Academic Senate
for California Community Colleges

EXECUTIVE COMMITTEE MEETING

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Friday, February 5, 2016 – Folsom College
10 College Parkway, Folsom, CA 90650
FL1-20, Community Room (Parking in Lot A)
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:00 p.m. Meeting
6:00 p.m. to 8:00 p.m. Dinner: To Be Announced

Saturday, February 6, 2016 – Lake Natoma Inn
702 Gold Lake Drive, CA 95630
Room: Sierra 1
8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 1:30 p.m. Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Tonya Davis at (916) 445-4753 x106 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. **ORDER OF BUSINESS**
    A. **Roll Call**
    B. **Approval of the Agenda**
    C. **Public Comment**
       This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter <u>not</u> on the agenda. No action will be taken. Speakers are limited to three minutes.
    D. **Calendar**
    E. **Action Tracking**
    F. **Dinner Arrangements**

II. **CONSENT CALENDAR**
    A. **January 8 - 9, 2016 Meeting Minutes, Stanskas**

III. **REPORTS**
    A. **President's/Executive Director's Report – 40 mins., Morse/Adams**
    B. **Foundation President's Report – 10 mins., May**

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

IV. **ACTION ITEMS**
A. **Legislative Update – 20 mins., Bruno**
The Executive Committee will be updated on recent state and federal legislation and take action as necessary.
B. **2016 Academic Academy – 25 mins., May/Smith**
The Academic Senate will make recommendations and consider for approval the theme and draft program for the 2016 Academic Academy.
C. **Update to the Equivalence to the Minimum Qualifications Paper – 20 mins., Stanskas**
The Executive Committee will consider for approval revisions to the *Equivalence to the Minimum Qualifications* paper.
D. **ASCCC Professional Develop Plan – 20 mins., Rutan**
The Executive Committee will consider for approval feedback on the draft ASCCC Professional Development Plan.
E. **Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy Recommendations Implementation – 15 mins., Bruno/Adams**
The Executive Committee will review the Workforce Taskforce Recommendations Grid and consider for approval suggested assignments.
F. **Effective Curriculum Processes Paper – 20 mins., Freitas**
The Executive Committee will consider for approval the effective curriculum processes paper.
G. **ASCCC Caucuses Participation and Engagement – 10 mins., North/Freitas/Adams**
The Executive Committee will discuss caucus participation and engagement and consider for approval if subsequent action is needed.
H. **2016 Spring Plenary Session Planning – 120 mins., Morse/Adams**
The Executive Committee will consider for approval the 2016 Spring Session preliminary program.
I. **Career Technical Education (CTE) Program – 20 mins., Goold**
The Executive Committee will consider for approval the program for the May CTE Leadership Event.
J. **ASCCC Periodic Review, 10 mins., Adams/Stanskas**
The Executive Committee will consider for approval conducting the ASCCC Periodic Review in 2016 -17 and discuss the approved process.

V. **DISCUSSION**
A. **Chancellor's Office Liaison Report – 45 mins.,** *(Time certain 1:30 pm)*
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
B. **Board of Governors/Consultation Council – 10 mins.,**
The Executive Committee will receive an update on the recent Board of

Governors and Consultation meetings.

C. IDI – 20 mins., Adams/Rutan
The Executive Committee will debrief the Instructional Design and Innovation Institute.

D. Lauchboard – 15 mins., Adams/Bruno
The Executive Committee will be updated on a recent discussion on the Launchboard buildout.

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

A. Standing Committee Minutes
    i.   Curriculum Committee, Freitas
    ii.   Faculty Development Committee, Rutan
    iii.   Noncredit Committee, Aschenbach
    iv.   Online Education Committee, Davison
    v.   Part-time Task Force, North

B. Liaison Reports
    i.   ACCE, Aschenbach
    ii.   Basic Skills Advisory Committee, Aschenbach
    iii.   Director's Collaborative Committee Meeting, Adams
    iv.   General Education Advisory Committee, Stanskas

C. Senate Grant and Project Reports

VII. **ADJOURNMENT**

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Executive Committee Agenda Item

SUBJECT: Calendar		Month: February	Year: 2016
		Item No. I. D	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on upcoming ASCCC meetings and events.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings
- **Accreditation Institute** – San Diego – February 19-20, 2016
- **March Executive Committee Meeting** – Walnut/Pomona – March 4-5, 2016
- **Academic Academy** – Sheraton Sacramento – March 18-19, 2016
- **Area Meetings** – April 1-2, 2016
- **Online Education Regional Meetings (North/South)** – April 8-9, 2016
- **April Executive Committee Meeting** – Sacramento – April 20, 2016
- **Spring Plenary Session** – Sacramento Convention Center – April 21-23, 2016
- **Career Technical Education Institute** – Anaheim – May 6-7, 2016
- **May Executive Committee Meeting** – Catalina Island – May 27-29, 2016
- **Faculty Leadership Institute** – Riverside – June 9-11, 2016
- **Curriculum Institute** – Anaheim – July 7-9, 2016

2015-16 Event Timeline is attached.

Reminders/Due Dates

February 18, 2016: Agenda Items, Committee Reports, and Action Tracking updates for Mar. Executive meeting

February 27, 2016: Paragraphs for the Annual Report due to the Executive Director (see II. N. Annual Report)

April 4, 2016: Agenda Items, Committee Reports, and Action Tracking updates for Apr. Executive meeting

May 12, 2016: Agenda Items, Committee Reports, and Action Tracking updates for May Executive meeting

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

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	In Progress			March 2015: The ADT paper was brought to the March Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics. April 2015: Bruno will craft language to address concerns raised by the Exec Cmte and bring back recommendations at a future meeting. August 2015: Julie B and Michelle Pilati will review current documents and bring forward white papers this year. September 2015: Two white papers will be submitted at the October Executive Committee meeting: The History of C-ID and TMCs and Effective Practices. October 2015: The Executive Committee adopted the two white papers on the history and effective practices. The other two white papers will be presented to the Executive Committee at a subsequent meeting. December 2015: The two white papers are in final editing and will be disseminated in January 2016.
Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete		Pending--Morse will follow up again with CoFO	Sept. 2014: The chair of the Education al Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval. Feb. 2015: Morse to explore with CoFO the idea of developing a joint paper.
Current (Recency) Survey from S&P Committee	3. October	2014	IV. H.	Rutan	Future	Incomplete		S&P chair will followup with CO	October 2014: Rutan will follow up with the Chancellor's Office to determine whether or not adding recency is legal and bring this item back to the Executive Committee for further discussion. Update: Unable to obtain legal opinion from the CO until a new legal counsel is chosen. The CO anticipates having a new legal counsel within the next few months (approx Spring/Summer 2015)
Committee Communication	3. October	2014	IV. L.	Adams	Future	Incomplete			Adams will work on revising the policies and drafting some guidelines for consideration by the May 2016 EC meeting.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Smith	Future	Incomplete		EDAC will discuss this year.	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
The Best of the Rostrum	5. January	2015	II. F.	Adams	May	In progress			Each standing committee (not just chairs) will review the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period.
Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Freitas/Davison	Future	Incomplete			Nov 2015: This item needs to raised at SACC again Dec 2015: An agenda item has been submitted for the January Exec meeting to request further guidance.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Davison	Future	Incomplete		Need to research status	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
ASCCC Certification	6. February	2015	III. D.	Adams	Future	Incomplete		Will be implemented with the Curriculum Module this fall.	Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.

