired. At Santa Rosa they have a "Jumpstart" program to deal with that situation. The Basic Skills students are identified from testing and assessment, and they create a summer readiness or summer bridge program with tutoring to help the transition from high school to college. They are piloting that program and hope that it will improve persistence and success.

The Common Assessment Initiative (CAI) is looking at adaptive branching based upon the needs of the student taking the test; Janet thought it would be interesting to have adaptive branching for orientation based upon the information that student needs and have the ability to provide more information if the student needs it. Many districts struggle with getting students to take the assessment test seriously and to prepare for it. Counselors talk to students about study guides and websites for review, but it is hard to motivate students to make use of them. Janet explained that in Texas, students who do the test preparation receive a chit that saves them time on the actual assessment. CAI is discussing pre-assessment activities and basic skills study modules as part of their project work.

College of the Desert has an Edge program in the summer which offers boot camps in English or math providing incredible remediation. Students can then retest at the end of the summer and data shows that students are jumping as much as two levels.

David summarized some of the important factors to inform the RFP:

- 1) Tool for colleges to configure for their own orientation
- 2) Courseware for delivery as well as the possibility for multiple orientations
- 3) On-ramping to a Bridge program, education planning, and assessment
- 4) Readily accessible as a tool for students to go back to as a resource

Personas:

Three students on the committee described issues and concerns that are particular to actual community college students:

- A first generation college student with parents who are illegal immigrants from Costa Rica, so he has no financial aid, is working two jobs, and can only use the school library computers when he needs computer access.
- A married veteran who works the night shift and goes straight to college when he gets off work at noon. He has been diagnosed with PTSD and has found that test anxiety can trigger his PTSD; he is studying computer science in order to help the company he works for.
- A single mother who put off college for a while who only takes online classes because she has trouble with day care. When she left high school, she was in trigonometry and other high courses but is now in remedial courses due to the time she has been away from school and her low assessment scores.

These are real students with real needs and the community college is made up of individuals like this. In order to write requirements that help to meet the needs of all of the actual users in the

CCC system, the committee has been writing user stories and **use cases**. Rick developed 6 fictional “personas” based on some of the information compiled from more than 120 persona characteristics generated. The goal is for work group members, programmers, and software developers to have a real feel for the people that will be using the tools that are developed. The goal is to be able to think of these “personas” as the requirements are written to make sure that we are meeting the needs of all of the users in the system. Rather than developing a complete profile for each of the more than 120 characteristics, the goal is to have each persona include multiple characteristics to represent those areas of need. We will use 5-7 personas, because it is easier to remember a family sized group, while it isn’t possible to picture and remember 120 personas.

Chuck Attariska is an eighteen year old male, first generation college student, who may have a higher probability of failing academically or dropping out of school. He is an “at risk” basic skills student who may be dealing with homelessness, incarceration, learning disabilities or a number of other factors that may jeopardize his ability to complete school.

Tina Transfer is a young woman who attended CSU for a term, but returned home because she just didn’t connect. Her parents gave her an ultimatum: get a job, go to college, or move out, so she is applying to the nearest CCC. Although she was CSU eligible when she graduated from high school, her lack of direction undermines her ability to succeed. She is working in a campus job. She is a transfer student, a financial aid recipient, on financial aid warning, and is also a student worker.

Freddy Freshman just graduated from a feeder high school and is enrolling in the nearest CCC because it is the lowest cost college option. His parents are divorced and he lives with his mom. He is not sure what he wants to do with his life, and is not sure how his skills measure up, but he has heard and accepted that college is the next step toward a successful life. He assesses into pre-collegiate English and trigonometry. He is unclear about his major and work goals, has average academic skills, good social and athletic skills, and his cell phone is his only computer.

Vince Veteran is a returning student. He enrolled after graduating with honors from his high school. After 9/11 he left school to join the Marines. His father is in the Marine Corps on active duty. Vince fought two tours in Iraq and was discharged with honors. He has knocked around from job to job since leaving the military and is now ready to use his GI benefits to try to get re-started on the college track. Vince’s academic skills were excellent, but are rusty from lack of use. He lacks clear academic and life goals. He is disconnected from peers who have not experienced warfare. He has some medical issues due to injuries while serving in the military and he may have undiagnosed disabilities. (Nearly 42% of all California veterans receiving GI benefits attend a CCC for workforce training, to earn an associate degree or to work toward transferring to a four-year university. One half of CC students are aged 25 or older and are already working adults.)

Katarina Counselor has been a counselor at a community college for 10 years and provides a variety of academic counseling services. Francis Faculty is a Physics PhD with fifteen years of teaching experience at a suburban CCC. She works with the MESA program. She also enjoys data analysis and uses data to understand how students in her classes are progressing in their knowledge of the subject matter.

The purpose of the personas is to be able to relate to and put ourselves into the head of the different users in the community college system so that better requirements can be written to meet their needs. Later the software will be tested from the perspective of each persona, and training will be developed for the students, counselors and faculty members that are represented.

The committee can update the persona characteristics list later, but rather than getting stuck in the minutiae of building personas, members can recognize that these are representatives and keep them in mind as they write their user stories. “As Katarina Counselor I will ...so that I can...”

or “As Chuck Attariska I will...so that I can...” Thinking through the different personas helps us to determine if any use cases have been missed. Is there something different needed for a veteran versus an at-risk student? Sometimes the user story will change with a persona change, and sometimes it will remain the same; the personas will help us to tease out that information.