#	Item	Month	Year	Ref	Lead	Timeline	Status	Notes	Description
18	Technical Assistance Curriculum Visits	7. March	2015	II. C.	Freitas	Future	Incomplete	Adams will cost it out and bring a proposal to the January Meeting	Approved in concept -- revisit the cost component. Dec 2015: An agenda item on this has been submitted for the January Exec meeting.
19	ASFCCC Foundation – Research Development	7. March	2015	II. D.	May	Future	Incomplete	Foundation will bring back a plan in fall.	The Foundation will bring back a research plan for how to address resolution priorities, as well as process for conducting research.
37	TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	May/Davison	Future	In Progress		TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System November 2015: Draft survey approved for distribution by Executive Committee
	Resolutions to Honor Former Executive Committee Members	September	2015	II. E.	Morse	Future	In Progress		Morse will present resolutions to Dan Crump and Michelle Grimes-Hillman in honor of their service on the Executive Committee. November 2015: MGH was honored at Fall Plenary
	WFTF Recommendations	September	2015	IV. B.	Officers	Future	Incomplete		The Officers will meet to discuss how to best inform the implementation of the WFTF recommendations.
	CTE Curriculum Committee	October	2015	IV. B.	Goold	Future	Incomplete		The CTE LC will work with the Accreditation and Curriculum Committees on the event.
	Online Education Regional Meetings	November	2015	II. D.	Davison	Future	In Progress		The Online Education Committee will hold a set of regional meetings in the spring prior to Plenary. Nov/Dec 2015: Regionals have been approved by Exec and will be held in April
	ASCCC Advocacy Day	November	2015	II. E.	Bruno	Future	Incomplete		The Legislation and Advocacy Committee will establish an ASCCC advocacy day for spring 2015. Dec 2015: This item is on the January agenda for approval.
	New Modules for the Professional Development College	November	2015	II. H.	Rutan	Future	Incomplete		The Faculty Development Committee will develop six new modules for the Professional Development College (PDC)
	Outcomes for Institutes and Individual Breakout Sessions	November	2015	II. I.	Adams/Rutan	Future	Incomplete		Adams and Rutan will include outcomes in the 2016 Instructional Design and Innovation Institute program for each breakout session and the overall event.
	Legislative Agenda	November	2015	IV. A.	Bruno	Future	In Progress		Bruno will work with the Legislative and Advocacy Committee to explore its three areas of interest and continue to develop the 2016 Legislative Agenda. Dec 2015: The Executive Committee approved the 2016 Legislative Agenda at the November meeting. Areas of Interest include audit fee, stand alone course approval, mental health services, OER, campus safety, and AA to MA pathway.
	Effective Curriculum Processes Paper Outline	November	2015	IV. D.	Freitas	Future	Incomplete		Freitas will work with the Curriculum Committee to draft the paper on effective curriculum processes for review at the February and March 2016 meetings.
	Equivalence to the Minimum Qualifications Paper	November	2015	IV. F.	Stanskas	Future	Incomplete		Stanskas will work with the Standard and Practices Committee to revise the Equivalence to the Minimum Qualifications paper.
	November minutes	January	2016	II. A.	Stanskas	December	Complete	December	Posted approved November minutes to the ASCCC website
	Noncredit Regional Mtgs	January	2016	II. C.	Aschenbach	March	Incomplete		Staff will work with the chair of the noncredit committee to finalize the noncredit locations and meetings details. Chair will bring an agenda to a future meeting for consideration and approval.
	PDC Modules	January	2016	II. D.	Rutan/Adams	March	Incomplete		The Faculty Development Chair and Executive Director will work with Committee chairs in facilitating the completion of the modules as approved
	Employee Handbook	January	2016	II. F.	Adams	December	Complete		Staff will post the revised Employee Handbook to the ASCCC website and provide employees with final copy of the Employee handbook.
	Online Education Regional Meetings	January	2016	II.G.	Adams	December	Complete		Staff will post the final agenda for the regional meetings on the ASCCC website and online calendar.
	Curriculum TA Visits	January	2016	II. I.	Adams	December	Complete		Staff will post the TA process for Curriculum Visits on the website

Strategic Plan	January	2016	II. L	Adams	January	Incomplete				Executive Committee members will review the ASCCC Strategic Plan and provide written updates of assigned actions to the Executive Director no later than January 31st. These updates will be used to inform the ASCCC spring annual report.
Annual Report	January	2016	II. M.	Adams	February	Incomplete				Executive Committee members will provide the executive director a provide for the annual report using the topics listed in the January agenda as well as other topics members felt relevant. These topics are due by February 27th to the executive director.

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2015-2016 EXECUTIVE COMMITTEE
MEETING DATES
*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.[1]

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 21 – 22, 2015	Los Angeles City College 855 N. Vermont Avenue Los Angeles, CA 90029	Embassy Suites 800 N. Central Avenue Glendale, CA 91203
Executive Meeting	September 11– 12, 2015	Sacramento City College 3835 Freeport Boulevard Sacramento, CA 95822	Citizen Hotel 926 J Street Sacramento, CA 95814
Executive Meeting	October 2 – 3, 2015	MiraCosta College One Barnard Drive Oceanside, CA 92056	Hilton Resort & Spa 1775 East Mission Bay Drive, San Diego, CA 92109
Area Meetings	October 23 – 24, 2015	Various	Various
Session Executive	November 4, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Fall Plenary Session	November 5 – 7, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Executive Meeting	January 8 – 9, 2016	Cerritos College 11110 Alondra Boulevard Norwalk, CA 90650	Sheraton Cerritos 12725 Center Court Dr S Cerritos, CA 90703
Executive Meeting	February 5 –6, 2016	Folsom Lake College 10 College Pkwy, Folsom, CA 95630	Lake Natoma Inn 702 Gold Lake Dr, Folsom, CA 95630
Executive Meetings	March 4 – 5, 2016	Mt. San Antonio College 1100 North Grand Avenue Walnut, CA 91789	Sheraton Fairplex 601 W. Mckinley Ave Pomona, CA 91768
Area meetings	April 1 – 2, 2016	Various	Various
Session Executive	April 20, 2016	n/a	Sacramento Convention Center
Spring Plenary Session	April 21-23, 2016	n/a	Sacramento Convention Center
Executive/Orientation	May 20 – 22, 2016	n/a	Metropole Hotel Catalina Island
Faculty Leadership	June 9 – 11, 2016	n/a	The Mission Inn
EVENTS[2]			
Career Technical Ed	January 14-15, 2016	n/a	Napa Valley Marriott
Innovation and Instructional Design	January 21-23, 2016	n/a	Riverside Convention Center/Mission Inn/Marriott
Accreditation Institute	February 19 – 20, 2016	n/a	Marriott Mission Valley San Diego
Academic Academy	March 18 – 19, 2016	n/a	Sheraton Sacramento
Career Technical Edu. Institute	May 6 – 7, 2016	n/a	DoubleTree Anaheim
Curriculum Institute	July 7 – 9, 2016	n/a	DoubleTree Anaheim

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events.

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EXECUTIVE COMMITTEE MEETING
Cerritos College – Friday, January 8, 2016
Sheraton Cerritos Hotel – Saturday, January 9, 2016

Friday, January 8, 2016 – Saturday, January 9, 2016

I. ORDER OF BUSINESS

A. Roll Call

President Morse called the meeting to order at 12:30 p.m.

Members present: J. Adams, C. Aschenbach, R. Beach, J. Bruno, D. Davison, A. Foster, J. Freitas, G. Goold, V. May, W. North, C. Rico, C. Rutan, C. Smith, and J. Stanskas.

Liaisons present: Dahlia Salem, SSCCC.

Guests present: Dan Crump, American River College; Jolena Grande, Cypress College; Michelle Lewellen, Cerritos College; and Pete Snyder, Fullerton College.

B. Approval of the Agenda

The agenda was approved by consensus.

C. Public Comment

Dr. JoAnna Schilling, Vice President of Academic Affairs/Assistant Superintendent, Cerritos College, welcomed the ASCCC Executive Committee and thanked members for all they do on behalf of faculty and students statewide.

Michelle Lewellen, Cerritos College local senate president, informed members that Cerritos College has recently hired 12 new counselors – 2 tenured and 10 untenured – using SSSP and equity funds. Morse noted that Chancellor Harris mentioned at the Board of Governors meeting that these funds should not be used to hire non-tenure track faculty and asked members to alert him if they hear about other colleges who are doing the same. He will follow up with Vice-chancellor Walker.