The personas are not real people but act as proxies to help us think about their needs and how to meet them. Chuck may need an abbreviated education plan for the first time, while Vince may need one that is more comprehensive and in depth. Tina may need extra reminders about her counseling appointment because she is so busy with school and work. Committee members have done an excellent job writing user stories; the next step is reviewing them with a persona orientation to find elements that still need to be included.

Updating Documents:

Committee members had some concerns about the ability to update documents and version control within Basecamp. The project team wanted to switch over to using GoogleDocs, but not all members are certain that they can access GoogleDocs on their campuses, although they might be able to through Basecamp. An advantage of GoogleDocs is that it is always saving, so there is no save button and multiple people can be working on the same document at the same time without version control issues. Matt explained that there are a couple of issues to be aware of with Google. It is probably the most open system, but users need to make sure not to “download” when asked, because if they do they are creating a separate document; however, that means users must be online to work on the document. If working online is not an option, users can download the document and make changes but will have to add those changes back in when they have internet access. It is also important to set up the document organization how it is desired now, because if changes are made in the organization later, it will break all of the privileges on those documents; if one is changed, it will block all of the users. Everyone was given access to the work group documents in Basecamp, but in moving over to GoogleDocs, that access will need to be updated for everyone. For the next month the committee will use a GoogleDoc for the Persona Characteristics document and see how it works. If it works well, then the work groups can be migrated over one at a time. Rick also mentioned that if anyone has trouble with the Persona Characteristics document, they can send the updates to him and he will input them.

Existing documents should not be deleted. Members will need to be conscious of what others are doing. When a document is uploaded with changes, make sure that it is renamed with your initials or something else that allows people to tell the versions apart.

Project Overview:

David provided an overview of the project team that is in place at the Technology Center and will be expanded to provide additional resources for marketing and for the support of each of the tools that EPI will be providing to the CC system. He also reviewed the program risks and the business case for this initiative. The funding for this project totals \$30M but it is rolled in over the course of 5 years, and after 2015 the project is performance based. The first two years the funding can be thought of as seed money to develop the tools, but by June 30, 2015 progress toward meeting performance metrics that have been defined must be shown. This funding means that we have the resources to make a big infrastructure investment now so that colleges can save money in the long term. Today we have money, but that is an unusual situation, eventually the money will drop off and then a centralized system will look especially good.

There are three inter-connected groups within EPI, the Education Planning Initiative Steering Committee (EPISC) which acts as an over-arching advisory body for both Education Planning Tools Degree Audit System (EPT/DAS) which is the pilot college committee, and this committee Student Services Portal (SSP). EPISC as the advisory group has asked for more communication and updates on the work of EPT/DAS and SSP. The work groups are going to start using a Scorecard for reporting out to help with that communication piece. There are about 200 requirements written now but we want to develop as many as possible, so the number of

requirements is not necessarily going to be the best indicator for progress. The goal for next month is to focus on moving as many of the requirements that are in progress (red on the chart) to completion (blue on the chart). Some members suggested having two days for meetings, or having a full day for work with no business meeting, just lots of times to work on user stories in work groups.

The work groups were also encouraged to use their networks to investigate elements that contribute information to their group and the committee as a whole. Those independent research activities can be shared through Basecamp or could become requirements. They could also form the basis for a presentation to the full committee providing general information and discussion like the presentation today on orientation. This committee is defining the product, and members and work groups should recognize their evolving roles in that process.

Work Group Report Outs:

Student Support Services:

The group now has 9 members, which is very helpful. Kimberly noted that since many members were new to the committee, the group spent time reviewing the process and expectations. They also worked all the way through one complete use case and started another so that everyone understood how to do it, then divided up a number of use cases. The group will be meeting December 5th at 1pm and again on December 12th at 1pm.

Financial Aid:

Sarah explained that although their chart of red versus blue items doesn't look good because they have not completed many use cases, they have written the user story for everything. They will be working on use cases next. The group is most excited about the use case they have written on how to determine what type of financial aid application to file, which should be a top priority item; there is nothing like it in California so far. There are about 15 use cases to finish. They have been working closely with the ICanAffordCollege campaign, with representatives calling in to the work group meetings.

ICanAffordCollege had their technology people working on a wish list and have drafted pages for the work group to look at regarding a financial aid module which provides a better look at the true cost of college. It might be possible to have that group come talk to the full SSP Steering Committee. They can give a presentation about their statewide campaign and their partnership with CashCourse to build out a financial literacy page on ICanAffordCollege that will use some of their videos and calculators.

Career and College Explorer:

The group started with 15-18 types of user stories. Angel noted that today they worked on weeding out the ones that didn't make sense or were repetitive. They thought through user stories on how this element would look on the portal, as well as how to include some type of tutorial on the intent and purpose for it. They also wrote a user story for a lifestyle survey to help get a general sense of what the student is thinking, what they might want to do "when they grow up," as well as determining elements of life/work/school balance. The group looked at user stories for students who only use public transportation and how to manage workloads for that situation. They looked at using a format of 5 options for career types and 5 top schools. They recognized that there will need to be some aspect of a survey from the colleges themselves so that when students answer questions, the college information will mirror the student information; similar to a Google key word search, they must be related. The group eliminated elements regarding where friends and family go to school, recognizing that those could plug into a more basic lifestyle survey. The idea is to siphon the information down to when they will be ready to apply through a college website or the portal. The group is working on scheduling their next meeting on ZOOM.

Cynthia suggested another good presentation might be from Career Café outlining some of the career and college exploration resources from the Chancellor's Office.

Dashboard:

The group was focused today on examples of how the dashboard could work with messaging, workflows and milestones. Then they went into the conversation about how each college will want to have their own workflow and specific messaging. They will need to develop examples and determine how to test it. Unicon will need to develop the portal so that schools can customize the view of the dashboard.

Matt noted that student services and financial aid will define things that they want the dashboard to do, and there will be "nudges" that come from analytics or business rules so that once information is received it will show up on the dashboard for the student or the student's counselor. It might also be useful to show particular correlations, like students who didn't finish their first year with students who didn't complete financial aid. There will be elements on the dashboard that will come from what other work groups define.

Sarah noted that financial aid would like their checklist to show up front and center on the dashboard to help students get focused, stay focused and stay on course.

Matt also mentioned that with 72 districts and 112 colleges there are many different steps involved in registration, each college does it differently, but there are probably subsets of items that are the same. It should be possible to define what those steps are, so that when Hartnell is selected, the dashboard displays the seven steps for Hartnell versus the twelve steps for Butte, etc. It is important to remember that we are past the days of a static system. Students will expect dynamic information on a dynamic dashboard. As soon as they complete step 3 they will expect that to display as completed. They should immediately begin receiving "nudges" for the next steps that need to be done. The work of the dashboard will end up permeating every other group and vice versa.

Future Meetings:

SSP SC will meet on January 27th from 10-3 in southern California. There will be a very short business meeting with a little bit of time to meet with the vendor, and then most of the day will be spent locked up working on user stories and use cases. Norberto encouraged members to fly in on the 26th if possible to meet early with work groups.
(On the 28th Cynthia and Norberto will do a short report out to EPISC at their meeting.)

February 19th SSP SC will meet at the Wyndham in Irvine.
(February 17th-18th EPT/DAS will be having vendor demonstrations at the same location).

Crystal will send out a schedule for March-May.

Adjourn:

The meeting was adjourned at 3:09 pm.

Executive Committee Agenda Item

SUBJECT: C-ID and TMC Update		Month: January	Year: 2015
		Item No. V. A.	
DESIRED OUTCOME: Update the Executive Committee on the C-ID and TMC projects		Attachment: NO	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 10 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Bruno	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Since the last Executive Committee meeting, the Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee continued the work of C-ID and Transfer Model Curricula. The following report provides an update on the work of both committees.

ICW Update

Descriptor and TMC 5 year review: Three disciplines are under review: Communication Studies, Psychology, and Sociology. The FDRGs have indicated that there will be no substantive changes to the descriptors. Currently, all descriptors to be modified are vetting until February. Next, the FDRGs will review their TMCs. Initially, the ICW believed that the TMC review could be a one year process but with further consideration, continuing the process over two years is necessary to determine the impact of any changes made to the TMCs prior to making any changes. The process for that review is still being developed.

Areas of Emphasis Degrees – Four AoE TMCs are anticipated: Diversity Studies, International/Global Studies, Sciency Health Science, and Social work. FDRGs for all but Diversity Studies have been formed and are expected to convene in January. The membership of Diversity Studies is not yet finalized. . (The names for each area provided are for internal purposes only. The FDRGs will determine the names once there is consensus.) Model Curriculum - Nursing, Engineering and IT (formerly ICT) model curriculum have vetted. Engineering has an NSF grant to engage UC and CSU in a review of the model curriculum and the developed descriptors. ICT (Information Communication Technology) model curriculum – now called IT (Information Technology) – is ready to go and waiting for endorsement. IT descriptors have been finalized and courses may be submitted to receive a C-ID designation.

The ICW determined that it should not have a role in oversight of Model Curriculum. ICW and CSU faculty especially highlighted the importance of model curricula remaining differentiated from TMCs. The ICW was supportive of finding a way to officially recognize model curriculum and was supportive of finding a method to confer transfer benefits on students if they complete a model curriculum but ICW was adamant that model

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

curriculum remain distinct and separate from TMCs. The C-ID Advisory Committee will now oversee the development and endorsement of model curricula.

C-ID and C-ID Advisory Committee Update

C-ID

Faculty in Math, English, Reading and ESL are being appointed to the Basic Skills FDRGs. Once all appointments are completed, the FDRGs will meet to identify and draft the appropriate descriptors for their disciplines.

C-ID Advisory Committee

The C-ID Advisory Committee approved a revision to the C-ID Prerequisite policy, which should help to clarify the use and establishment of pre and corequisites on C-ID descriptors. The policy is found on the C-ID website: https://c-id.net/docs/policies/C-ID-Prerequisites-Content_Review.pdf. The policy effectively prevents an FDRG from implementing a prerequisite that is not commonly in place.