D. Calendar

Members were reminded of deadlines for the January *Rostrum* articles, Executive Committee agenda items, and ASCCC events.

E. Action Tracking

Member were asked to review the items on the Action Tracking and send updates as necessary.

F. Dinner Arrangements

Members were informed of dinner arrangements.

II. **CONSENT CALENDAR**
    A. **November 4, 2015 Meeting Minutes**
    C. **Noncredit Regional Meetings**
    D. **Professional Development College Modules**
    E. **Professional Development College Module on Peer Review**
    F. **Personnel Manual**
    G. **Online Education Regional Meetings**
    I. **Curriculum Technical Assistance Visits**
    J. **AA to MA Program**
    K. **The Best of the *Rostrum***
    L. **Strategic Plan Status**
    M. **Spring 2016 Annual Report**
    N. **Audit Fee Survey**

MSC (Rutan/Davison) to approve the consent agenda as amended.

<u>**Action:**</u>

- Item A: Staff will post the approved November minutes to the ASCCC website.
- Item C: Staff will work with the Noncredit Committee to schedule the Noncredit Regional meetings. Dates and locations will be posted to the ASCCC online calendar. Noncredit Committee chair will bring an agenda to a future meeting for approval.
- Item D: The Faculty Development Chair and Executive Director will work with committee chairs in facilitating the completion of the modules as approved.
- Item E: Resolution 19.03 S13 will be reassigned to the Educational Policies.
- Item F: Staff will post the approved Employee Handbook and provide employees with a revised copy.
- Item G: Online Education Regional Meetings will be finalized and posted on the website. Meetings will be posted on ASCCC online calendar.
- Item I: Staff will post the curriculum visit costs and process on the ASCCC website. These curriculum visits will be promoted more broadly.
- Item J: The president will inform the Chancellor's Office that the ASCCC will participate in the AA to MA program.
- Item K: Each standing committee (not just chairs) will review the *Rostrum* articles for inclusion in the *Rostrum* compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period.
- Item L: Executive Committee members will review the ASCCC Strategic Plan and provide written updates of assigned actions to the Executive Director no later than **January 31ˢᵗ**. These updates will be used to inform the ASCCC spring annual report.
- Item M: Executive Committee members will provide the executive director a

provide for the annual report using the topics listed in the January agenda as well as other topics members felt relevant. These topics are due by **February 27th** to the executive director.

B. Resolution Assignments

Members briefly discussed the resolutions assignments:

MSC (Freitas/North) to approve the resolution assignments with the understanding that the president will work with committee chairs to modify assignments as necessary.

<u>Action</u>

Members will provide the president and executive director with any suggested modifications to the resolution assignments.

H. Accreditation Institute

Members were informed of the planning for the upcoming Accreditation Institute and a request from ACCJC to participate in the event. It was noted that a few years ago ACCJC volunteered to participate in the Accreditation Institute but then pulled out at the last minute. If ACCJC agrees to present, the committee should have a backup plan in case they pull out again.

MSC (Beach/North) to approve the first reading of the Accreditation Institute program allowing ACCJC representatives to participate as appropriate and to restructure the current program to accommodate a panel on the Consultation Council Accreditation Task Force Report.

III. **REPORTS**

A. **President's/Executive Director's Report**

Members were reminded that the Accreditation Taskforce recommended and the Board of Governors approved the recommendations of the taskforce. The original taskforce membership was augmented with additional CEOs and Thuy Nguyen, Vice-chancellor of Legal Affairs, to form an implementation team. This new team met with ACCJC on Wednesday in closed session to understand from ACCJC how it would respond to the taskforce recommendations. After receiving the response from ACCJC, the taskforce will prepare a recommendation to the Board of Governors on next steps for accreditation of California community college.

The Board of Governors approved the search firm and process for identifying a new chancellor. The Board of the Governors has formed a search committee – mostly comprised of sitting board members, David Morse, ASCCC President (alternative Julie Bruno, ASCCC Vice-president), Keetha Mills (Foundation CEO), and Larry Galizio, Community College League of California President and CEO (alternative Brian King, Chancellor Los Rios).

The Chancellor's office is working on creating a pathway from AA to MA to incentivize our students to go into teaching at a CCC. Vice-chancellor Thuy Nguyen is spearheading this work. The ASCCC has been asked to participate as noted under the consent item on this pathway.

The EEO and Diversity Advisory Committee met to discuss the implementation of the nine metrics identified to measure success, which will be phased in over time. The metrics are on the Consultation Council agenda in November. The final set of multiple methods will be presented to the Board of Governors at its January 2016 meeting for consideration.

The ASCCC is currently having challenges in transitioning C-ID to a new district even though we thought everything was going well at our last team meeting. The Chancellor's Office is working with Mt. San Antonio College to resolve issues. Given some of the difficulty, the Chancellor's Office is also seeking alternatives to funding through a district. We will keep the Executive Committee informed.

The ASCCC staff continued to work with CCCAOE and the Chancellor's Office to hold the CTE Curriculum Academy January 14 – 15, 2016, in Napa. Over 200 faculty, staff, administrators, curriculum chairs, deputy/sector navigators, and Chancellor's Office staff are registered. We anticipate that this event will be more interactive than last year's event. Napa Valley will be showcasing their Viticulture program and provide attendees with wine samples.

Adams updated members on staff changes and event registrations. She noted that many of the other items staff have been working on are on the current agenda for discussion.

Finally, Adams reported of Doug Sabiston, ASCCC Senator Emeritus, passing and his memorial service. Both Smith and her attended the memorial on behalf of the ASCCC. She provided a eulogy to recognize Doug's contributions to the state and his local campus. The eulogy will be published in the *Rostrum*.

B. Foundation President's Report
Members were undated on the activities of the Foundation.

C. Liaison Oral Reports
SSCCC President Salem provided members with Student Senate activities including the March in March and upcoming General Assembly. She noted that the SSCCC has concerns with students not having a role on the Chancellor's Office search committee and with the implementation of the Fall 2016 Board of Governors Fee Waiver changes (SB1456). The concern with SB1456 is mostly because there is no appeal procedure. The SSCCC is requesting that the

Chancellor's Office push the implementation data until 2018 so that financial aid offices can be updated on the changes. Members discussed the student's concern with not having a student on the Chancellor's Office hiring committee.

IV. ACTION ITEMS

A. Legislative Update

The legislature is on recess so no new action has occurred since the last Executive Committee meeting. The last day to introduce legislation is February 19th. Bruno reminded members that the ASCCC Legislative Agenda was approved at the November 4, 2016, Executive Committee meeting. Since that meeting, the Legislative and Advocacy Committee met and proposes to hold an ASCCC legislative day on May 9, 2016.

MSC (North/Foster) to approve the May 9th ASCCC Legislative Day.

Action

FACCC Executive Director Jonathan Lightman will be invited to provide advocacy training on Friday, April 29, 2016, to the committee and the Executive Committee.

B. Board of Governors Interviews

In closed session, the Executive Committee conducted interviews for the faculty position on the Board of Governors. The Executive Committee reported out of closed session that the following faculty will be forwarded to the governor for consideration: Joseph Bielanski, current Board of Governors faculty member and a counseling faculty from Berkeley City College; Richard Mahon, humanities professor from Riverside City College; and Cynthia Reiss, Art History, West Valley College. Gregory Breyer will be encouraged to continue to participate in statewide activities and on committees.

By consensus, the Standards and Practices Committee will review the Board of Governors process to evaluate the effectiveness of the interview process and possible alternatives to this process.

Action

- Adams will alert the candidates about the action of the Executive Committee and send the governor the information.
- The Standards and Practices Committee will review the Board of Governor recruitment and interview process and report back to the Executive Committee at the May Executive Committee meeting.