The Committee has an ongoing discussion on distinguishing between intra and intersegmental descriptors. The Committee decided that the FDRG for each discipline would determine whether the descriptors are intra- or inter- segmental in nature. The Intra-segmental review process is completed by two CCC faculty and the primary reviewer (also CCC faculty). If the FDRG determines that the status of a descriptor has changed from intrasegmental to intersegmental, the review process would then change from being an intrasegmental process to an intersegmental one. Depending on the course and its use, intersegmental re-review may or may not be necessary. A policy is under development to codify the review process for intra and intersegmental descriptors. Currently, two disciplines have intrasegmental course descriptors vetting: Biotech (re-vetting) and Emergency Medical Services.

The C-ID Advisory Committee approved the Process for Endorsing Model Curriculum as well as the Model Curriculum Faculty Workgroup policy, which describes the committee membership. Finally, the C-ID Advisory Committee requested that the Chancellor's Office explore ways to streamline the approval processes for degrees and certificates that align with model curriculum much like the process in place for ADTs.

C-ID Advisory Committee Minutes (Final)

April 15, 2014

10:00 a.m. – 4:00 p.m.

555 Capitol Mall, 9th Floor Conference Room, Sacramento, CA 95814

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Julie Adams, Executive Director, ASCCC/C-ID
Cathy Beane, Articulation Officer, CSU Long Beach
Julie Bruno, Communication Studies, Sierra College
Mary Legner, Mathematics, Riverside City College
Aurelia Long, Articulation Officer; UC Berkeley
Cris McCullough, Interim Dean, CCCCCO
Ken Nishita, Psychology, CSU Monterey Bay
Barry Pasternack, Business, CSU Fullerton
Michelle Pilati, C-ID Faculty Coordinator/Rio Hondo College
Bob Quinn, Specialist, Transfer and Articulation, CCCCCO
Barbara Swerkes, Consultant, CSU System Office

Guest:

David Morse, Vice President, ASCCC/Long Beach City College

Staff:

Krystinne Mica, Program Specialist, ASCCC/C-ID

I. Announcements and Approval of Agenda

Introductions were conducted and the following items were added to the agenda:

- Item I. A. – Approval of the February 18 minutes
- Item III. F. – Descriptor Review Process

Members approved the agenda by consensus.

A. Approval of the February 18, 2014 Minutes

The minutes were amended to clarify a sentence on pg. 2. The minutes were approved as amended. Abma, Bruno. (MSC).

II. C-ID Reports

A. ICW Update

Pilati provided the group with an update on the recently held Intersegmental Curriculum Workgroup (ICW) meeting, which included a discussion with the faculty discipline review group (FDRG) Leads for both Nursing and Engineering on potential benefits for high-unit model curriculum (MC); a discussion on when to determine when transfer model curriculum (TMC) creation stops and which disciplines may still need TMCs developed; a draft memorandum of understanding (MOU) proposed by Swerkes; and a future meeting of the Intersegmental Curriculum Faculty Workgroup (ICFW) to review and accept TMCs for Nutrition/Dietetics and Child and Adolescent Development, and a

model curriculum for Information Communication Technologies. Pilati also noted that Health Science (Community Based) completed creation of two TMCs, though she is working with the Lead to determine which TMC will move forward for vetting, as there is the *One TMC per FDRG* policy in place. Pilati stated that the following disciplines warranted further research to determine if they meet the TMC creation criteria: Communication Disorders, Hotel/Hospitality, and Family and Consumer Sciences.

McCullough noted that the CCC Chancellor's Office continues to work on reconciling the Film/TV/Electronic Media (FTVE) template, as there are five TOP codes that align with CIP encompassed by the FTVE TMC. The expected template release date remains September 1, 2014.

B. C-ID Descriptors with a High Fail Rate

Pilati reviewed the document *C-ID Course Outline Review Data* with the group. This document was originally created to present data on the course descriptors to the Articulation Officer (AO) Subgroup to help them determine if there are any issues with existing descriptors. Pilati summarized the findings and her rationale for how the data was collected (all included in the original document). A question came up on if and how primary reviewers are tracking any issues that they see during the review process for descriptors, particularly those that have a high *Not Approved* rate for submitted course outline of records (CORs). Pilati mentioned that primary reviewers are tracking descriptor issues for their respective disciplines, but that she would like to send out a survey capture this data so that it may feed into the descriptor review process once it happens for the descriptor.

There was concern expressed on the amount of course submissions sitting *In-Progress* or *Submitted* in C-ID (those that have not yet been given a final determination). As the CCC Chancellor's Office AD-T submission deadline of June 2014 looms in the near future, there was concern by the AOs around the table of the potential to have their campus's AD-Ts deactivated if they do not have approved C-IDs. The Advisory recommended that a review of the existing descriptors take place to determine which descriptors are part of a TMC's Core or List A and to prioritize the review of those courses.

ACTION:

- C-ID staff will review descriptors that are included in existing TMCs Core or List A.

The group launched into a discussion on whether C-ID should pre-review if the submitted course outline meets the descriptor prerequisite requirement. If not, the course outlines would automatically be sent back to the AO. Some felt that this would relieve the bottleneck in course review for C-ID as it would eliminate those submissions that clearly do not meet requirements. Others stated that having this pre-review may not always be beneficial, as courses may come back meeting the prerequisite requirement, but may still be missing content. Adams noted that this

was proposed during the early stages of C-ID and individuals involved back then did not like the idea of having a pre-review. A suggestion was made on having a pilot program of the pre-review done with Math first to see if it alleviates the bottleneck in that discipline. Although some strongly agreed to this, there was not a formal motion from the body to proceed with the pilot program. Pilati stated that this conversation should also be presented to the AO Subgroup for their consideration.