C. 2016 Academic Academy

Members were informed that the Chancellor's Office has scheduled an event addressing equity and student services issues the same week as the Academic Academy in Sacramento—Monday through Wednesday. Since the topics might be the same as the Academic Academy, it will be important to distinguish the

ASCCC event from the Chancellor's Office. The theme of their event is "From Plan to Action." May and Smith updated members on possible themes for the ASCCC event and highlighted possible topics. This item will come back to the next meeting for discussion and possible action.

D. Update to the Equivalence to the Minimum Qualifications

Members briefly discussed the Standards and Practices Committee revisions to the *Equivalence to the Minimum Qualifications* paper. By consensus, members argued that the paper should clearly state that the local equivalency committee is a committee of the local senate. While the current paper hints that the committee should be a local senate committee, it does not make a strong statement.

Members discussed the minimum qualifications for career technical education and the Board of Governor Task Force on the Workforce, Jobs, and a Strong Economy. By consensus, the Standards and Practices Committee will review the current revision for areas that might be modified to address the task force recommendations if possible. Robert Cabral, C-ID CTE Director, will work with the Standards and Practices Committee to address CTE minimum qualifications noted in the Board of Governors Taskforce on Workforces, Job Creation, and a Strong Economy recommendations.

Action
The Standards and Practices Committee will review the current revisions to the *Equivalence to Minimum Qualifications* to address the task force recommendations if possible.

E. Online Education Initiative (OEI) Pilot Colleges MOU

Members reviewed a draft MOU on the operation of the OEI course exchange between the OEI pilot colleges. The MOU is an agreement between the eight pilot colleges and provides details of the OEI course exchange reciprocity policies and business processes. All members on the OEI Steering Committee were asked to seek feedback from their organization prior to the next OEI meeting. The Executive Committee provided feedback, which will be shared with the OEI Steering Committee. No action taken.

F. Local Curriculum Committee Visits and the Role of SACC

Vice-chancellor Walker suggested at a recent System Advisory Committee on Curriculum (SACC) meeting that the committee should provide technical assistance to colleges on issues related to curriculum. ASCCC members of SACC questioned whether having SACC provide technical assistance would create confusion in the field since the curriculum is under the purview of the ASCCC and not SACC. Members were reminded that the Executive Committee approved a technical assistance process for curriculum in March 2015 and the costs for such a process was approved under consent on this agenda. Given current challenges from the field in the area of curriculum, the ASCCC should make available

curriculum technical assistance visits. Members agreed that the technical assistance process in curriculum should be implemented immediately. No action taken.

Action
- The Senate Office will update the ASCCC website with the technical assistance process for curriculum.
- The ASCCC Technical Assistance service will be advertised more broadly.
- The Curriculum Committee chair with collaborate with the committee members, CCCCIOs, and president in developing a PPT presentation.

G. Attendance Accounting Issues
Resolution 13.03 passed in Spring 2013 requested that the ASCCC address aligning attendance accounting for distance education classes with that for in-person classes. The issue noted in the resolution is the disparity in FTES for courses in the online versus in-person modalities at colleges that use compressed calendars. SACC has discussed this item but no action has been taken. After a brief discussion, members agreed by consensus that the chair of the Curriculum Committee will discuss at the CIO next meeting whether or not the CIOs see this issue as problematic.

Action
Freitas will discuss with the CIO board ideas for how to address Resolution 13.03 S13.

H. 2016 Spring Plenary Session Schedule
Members were reminded that the 2016 Spring Session will be held jointly with the CIOs, CSSOs, CCCAOE, and others. A majority of the joint program will be on Thursday and Friday. All organizations have been asked to modify their program so that the attendees will get the most out of the event. A draft program was provided to members that included possible modifications. Members discussed.

MSC (Stanskas/May) to approve the program format as discussed.

I. Basic Skills Definitions
Resolution 7.05 F14 urged the development of a standard definition for basic skills courses and is currently assigned to the Curriculum Committee. The committee discussed how to best address this resolution and requested that the Executive Committee provide guidance. The resolution resolved that we "urge the Chancellor's Office to work with the Academic Senate for California Community Colleges to develop and use one standard definition for basic skills courses that can be applied to math, reading, and English and a separate definition for ESL courses that acknowledge that ESL can be non-degree applicable, degree applicable, or transferable." A working definition exists in the "Poppy Copy" and the 2008 Basic Skills handbook but there is no "official" definition of basic skills

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for California community colleges, nor is there one for ESL. The Basic Skills Initiative and Senate lead effort to align CB21 coding has guidelines for funding of basic skills classes, but no standard applies to all colleges. Members were asked to consider if the Curriculum Committee is the best group to address this resolution or should it be SACC. Members discussed possible action.

MSC (Davison/Aschenbach) to reassign Resolution 7.05 F14 to SACC.

J. **Workforce Task Force Recommendation Implementation**
Adams, Bruno, and Morse met with Vice-chancellor Van Ton-Quilivan, Lynn Shaw, and Paul Steenhausen to discuss the ASCCC's role in implementing the 25 recommendations of the Board of Governors Task Force on Workforce, Jobs, and a Strong Economy. The item included in the agenda has been developed to summarize the recommendations and include possible partners, past resolutions and positions, 10 +1 areas, as well as areas where more direction is needed. An updated version was emailed to members containing the results of the conversation with the Vice-chancellor and others. Members discussed the recommendations and the ASCCC involvement in the implementation.

MSC (Goold/Foster) to approve the recommendation implementation strategies.

Action
Adams will update the table with committee and Executive Committee assignments and timeline.

K. **Dual Enrollment Frequently Asked Questions**
The Educational Policies Committee developed a frequently asked questions for dual enrollment and implementation and requested feedback from the Executive Committee. The committee recommended that a *Rostrum* article be developed using the attached document and an FAQ be posted on the website. Member felt that the document should be shortened for the *Rostrum.*

MSC (Davison/May) to publish an edited version of this document in the *Rostrum* and to establish a FAQ document for the website.

L. **Launchboard**
The Chancellor's Office is planning to kick off a massive outreach campaign for the LaunchBoard starting in January. A number of groups – WestEd, RP Group, Regional Consortia, and other constituent groups will be participating in this work. The ASCCC has been asked to partner with these groups to expand Launchboard to all 113 colleges. The general outline of the campaign has been established by the Chancellor's Office. The ASCCC would work with others to develop training on how LaunchBoard data can be integrated into local program review and curricular processes; to develop a day-long advanced training that helps people become more proficient in using the LaunchBoard; and to develop a

LaunchBoard Fellows program who can do LaunchBoard training and technical assistance during 2015-16. The timeline for this work will begin in fall 2016 and spring 2017. There will be funding available for the ASCCC to participate in this work.

MSC (Aschenbach/Goold) to partner with the Chancellor's Office, WestEd, RP Group, and others to expand the LaunchBoard expansion.

M. Open Educational Resources

The California Open Educational Resources Council (COERC/CA-OERC), which was created out of SB1052 (Steinburg, 2012) has been meeting regularly for almost two years with the intent of creating a plan to expand the use of Open Educational Resources (OER) in all three segments of post-secondary education in California. The council's work on SB1052 concludes in December, although the council will be working on the new OER bill, AB798 (Bonilla, 2015). At the December 17, 2015 ICAS meeting, the council presented its final report on SB1052; all three of the ICAS leads asked that the report be truncated (from more than 30 pages to 3 pages) to report solely on SB 1052, and the council met on December 21 to discuss how to reduce the report and what to do with the original report; there is disagreement about this between members of the council, and it is possible that the CCC representatives will vote against publicizing the full report due to its inclusion of information that is either inaccurate or biased.