ACTION:

- Agendize for the AO Subgroup the discussion on pre-review for prerequisites.

C. Report from AO Subgroup

Pilati reminded the Advisory Committee that there is a formal group of AOs who represent the AO community on behalf of C-ID, four from the community college and two from the CSU. This group meets weekly and discusses a range of topics from the field. They help produce the monthly C-ID newsletter and provide updates to their regions. The membership of the group is listed on the C-ID website.

D. March 2014 AO newsletter

This was discussed in the section “Report from AO Subgroup”.

III.C-ID Processes and Policies

A. Course Content in Excess of Descriptor Requirement

Additional language was inserted in the document *Submitting Course Outlines for C-ID Designations* that clarified when it is appropriate to have additional content to the course outline. The following language was approved by consensus

While additional components may be appropriate and expected, it must be apparent how the components of the descriptor will be addressed with the required breadth and depth.

Pilati indicated that she will review section I.A. of the document to include language on reviewing course outlines holistically. She indicated that this will be brought forth to the AO Subgroup prior to the approval of the C-ID Advisory.

ACTION:

- Pilati will draft language for section I.A. of *Submitting Course Outlines for C-ID Designations* to include language on reviewing course outlines holistically.
- The document will go to the AO Subgroup for review prior to review and approval of the C-ID Advisory.

B. Appeals Process

The body approved the *C-ID Appeals Process* document. Swerkes, Pasternack (MSC). Pilati informed the group that a number of AOs have already begun using the appeals process and no major issues have arisen.

C. Prerequisites – Content Review

A draft document was presented to the body on criteria FDRGs should consider for the addition of prerequisite/co-requisite on descriptors. The document requires that at least three CSU or UCs need the prerequisite before it is added to the descriptor. Members of the Advisory asked that to be changed to either ½ of the accepting transfer institutions (at least 13 CSUs and five UCs) or 2/3 majority. A request to define what is considered “common” was also proposed. As there were still unanswered questions, Pilati stated that she will conduct further research on how this may potentially impact transfer into UC, as well as contact FDRG Leads to determine their rationale on adding the additional prerequisites. There as also a request for additional language on guidance to the FDRG and Pilati agreed to draft a second paragraph. Members were asked to provide feedback on the document to Pilati.

ACTION:

- Members will provide Pilati with feedback to the document.
- Pilati will add a second paragraph on guidance and continue to tweak the language, as her research deems appropriate.

D. CCC Only Descriptor Review Process

A separate document was not created for this process, as Pilati believes that this may already be encompassed in the current descriptor review process. The question posed to the group was how to determine when a descriptor is CCC only or is CSU/CCC. The conversation was continued in the section “Intersegmental vs. CCC Only Descriptors”.

E. Intersegmental vs. CCC Only Descriptors

The Advisory was asked to reflect on an appropriate way to determine when both segments should review descriptors, or when a descriptor is only intended for CCC and therefore, is only reviewed by CCC reviewers. This is complicated as courses that are first deemed intrasegmental may become transferable in the future and would then require intersegmental review. Pilati provided examples of descriptors in psychology, and Bruno in communication studies, of courses that she saw that were only being offered in community colleges. As the group discussed this topic, two points reoccurred: courses not in the TMC and courses that do not carry articulation should be reviewed only by CCC reviewers. The group suggested to identify through the five-year descriptor review process, which descriptors are candidates for intrasegmental or intersegmental involvement. There was not a formal consensus agreed to at the meeting.

F. Proposed Descriptor Review Process

The proposed *Descriptor Review Process* document was brought back to the meeting for approval with edits from the last meeting. Along with this document, the proposed *TMC and Descriptor Review Schedule* was distributed so members can see the timeline. As the *TMC and Descriptor Review Schedule* has not been reviewed and approved by ICW, this was information-only for the Advisory Committee. Questions arose regarding catalog rights for courses that are changed during the review process; whether discipline FDRGs can request for modifications outside of the normal 5-year cycle; and if funding can be increased to have discipline FDRGs meet annually to review their current descriptors and TMC. The CCC Chancellor's Office voiced concerns regarding colleges modifying an existing TMC, as the template will also have to change. It was also noted that if a descriptor were to change, then the CCCCCO would not have a way to determine if older submission were in fact resubmitted against the updated descriptor.

Pilati indicated a proposed structure for the review cycle and a possible draft of a mapping timeline for the review, and emphasized the need to encourage the FDRG to be mindful of making impactful changes only when necessary. Language will need to be drafted regarding off-cycle process and the definition of the 4th academic year triggering the 5-year review process. Pilati asked the Advisory to approve the policy while a separate document will be created for off-cycle and first cycle review; members approved this proposal unanimously. The companion document and mapping timeline will be brought back to the next meeting.

ACTION:

- Pilati will edit the document per the conversation and draft a companion piece regarding off-cycle reviews and the 4th-year. A mapping timeline will also be drafted to accompany the documents.

IV. Future Agenda Items and Next Meeting Time/Place

The next meeting is to be determined, based on member's availability.

V. Adjournment

Respectfully Submitted by,
Krystinne Mica, Program Specialist

Appendix I: Commonly Used Acronyms

AD-T – Associate Degree for Transfer
AO – Articulation Officer
ASCCC - Academic Senate for California Community Colleges
CCCCO – California Community Colleges Chancellor’s Office
CCC MC – Intra-segmental Model Curriculum
C-ID – Course Identification Numbering System
COR – course outline of record
CSU- California State University
DIG – Discipline Input Group
FDRG – Faculty Discipline Review Group
ICW – Intersegmental Curriculum Workgroup
ICFW – Intersegmental Curriculum Faculty Workgroup
ISMC – Intersegmental Model Curriculum
MC – model curriculum
SCP – Statewide Career Pathways
TMC – transfer model curriculum
UC – University of California

Steering Committee Meeting Minutes (Final)

October 3, 2014

555 Capitol Mall, Sacramento, CA 95814

2nd floor Conference Room

10:00 a.m. to 3:00 p.m.

In Attendance:

Julie Adams, Executive Director, ASCCC

Julie Blacklock, Deputy Sector Navigator- Agriculture, Water, Environmental
Technology, Woodland Community College

Julie Bruno, Communications Faculty/ASCCC Vice President, Sierra College

Dianna Chiabotti, Child Development Faculty, Napa Valley College

Kris Costa, Articulation Liaison, ASCCC

Grant Goold, Program Director, Paramedic & EMT Department, American River College

Anetta Leone, Business Instructor, Millikan High School

Lori Morton, Director, State Center Consortium

Wheeler North, SCP Faculty Coordinator/Aviation Instructor, San Diego Miramar
College/ASCCC

Kevin Shyne, Education Programs Consultant, CDE

Lynell Wiggins, Counselor/CTE Transitions Coordinator, Pasadena City College

Staff:

Krystinne Mica, Program Specialist, ASCCC

I. Announcements and Approval of the Agenda

Introductions were conducted, as there were new members on the committee. The agenda was approved with the inclusion of items **XIII: Apprenticeship** and **XIV: WhoDoUWant2B website**. (Grant, Bruno) MSC

II. Approval of the April 25, 2014 Minutes

The minutes were approved by consensus.

III. C-ID Update

a. Update from C-ID Advisory Meeting

Adams and Bruno provided the members with background information on the C-ID project to explain the connection between C-ID and SCP for new members. The initial work of SCP and articulation templates was based on C-ID and the connection of the template process as a bridge point for colleges and high schools. The conversation moving forward is determining whether the transfer process can be mimicked for high school use. The online counseling tool will be instrumental in accomplishing the statewide movement for students. In addition, the group conversed about TOP and SAM codes as it relates to C-ID and Adams explained that as the faculty discipline review groups (FDRG) are convened for each discipline, the members are advised to begin thinking about the related TOP Code for the discipline to help the Chancellor's Office determine where to house the degree.

There was a discussion on the recent SB 440 (Padilla, 2013) legislation and the mandate to provide students with two areas of emphasis (AOE) TMCs. It was noted that SCP might be interested in the Allied Health/ Exercise Science area of which the FDRG is being convened to look at the development of an AOE TMC.

b. Model Curriculum

A brief update was provided on the disciplines convened during spring 2013 for the potential development of model curriculum and descriptors.

- *Biotechnology*- currently vetting five descriptors until October 31.
- *Emergency Medical Services* – the FDRG met and are close to finalizing five descriptors for vetting. Goold informed the group that the FDRG developed two certificate programs but were unsure what the next steps should be for the certificates.
- *Automotive Technology* – The FDRG lost a member due to retirement and Mica and Costa are actively seeking the last member. Once they are appointed, the FDRG will review the draft descriptors and finalize for vetting.
- *Addiction Studies, Culinary Arts, and Allied Health* – faculty are being appointed to complete the FDRGs for the disciplines and will be convened for an in-person meeting once the groups are complete.

IV. CTE Disciplines

The committee decided not to convene new disciplines until the current disciplines (listed above) complete their work.

V. Update on Programs of Studies

a. Nutrition and Dietetics

Costa reviewed the program of study (POS) for Nutrition and Dietetics and gave an overview of the steps to develop a POS for a discipline. The POS is scheduled to vet until October 20; afterwards members of the POS Action Team will look at the suggested changes and provide a final document for approval by the Steering Committee. As the development of the online counselor tool continues, Costa envisions the POS will become a source document to populate information for the website. A question was raised on using webinars for particular sectors on the use of POS; Costa and Chiabotti will touch bases to discuss.

The following disciplines are currently in the queue to discuss and create a program of study for their discipline after the release of the TMC/MC: ICT, Engineering, and Nursing.

ACTION:

- Chiabotti and Costa will discuss the use of webinars for sectors on the use of POS

VI. POS templates for Non-CTE degrees/majors?

Costa proposed to the committee that POS templates for non-CTE degrees should be considered for development to provide all students access to a pathway early on. Members conversed on the movement to abandon the traditional sense of what a CTE degree is, as all students have the goal of gaining employment after graduating. Further, they stated that students graduating with terminal CTE degrees are only a few courses away from being able to transfer and would thus save students money in the future if they want to continue their education. The committee proposed to take this idea to the next ICW meeting with the additional goal of explaining why this is also beneficial for the CSU System. Adams, Bruno, and Costa will discuss how to present to ICW.