In its first two years, the council succeeded in identifying the 50 most subscribed courses between the three post-secondary segments, although several of those courses had poor or non-existent Open Education Resources (noted on the website---cool4ed.org). The council's work also included vetting peer reviewers for extant OER materials, attending conferences and presenting on the COERC efforts, and publicizing the work of the council. Going forward in the work for AB 798, the council will be producing rubrics and reviewing applications from colleges and universities that wish to be incentivized to implement the use of OER materials (specifically textbooks), recruiting faculty advocates/ambassadors for OER, and continuing to publicize the purpose of the council's work and OER usage. By consensus, Aschenbach, Crump, Davison will prepare guidelines for CCC faculty who would like to receive grants through AB798. ICAS will be informed about

Members discussed AB798 and the need for ASCCC to create its own initiative for developing online educational resources, particularly given the challenges ICAS has had with Ca-OER. If the ASCCC wanted to do something in this area, what would that look like? Staff members at the Community College League of California (CCLC) have also expressed an interest in doing something for community college faculty as well. By consensus, a task force will be formed including Aschenbach, Beach, Crump, Davison, Freitas, and Smith, as well as the CCLC and SSCCC. A report on the progress of this task force will be brought to the March Executive Committee meeting.

MSC (Davison/Beach) to develop a proposal for a CC focused initiative on OER including Z degrees (zero cost textbooks).

V. DISCUSSION

A. Chancellor's Office Liaison Report
No report provided.

B. Board of Governors/Consultation Council
Morse briefly updated members on the Board of Governors and Consultation Council meetings, particularly the Board of Governors approval of the 25 recommendations of the Taskforce on Workforce, Job Creation and a Strong Economy recommendations and conversations on accreditation.

C. Part-Time Faculty Priorities
The Part-Time Faculty Task Force has had some challenges in meeting because of schedules of the part-time committee members. Members discussed the challenges and ideas for engaging faculty. It was suggested that the Part-time Faculty Task Force be treated similarly to the CTE Leadership Committee members. For example, members of this committee are provided stipends or reassigned time and free ASCCC event registration to participate in statewide activities. By consensus, the Budget Committee will consider this suggestion when developing the ASCCC budget in March.

Members discussed how to deliver professional development for part-time faculty, particularly the skills needed to get a full-time tenured position. The question was raised about the need to understand how many part-time faculty are seeking full-time jobs versus those who are not and in what disciplines. The Chancellor's Office Datamart does track full- and part-time by TOPs code, which could be used to determine the need for this type of professional development. By consensus, the Chancellor's Office will be contacted to see if this information can be disaggregated.

Another idea is to hold an institute dedicated to part-time faculty professional development. This institute could have breakout sessions such as what it means to be a full-time faculty member, what are effective interviewing skills (i.e., mock interviews), as well as pedagogy, teaching modalities, etc. The ASCCC could also develop a mandatory Professional Development College module that would cover CCC terms, syllabus, and other basic information. We could partner with other groups such as FACCC and CCCAOE.

By consensus, the Part-time Task Force will develop a plan (long- and short-term) that includes activities, objectives, possible partnerships, and other ways to engage and improve professional development activities by May. In addition, all committees will consider Part-time faculty issues as they relate to topics assigned. Finally, committees should be careful not to cross the line between academic and professional matters and bargaining issues.

D. ASCCC Audit

Adams presented the 2015 Fiscal Year audit and informed members that no findings were reported. She reminded members that the audit was no presented to the delegates in fall because the ASCCC was delayed in its audit preparation and the auditors were already scheduled to the end of the year. The audit will be presented to the delegates in spring.

E. Budget Performance

Adams presented the budget performance for the first half of the fiscal year and noted that the expenditures are on target with the proposed budget. Members discuss the budget performance.

VI.   **REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
   A. Standing Committee Minutes
   - i.   Faculty Development Committee, Rutan
   - ii.   TASSC, May
   - iii.   Curriculum Committee, Freitas
   - iv.   Accreditation and Assessment Committee, Beach
   - v.   Legislative and Advocacy Committee, Bruno

   B. Liaison Reports
   - i.   SACC, Freitas/Shearer
   - ii.   COERC, Davison
   - iii.   Open Education Resources Conference, Davison
   - iv.   EPI, Rico
   - v.   OEISC, Freitas
   - vi.   SSSPAC, Adams

   C. Senate Grant and Project Reports
   - i.   C-ID, Rutan

VII.   **ADJOURNMENT**

The meeting was adjourned at (time).

Adjourned at 1:00 pm.

Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: February	Year: 2016
		Item No IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Update the Executive Committee on recent legislative activities, the ASCCC 2016 legislative agenda and the ASCCC advocacy day in May.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Bruno/Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

Legislation Update: The Legislature is back in session and drafting legislation for 2016. The Executive Committee will be updated on recently submitted bills as well as legislation under consideration. Please see the attachments for additional information.

ASCCC Legislative information including the ASCCC Legislative Reports and letters submitted in support or opposition of 2015 legislation may be found on our Legislative Update page: http://www.asccc.org/legislative-updates.

ASCCC 2016 Legislative Agenda: The ASCCC Strategic Plan includes the following strategy that was identified by the Executive Committee as a priority for the 2015-2016 year:

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

The Executive Committee will be updated on items on the ASCCC legislative agenda:

1) Audit Fee
2) Stand Alone Course Approval
3) Mental Health Service

Additionally, the Legislative and Advocacy Committee continues to investigate areas of interest for possible addition to the ASCCC legislative agenda:

1) Online Educational Resources
2) Campus Safety
3) AA to MA Pathway

ASCCC Advocacy Day: The ASCCC Legislative day is scheduled for Monday, May 9, 2016. Training will be provided on Friday, April 29.

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

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 1/20/2016

BILL		AUTHOR	SUBJECT	First House			Second House				Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1												
AB	1449	Lopez	Student Financial Aid: CCC Transfer Cal Grant Entitlement Program	X	X							Asm. Approps.
AB	1529	Asm. Vet.	National Guard Educational Assistance Award Program	X								Asm. Higher Ed.
AB	1582	Allen	Conflict of Interest Codes: Educational Institutions									Introduced
AB	1583	Santiago	California Community College Promise Program									Introduced
AB	1594	McCarty	Prohibition of Smoking and Vaping on Campuses									Introduced
AB	1653	Weber	Postsecondary Education: Campus Climate									Introduced
AB	1654	Santiago	Student Safety: Crime Reporting									Introduced
SB	66	Leyva	Career Technical Education Pathways Program (Sponsor)	X								Sen. Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2												
AB	735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	X								Asm. Higher Ed.
AB	500	Waldron	Workforce Apprenticeship Grant Program	X								Asm.L. & E.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3												
AB	1115	Salas	School Zones: State Highways	X	X							Asm. Approps.
AB	1648	Wilk	Public Records									Introduced
SB	47	Hill	Environmental Health: Artificial Turf	X								Sen. Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills												
AB	12	Cooley	State Government: Administrative Regulations: Review	X	X	X	X		X			Senate Approps. - Held
AB	13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X	X	X	X				Senate Ed.
AB	17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program	X	X	X						Asm. Approps Held
AB	27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X					Senate Ed.
AB	113	Weber	Local Government	X	X	X	X	X				Senate Budget & Fiscal
AB	148	Holden	School Facilities: General Obligation Bond Measure	X	X							Asm. Approps. Held
AB	151	Rodriguez	Income Taxes: Credits: Apprenticeships	X								Asm. Approps. Held
AB	184	Garcia E.	Small Business Technical Assistance Act of 2015	X	X							Asm. Approps. Held
AB	204	O'Donnell	Redevelopment: County of Los Angeles	X	O	X	X	X	O	X		Senate Floor - Inactive
AB	206	Stone	Student Financial Aid: DREAM Work-Study Program	X	X							Asm. Approps. Held
AB	351	Jones-Sawyer	Public Contracts: Small Business Participation	X	X							Asm. Approps. Held