ACTION:

- Adams, Bruno, and Costa will discuss how to present the non-CTE POS proposal to ICW

VII. C-ID Articulation Templates

a. DIG format to build content

Costa provided the group with a sample of the currently used articulation template and a proposed sample template aligned with C-ID. She gave the group an overview of the creation of the old template and the process of developing regional and statewide networking prior to the existence of C-ID. As C-ID is currently doing the same process as the old articulation templates, Costa suggests aligning the templates with the existing C-ID descriptors. While members were not opposed to the suggestion, there were questions raised concerning: the affect of aligning with C-ID and assessment requirements for high schools; the implementation of the use of descriptors with templates (would articulation agreements carry an addendum with the C-ID descriptor information, adapt the current C-ID descriptor template, or create new templates); and creation of a guidance document for the process. Adams suggested that this request be presented at the upcoming C-ID Advisory meeting in December.

There was a recommendation to review how industry certification can help with statewide alignment in courses, as sectors generally have accepted certifications students can take to show skill and proficiency in the field. Goold volunteered the Emergency Medical Service (EMS) discipline to be the pilot program as EMS has a widely known industry certification in place for all programs. This will be tabled until the meeting with the C-ID Advisory Group yields a decision on how to move forward.

ACTION:

- Costa and Adams will bring forth the idea of merging C-ID descriptors and articulation templates to the C-ID Advisory meeting

in December to seek guidance on the development of the template format.

b. Template format?

This was discussed in the above section and will be brought to the C-ID Advisory meeting in December.

VIII. Online Counselor Tool

The committee accessed the online counselor tool with Costa and reviewed the system's capabilities and currently loaded information. She indicated that suggestions from the meeting in April were incorporated into the current version. There was a question raised on whether the 15 sectors listed align with the *Doing What Matters* campaign and it was clarified that they are not aligned; the sectors in the toolkit align with the California Department of Education (CDE) sectors. There are ongoing issues with the system and Costa is working with RS&E to renovate the website.

a. How to deal with non-template POS

There are currently 10 POS templates approved by the Steering Committee and 54 career pathways available, identified by CDE. Costa asked the group to consider whether templates should be blank or populated when high school counselors use the website. Considerations were made on how a populated versus blank template will benefit the counselors, but no formal decision was made on how to proceed with the templates. A proposal was made to look at course taking patterns and allowing counselors to select a college first which would then populate the template with the programs available at that college.

b. DIG format to develop POS

Adams proposed using the C-ID DIG format of convening high school and community college faculty on the development of POS templates for the online counselor tool and recommended having 1070 directors at the table during discussions. The committee was amenable to this suggestion and decided to proceed with sector based DIGs for the 54 pathways to get foundational information for the online toolkit.

IX. Updates on presentations

Costa updated the group on the presentations and meeting she attended from April through September 2014, and highlighted her upcoming meetings where she will be presenting on the counselor online tool.

X. Discipline focus for this year

Industry folks in Agriculture approached Costa at a recent CATA meeting asking for statewide templates in specific areas of Agriculture. Costa informed them of the work already done by C-ID in AG and suggested the use of C-ID descriptors for those statewide templates. AG industry people were excited at the prospect of getting statewide model curriculum for their specific field. Costa presented this to ICW and

received the green light to convene a faculty discipline review group (FDRG) at the upcoming Mid-Winter Institute for AG. It was noted there is dollars to fund the convening of the AG groups.

Likewise, Advanced Manufacturing has been targeted as an area for curriculum development, per the conversations at the Governor's Economic Summit and subsequent conversations with Sector and Deputy Sector Navigators for Advanced Manufacturing. The manufacturing industry has requested that there be greater connections to the high school programs that exist as well as students early in their career, to ensure that students understand Advanced Manufacturing as a career area of value. Deputy Sector Navigator, G Sangrah (based out of College of the Sequoias Visalia) has expressed dollars and interest in convening groups to develop curriculum.

A suggestion came from Pilati to convene industry people for computer networking, specifically CISCO, however the committee is unsure of the need to convene them at this time and will need more information before convening the group.

XI. Discussion about SCP proposal

As the Statewide Career Pathways project funding is slated to end in June 2015, it is important that the committee identify ways in which funding for the project can continue. Adams presented the committee with a draft proposal for SCP's continued funding through leveraging the CCPT grant recently awarded to programs that followed the Linked Learning model, and the SB1070 dollars for development of CTE regional programs. Adams is proposing to modify the RFP to tailor to specific regions and hopes to have a draft ready for the upcoming CCCAOE conference to present along side the counselor tool. Members suggested changing the language to reflect industry verbiage (e.g. "articulation" to "pathways") and including a breakdown of the cost for each pathway. Adams will incorporate suggestions from the group and pull information from the existing C-ID RFP to supplement the proposal.

Chiabotti offered to present the POS templates during her concurrent/dual enrollment presentation at CCCAOE.

ACTION:

- Adams will incorporate suggestion from the committee into the RFP.

XII. Conversation with Regional Consortium, 1070 grantees, and the CTE \$50M Enhancement fund

This was included in the section "Discussion about SCP Proposal".

XIII. Apprenticeships

The group discussed apprenticeships available for high school students to determine if a member of SCP or ASCCC should accept the invitation to attend a carpenter's workshop in southern California. Morton discussed the AB86 grant

that focuses on regional apprenticeship programs for K-12 and CCCs. Members from high schools also spoke of the role of apprenticeships for programs that are highly impacted based on sector needs (e.g. manufacturing) and hypothesized that the need will only increase as more people retire in those areas. Costa tied the conversation back to POS templates and suggested that apprenticeships may have an influence on the development of a template for a particular field. Caution was exercised, as there are some union apprenticeship programs with their own curriculum, which may be problematic to incorporate with existing curriculum. The group decided to contact John Dunn to have an initial conversation prior to accepting the invitation to attend the workshop. North will contact Dunn.

ACTION:

- North to contact Dunn to get conversation started on apprenticeship programs and connection to SCP.

XIV. WhoDoUWant2B Website

The CCC Chancellor's Office (CCCCO) approached the Academic Senate to see if it is possible for them to take the lead on updating and maintaining the website, as there is some funding they can use to invest on the upkeep. The committee was willing to have the CCCCCO take over as long as there is connection maintained with the online counselor tool and CDE sectors.

XV. Project funding

This was included in the section "Discussion about SCP Proposal".

XVI. Future agenda items and next meeting time/place

The following are items for the next agenda:

- Status of regional proposal
- C-ID descriptors for courses offered at colleges but are not in the course catalog
- Populating development of POS DIG

The next meeting will take place on Wednesday December 17 in Sacramento. Location TBA.

XVII. Adjournment

Respectfully submitted by:
Krystinne Mica, Program Specialist



Executive Committee Agenda Item

SUBJECT: Report out from Local Senates Visits		Month: Jan	Year: 2015
		Item No. VI E I	
DESIRED OUTCOME:		Attachment: YES / NO	
		Urgent: YES / NO	
CATEGORY:		Time Requested.	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Kale Braden		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Notes from the Local Senates Visits.

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



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**Relations with Local Senates Committee
Local Senate Visit: Santa Monica College
October 28, 2014**

Kale Braden and John Freitas

This was a regular Academic Senate meeting. There were some concerns raised about some of the upcoming resolutions (the draft packet had been released shortly before our visit)—specifically there was some concern about the Bachelor Degrees and whether or not they should be required to use upper-division GE courses. John and I presented a brief presentation on the *process* by which resolutions are adopted (or not adopted) and encouraged the senate to communicate their concerns to their delegate to carry them to session for discussion. There was also some concern about high unit majors and what would happen if a college was unable to add in a transfer degree (would the Chancellor's office delete the local degree). After the meeting, this concern was sent to the ASCCC Curriculum committee and we were able to send back a response to their concerns.



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Relations with Local Senates Committee

Local Senate Visit: Fullerton College

November 6th, 2014

Kale Braden and Wheeler North

This was a regular Academic Senate meeting. Prior to the meeting, the Academic Senate president met with us to discuss the agenda of the senate meeting that we would be attending.

Fullerton's Senate is a well-functioning senate. The faculty at the meeting were collegial, well informed on the issues, and actively engaged in the discussion of the various items on the agenda. There were some concerns raised about the new ACCJC standards (specifically the requirement to dis-aggregate SLOS by individual students) as well as the Chancellor's announcement in October to enforce the how hours are allocated for lecture/lab sections.



Relations with Local Senates Committee

Local Senate Visit: Pierce College

November 17th, 2014

Kale Braden and John Stanskas

Our visit began with lunch with the some of the Pierce Academic Senate Executive committee and then we transitioned into a full Executive committee meeting. There was noticeable tension throughout the meeting and there were definite factions within the room. In addition, the Pierce Academic Senate is struggling with some of their committees work—specifically the curriculum committee and “what lives in the Senate and what is the area of concern of the Curriculum committee.”

The current Pierce President is attempting to bring Pierce’s process into alignment with the other LACCD colleges:

- Curriculum makes a decision
- The curriculum which has been approved by the Pierce Curriculum Committee is placed on the Pierce Academic Senate consent agenda, with the ability of any senator to remove an item from consent for discussion.

There was a lot of wrangling over whether or not Pierce was following the LACCD Policies and Regulations in their curriculum procedure.

The Senate meeting that we attended was a regular Academic Senate meeting. The meeting was well attended and there was good participation from the faculty. The factions that were evident in the Executive Meeting continued into the main Senate meeting. One of the warning signs was extreme wrangling over issues in the draft minutes from the previous meeting—which took time and ultimately forced the draft minutes to be pushed onto the next meeting for approval.

There were some of the usual tensions evident in the meeting: the administration presented a Master Building Plan that there was some question as to whether or not the plan had been fully vetted through the appropriate committees (many on the Senate reported that they had never seen the report before). There was also some tension regarding recent changes to the LACCD Faculty contract which changes the ability of the campus to offer double sections (two sections taught in the same classroom at the same time)—Pierce has a long tradition of offering these sections but was one of the only colleges in the district to do so and the contract was changed to prohibit it. The Union was not represented at the Senate meeting and there was a lot of consternation about the “Academic and Professional” impact of this change (which sounded more like workload impact to me!)