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 1/20/2016

BILL		AUTHOR	SUBJECT	First House			Second House				Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
AB	393	Hernandez	Veteran Resource Centers Grant Program (Support, if amended)	X	X							Asm. Approps. Held
AB	421	Calderon I	Community Colleges: Veterans Counselor (Support, if amended)	X	X							Asm. Approps. Held
AB	458	O'Donnell	Postsecondary Education: Instructional Strategies	X	X							Asm. Approps. Held
AB	490	Alejo	Community College Extended Opportunity Programs	X	X							Asm. Approps. Held
AB	520	Levine	Apprenticeship	X	X	X	X	X				Senate L & I.R.
AB	626	Low	Community Colleges: Instructors	X	X	X	X	X				Senate Ed.
AB	677	Dodd	School Safety: Door Locks	X	X							Asm. Approps. Held
AB	743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X	X	X	X	X			Senate Approps. - Held
AB	770	Irwin	Community Colleges: Basic Skills: Professional Development (Support, if amended)	X	X	X	X	X	X			Senate Approps. - Held
AB	801	Bloom	Success for Homeless Youth in Higher Education Act	X	X	X	X	X	X	X		Senate Floor - Inactive
AB	831	Bonilla	Student Financial Aid: Cal Grant Program	X	X							Asm. Approps. Held
AB	836	Rendon	Tour Guides: Regulations	X	X							Asm. Approps. Held
AB	837	Hernandez	UC: Employee Salaries	X	X							Asm. Approps. Held
AB	882	Wilk	School Bonds: Portable Electronic Devices	X	O	X	X	X				Senate Gov. & F.
AB	916	O'Donnell	Career Technical Education: Student Organizations	X	X							Asm. Approps. Held
AB	934	Bonilla	Education Technology: K-12 High Speed Network (Support)	X	X	X	X	X				Senate Ed.
AB	969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB	986	Gipson	Community Colleges: Compton Community College District	X	X	X	X					Senate Rules
AB	996	Medina	State Teachers' Retirement System	X	X							Asm. Approps. Held
AB	1088	O'Donnell	School Facilities: Bond Act: Greene Act	X	X							Asm. Approps.
AB	1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X	X	X	X	X			Senate Approps. - Held
AB	1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X	X	X	X				Senate Ed.
AB	1145	Medina	Pupils: Early Commitment to College Program	X	X	X	X	X	X			Senate Approps.
AB	1317	Salas	CSU and UC: Executive Officer Compensation	X	X	X	X	X				Senate Ed.
AB	1349	Weber	Public Postsecondary Education California First Act	X	X							Asm. Approps. Held
AB	1370	Medina	Public Postsecondary Education: Student Residency	X	X	X	X	X				Senate Ed.
AB	1385	Ting	Community Colleges: Accreditation (No Position)	X	X	X	X	X	O	X		Senate Floor - Inactive

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 1/20/2016

BILL		AUTHOR	SUBJECT	First House			Second House					STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB	1397	Ting	Community Colleges: Accreditation: Public Comment (No Position)	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB	1433	Gray	Higher Education Facilities Bond (Support)	X	X							Asm. Approps. Held
AB	1503	Perea	Telecommunications Universal Service Programs	X	X							Asm. Approps. Held
SB	12	Beall	Foster Youth	X	X	X	X	X	X			Asm. Approps. Held
SB	15	Block	Postsecondary Education: Financial Aid (Support)	X	X	X	X	X				Asm. Higher Ed.
SB	45	Mendoza	Federal Workforce Innovation and Opportunity Act	X	X	X	X	X				Asm. L. & E.
SB	62	Pavley	Student Financial Aid: Assumption of Loans for Education	X	X	X	X	X	X			Asm. Approps. Held
SB	114	Liu	Kindergarten-University Public Education Facilities (Support)	X	X	X						Senate Floor
SB	373	Pan	California Community Colleges: Overload Assignments	X	X							Sen. Approps. Held
SB	403	Liu	California Community Schools Act	X								Sen. Approps. Held
SB	480	Pan	Taxation: Qualified Heavy Equipment	X								Sen. Approps. Held
SB	521	Liu	CalFresh Employment and Training Program	X								Sen. Approps. Held
SB	645	Hancock	After School Programs: Grant Amounts	X	X	X	X	X	X			Asm. Approps. Held
SB	665	Block	Postsecondary Education: Rape and Sexual Assault	X	X							Sen. Approps. Held
SB	786	Allen	Adult Education: Regional Consortia	X	X	X	X	X	X			Asm. Approps. Held
SB	791	Hertzberg	Student Financial Aid: Golden State Scholarshare Trust	X	X							Sen. Approps. Held
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget												
AB	1598	Weber	Budget Act of 2016									
SB	825	Leno	Budget Act of 2016									

Status

Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.

Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.

Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov

OVERVIEW

The Legislature was on recess from September 11, 2015, to January 4, 2016. The Governor introduced his budget January 7, 2016. The next key date is January 15, 2016, when legislation introduced last year that has a fiscal effect (cost) will have to pass the policy committee in the house that introduced the measure. This means that bills on the matrix that were listed as two-year bills and were not heard last year must pass in the Assembly Higher Education Committee, the Senate Education Committee or other appropriate committee or move no further.

Because the Legislature operates in a two-year session, many of last year's bills are still viable. Until key dates pass in 2016, bills from 2015 still have a chance. Bills that were almost at the Governor's desk, but were pulled back before being sent to him, can move forward late in the legislative session. The bill deadlines apply to the bill number not the substance of the bill, so we have to be on alert for possible "gut-and-amends" (bills that are amended with entirely new content) right up to the end of session. While many of the two-year bills are still viable as "vehicles" for other subjects, we expect to see a number of new bills introduced by the February 19, 2016, deadline. Persistence pays off in the Capitol, and many of the same bill concepts have been reintroduced every year for the past several years. One of these reintroduced bills may successfully pass because of a new committee chair, new staff, a new author, a change in the economy, etc.

For details and copies of any bill, please contact the Governmental Relations Division of the Chancellor's Office or visit the Legislative Counsel's website at: http://www.leginfo.ca.gov or its new website at: http://leginfo.legislature.ca.gov/. The new website allows you to compare prior versions of the measure, review proposed changes in the law as amended, etc.

BILLS OF INTEREST

ACADEMIC PROGRAMS
- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 (Holden) encourages an expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, helping high school students achieve college and career readiness, and improving high school graduation rates. AB 288 (Holden) passed in the Senate Appropriations Committee with amendments to prevent oversubscribed courses from being offered through the partnership.
  - Position: Sponsor/Support
  - Status: AB 288 (Holden) was signed into law by the Governor.

- **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 (Wilk) exempts Early College High School (ECHS) and Middle College High School (MCHS) students from the lowest priority enrollment consideration. The bill allows a community college to claim state apportionments for MCHS and ECHS students enrolled in physical education courses beyond the 5 percent statutory cap and exempts these students from the 10 percent cap

regarding enrollment in community college summer courses.
  o Status: AB 542 (Wilk) was "held" in the Senate Appropriations Committee.

- **AB 770 (Irwin) Community Colleges: Basic Skills and Innovation Strategies.** The Budget Act included language from earlier versions of AB 770 (Irwin) to create the Community Colleges Basic Skills Innovation Program. Following enactment of the State Budget, AB 770 (Irwin) was amended to add clarifications to this new program regarding application criteria, administration, and technical assistance.
  o Status: AB 770 (Irwin) was "held" in the Senate Appropriations Committee.

- **SB 172 (Liu) Pupil Testing: High School Exit Examination: Suspension.** SB 172 (Liu) suspends the requirement to pass the California High School Exit Exam (CAHSEE) as a condition of receiving a high school diploma through the 2017-18 school year because the CAHSEE exam is not aligned with the new Common Core State Standards. The CAHSEE contract was suspended as of July 1, 2015, which left approximately 5,000 high school "graduates" for the 2015 school year with no opportunity to take the test. This outcome resulted in questions about the impact of SB 172 (Liu) on admission to community colleges, access to the BOG Fee Waiver, and access to the Cal Grant and Pell programs. SB 172 (Liu) passed in the Senate Appropriations Committee with amendments to authorize local education authorities to award degrees without the exam requirement, and to add a sunset date.
  o Status: SB 172 (Liu) was signed into law by the Governor.

- **SB 725 (Hancock) Pupil Testing: High School Exit Examination: Exemption.** SB 725 (Hancock) applies to the 2015 high school graduating class and removes the requirement that seniors pass the California High School Exit Examination as a condition of graduation from high school if they have met all other requirements for high school graduation. The bill contains an urgency clause allowing the provisions of this bill to take effect immediately.
  o Status: SB 725 (Hancock) was signed into law by the Governor.

- **SB 786 (Allen) Adult Education: Regional Consortia.** SB 786 (Allen) provides that specified joint powers authorities which provide adult career technical education be eligible for Maintenance of Effort (MOE) funding through adult education.
  o Status: SB 786 (Allen) was "held" in the Assembly Appropriations Committee.

CAMPUS CLIMATE/CAMPUS SAFETY
- **AB 340 (Weber) Postsecondary Education: Campus Climate Report.** AB 340 (Weber) declares the intent of the Legislature to enact legislation requiring governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate. The Chancellor's Office report is contingent on information received from colleges.
  o Position: Support
  o Status: AB 340 (Weber) was vetoed by the Governor.
  o Included in the Governor's veto message:
    "While I understand the desire to create a more vibrant, intellectually serious and inclusive campus environment at UC, CSU and the community colleges, each of their governing boards has already taken steps aimed at achieving these important goals."

- **AB 636 (Medina) Student Safety.** AB 636 (Medina) authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and if the immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto), signed into law last year, requires colleges to report serious crimes to local law

enforcement if the crimes occur on campus or involve students or employees. While AB 1433 (Gatto) included language prohibiting the disclosure of the accused assailant's identity to local law enforcement if the victim declined to be identified, AB 636 (Medina) allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.
- o Status: AB 636 (Medina) was signed into law by the Governor.

- **AB 767 (Santiago) Community Colleges: Emergency Preparedness Standards.** AB 767 (Santiago) requires the Chancellor's Office to update emergency preparedness standards by January 1, 2017 and every 5 years thereafter and to consider including an active shooter response plan.
  - o Status: AB 767 (Santiago) was signed into law by the Governor.

- **AB 913 (Santiago) Student Safety.** AB 913 (Santiago) expands written agreements between colleges and local law enforcement agencies to clarify operational responsibilities for investigations to include sexual assault and hate crimes.
  - o Status: AB 913 (Santiago) was signed into law by the Governor.

- **AB 967 (Williams) Student Safety.** AB 967 (Williams) requires the governing board of each community college district to adopt and carry out a uniform process for disciplinary proceedings relating to any claims of sexual assault.
  - o Position: Neutral
  - o Status: AB 967 (Williams) was vetoed by the Governor.

- **AB 968 (Williams) Transcripts: Expulsion Note.** AB 968 (Williams) requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.
  - o Status: AB 968 (Williams) was vetoed by the Governor.
  - o Included in the Governor's veto message:
    "I don't think it is necessary at this point for the state to directly insert itself into the disciplinary and governing processes of all private nonprofit and public colleges in California."

- **AB 969 (Williams) Community College: Removal, Suspension, Expulsion.** AB 969 (Williams) authorizes a district to deny or permit conditional access to a student found responsible for sexual assault, domestic violence, dating violence, or stalking. The bill would also allow a district to require a student seeking admission to disclose any past expulsions for sexual assault, domestic violence, dating violence or stalking; failure to do so may be considered by the community college district in determining whether to grant admission.
  - o Position: Support
  - o Status: AB 969 (Williams) was placed in the Senate's inactive file.

- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 (Jackson) clarifies that state law does not prohibit districts from taking disciplinary action against students for off campus behavior if the district is doing so to comply with federal law, such as the Clery Act, Title IX, Violence Against Women Act, etc. SB 186 (Jackson) also adds sexual assault to the list of "good cause" reasons to remove, suspend, or expel a student and defines sexual assault for those purposes. The definitions used in this bill are those provided by the White House's Task Force on Campus Sexual Assault.
  - o Position: Support
  - o Status: SB 186 (Jackson) was signed into law by the Governor.

<u>FACULTY</u>

- **AB 626 (Low) Community College: Employees.** AB 626 (Low) requires the California Community Colleges Chancellor's Office to convene a group of stakeholders on or before July 1, 2016, and every four years thereafter, to develop recommendations on funding strategies to enable the community colleges to achieve the 75 percent standard and increase district participation in the support of part-time faculty. The bill requires the Chancellor's Office to report these recommendations to the Legislature.
  - o Status: AB 626 (Low) did not meet legislative deadlines.

- **AB 1010 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1010 (Medina) specifies minimum standards for the treatment of part-time, temporary faculty to be met by community college collective bargaining agreements. The bill urges community college districts without a collective bargaining agreement in effect as of January 1, 2016 to negotiate with the exclusive representatives for part-time, temporary faculty regarding the terms and conditions required by the bill.
  - o Status: AB 1010 (Medina) was "held" in the Senate Appropriations Committee.

<u>FINANCE AND FUNDING</u>

- **SB 605 (Gaines) Community Colleges: Nonresident Tuition Exemption for Nevada Students.** SB 605 (Gaines) exempts up to 200 students in any academic year from paying non-resident tuition fees if they attend the Lake Tahoe Community College (LTCC) and reside in certain communities in Nevada and permits the LTCC to count these persons as resident full-time equivalent students (FTES) for purposes of determining apportionment funding. This bill makes these provisions contingent upon the Board of Governors of the California Community Colleges entering into an interstate attendance agreement with the Nevada System of Higher Education providing reciprocal rights to California residents attending Western Nevada College.
  - o Position: Support
  - o Status: SB 605 (Gaines) was signed into law by the Governor.

<u>GOVERNANCE</u>

- **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 (Chiu) requires the California Community College Chancellor's Office to survey all 113 community colleges, regarding the evaluation of the current regional community college accrediting agency. The survey will be used by the Chancellor's Office to develop a report that reflects a system-wide evaluation of the regional accrediting agency based on the criteria used to determine an accreditor's status. The report will be sent to the U.S. Department of Education and the National Advisory Committee on Institutional Quality and Integrity.
  - o Status: AB 404 (Chiu) was signed into law by the Governor.

- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 (Gipson) requires the Chancellor to report to the Legislature concerning the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve the issues identified in the report in a timely manner.
  - o Status: AB 986 (Gipson) passed in the Assembly and was sent to the Senate but was not heard in a policy committee in time to meet legislative deadlines.

- **AB 1385 (Ting) Community College: Accreditation.** AB 1385 (Ting) prohibits the accrediting agency from imposing a special assessment on community colleges to pay for the accrediting agency's legal fees for any lawsuit unless there has been an affirmative vote of the majority of the chief executive officers, or their designees, of all of the community colleges. The bill would

excuse compliance with this prohibition if the Chancellor of the California Community Colleges determines that the accrediting agency's compliance would violate federal law.
  - o Status: AB 1385 (Ting) was placed in the Senate's inactive file.

- **AB 1397 (Ting) Community College: Accreditation.** AB 1397 (Ting) enacts the California Community Colleges Fair Accreditation Act of 2015. It requires that at least 50 percent of each visiting accreditation team from the accrediting agency for the California Community Colleges be composed of academic personnel as defined in the bill. The bill prohibits persons with a conflict of interest from serving on a visiting accreditation team. The bill requires the accrediting agency to conduct the meetings of its decision-making body to ensure the ability of members of the public to attend those meetings. AB 1397 (Ting) also requires the accrediting agency to preserve all documents generated during an accreditation-related review. AB 1397 (Ting) requires the agency's accreditation-related decisions to be based on written, published standards in accordance with state and federal statutes and regulations.
  - o Status: AB 1397 (Ting) was placed in the Senate's inactive file.

- **SB 42 (Liu) Commission on Higher Education Performance.** Although Governor Brown deleted funding for the California Postsecondary Education Commission (CPEC) years ago, statutes referring to CPEC remain. SB 42 (Liu) revises these statutes and creates the California Office of Higher Education Performance and Accountability. The executive director of the proposed office would be appointed by the Governor and subject to confirmation by the Senate. A six-member advisory board would be established with three members each appointed by the Assembly Speaker and Senate Rules Committee. SB 42 (Liu) excludes representatives from postsecondary institutions from serving on the advisory board. SB 42 (Liu) passed out of the Assembly Appropriations Committee with amendments that stipulate the advisory board members will not be paid; that the Assembly Higher Education Chair and Senate Education Committee Chair be appointed to the advisory board; that require an annual report to the Governor on higher education; that require an annual performance review of the executive director; and that require the office to review cross segmental initiatives for future study.
  - o Position: Concern
  - o Status: SB 42 (Liu) was vetoed by the Governor.
  - o Included in the Governor's veto message:
    "While there is much work to be done to improve higher education, I am not convinced we need a new office and an advisory board, especially of the kind this bill proposes, to get the job done."

- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students. A Senate Constitutional Amendment, or SCA, is a measure that places an initiative on the statewide ballot to change the California Constitution and it is not subject to the same legislative deadlines as Assembly or Senate Bills.
  - o Status: SCA 1 was referred to the Senate Education and Elections and Constitutional Amendments Committees.

MISCELLANEOUS
- **AB 176 (Bonta) Data Collection.** AB 176 (Bonta) requires the segments of higher education to post specified data on Asian and Pacific Islander (API) subgroups by July 2016 and to expand the number of subgroups after the 2020 Census. The bill also imposes specified data collection requirements on the Department of Managed Health Care.

- o Position: Support
- o Status: AB 176 (Bonta) was vetoed by the Governor.
- o Included in the Governor's veto message:
  "CSU, community colleges, and UC already provide many ways in which to self-identify, including choosing among several ethnic identities. In the case of CSU, there are 50 choices for API applicants alone. Codifying the collection and reporting of at least 12 API groups several years into the future appears unnecessary, or at least premature."

- **AB 653 (Levine) Community College Contracting Practices.** AB 653 (Levine) authorizes community college districts to share contracts with University of California (UC) and California State University (CSU) by adding clarifying language to statute. This will provide for more efficient contracting practices and has the potential for cost savings for all three segments.
  - o Position: Support
  - o Status: AB 653 (Levine) was signed into law by the Governor.

- **AB 798 (Bonilla) College Textbook Affordability Act.** AB 798 (Bonilla) seeks to lower textbook expenses for students by creating incentives for campuses to use Open Educational Resources (OER). AB 798 (Bonilla) provides that the California OER Council may utilize its funding as designated in SB 1052 of 2012 to provide grants to community college and CSU campuses which, with their local academic senates, develop and submit plans to increase the use of OER. Campuses that reach benchmarks will be eligible for a bonus grant. The program would be administered by the California OER Council, composed of representatives of academic senates from all three segments.
  - o Position: Support
  - o Status: AB 798 (Bonilla) was signed into law by the Governor.

- **AB 963 (Bonilla) Teachers' Retirement Law.** AB 963 (Bonilla) revises the definition of creditable service for purposes of the Defined Benefit Program and the Cash Balance Benefit Program.
  - o Status: AB 963 (Bonilla) was signed into law by the Governor.

STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 (Bloom) establishes priority enrollment for homeless students and makes them eligible for a Board of Governors fee waiver. A homeless student must be verified as being without a residence in the last six years. The bill also establishes a liaison for homeless students that can be a current employee, rather than requiring colleges to hire a new staff person. AB 801 (Bloom) passed in the Senate Appropriations Committee with amendments to remove ongoing cost pressure.
  - o Status: AB 801 (Bloom) was placed in the Senate's inactive file.

- **AB 1016 (Santiago) Public Postsecondary Education: Student Transfer Achievement Reform Act.** AB 1016 (Santiago) would require the Chancellor's Office to report to the Legislature on the status of each community college's compliance with statutory requirements related to creating Associate Degrees for Transfer.
  - o Position: Support
    Status: AB 1016 (Santiago) was signed into law by the Governor.

- **AB 1366 (Lopez) Public Postsecondary Education: Dream Resource Centers.** AB 1366 (Lopez) authorizes the governing boards of community college districts to designate a Dream Resource Liaison on each campus to assist AB 540 students with information about financial aid and academic opportunities. AB 1366 (Lopez) passed in the Senate Appropriations Committee with amendments to remove the mandate.

o Status: AB 1366 (Lopez) was placed in the Senate's inactive file.

TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 (Gipson) requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program.
  - o Status: AB 25 (Gipson) was signed into law by the Governor.

- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Similar to last year's AB 2201 (Chávez), AB 82 (Garcia) establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license. The bill's statutes would only be in effect if the Selective Service System provided funding for the project. AB 82 (Garcia) passed out of the Senate Appropriations Committee with amendments requiring the registrant to "opt-in" instead of asking to "opt-out." The amendments to AB 82 (Garcia) were significant and prompted the sponsor to ask the Governor to veto the bill if it reached his desk.
  - o Position: Support
  - o Status: AB 82 (Garcia) was vetoed by the Governor.

- **AB 449 (Irwin) Income Taxation: Savings Plans: Qualified ABLE Program.** AB 449 (Irwin) partially conforms state personal income tax law to the federal Achieving a Better Life Experience (ABLE) Act of 2014. ABLE programs help students with disabilities and their families save money by significantly expanding the definition of qualified education expenses, thus ensuring that ABLE account earnings and withdrawals for qualified expenses are not included in a student's income for purposes of state personal income tax reporting each year. AB 449 (Irwin) implements the state ABLE Act program, and directs the State Treasurer to administer ABLE accounts on behalf of qualified Californians. AB 449 (Irwin) contains provisions that were removed from the final version of SB 324 (Pavely) to prevent conflicts. The final versions of these two complementary measures provide California with a comprehensive statute that conforms to the federal ABLE Act. AB 440 (Irwin) is contingent upon the enactment of SB 324 (Pavely), meaning both bills must become law to be in effect.
  - o Status: AB 449 (Irwin) was signed into law by the Governor.

- **AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. (CCI) Closures. AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. (CCI) Closures.** AB 573 (Medina) provides financial and other educational assistance to students affected by the April 27, 2015 closure of CCI campuses in California, including Heald, Everest, and WyoTech campuses. The bill restores up to two years of Cal Grant and National Guard Education Assistance awards for Heald College students who received awards in the 2013-14 or 2014-15 academic years and withdrew from their college programs between July 1, 2014, and April 27, 2015.
  - o Position: Neutral
  - o Status: AB 573 (Medina) was vetoed by the Governor.
  - o Included in the Governor's veto message:
    "While the bill's provisions to extend Cal Grant eligibility for Heald students are well-intentioned, I am not comfortable creating new General Fund costs outside of the budget process, particularly given the Cal Grant augmentations already included in this year's budget."

- **AB 721 (Medina) Student Financial Aid: Private Student Loans.** AB 721 (Medina) requires community colleges to comply with federal student loan disclosure requirements, including notifying students if a college does not participate in the federal loan program, advising students

that they may be eligible for federal loans at other community colleges, and providing students with information regarding the California Student Aid Commission's website and the Federal Student Aid web link on the U.S. Department of Education's website.
  - o Position: Neutral
  - o Status: AB 721 (Medina) was signed into law by the Governor.

- **AB 1091 (E. Garcia) Student Financial Aid: Cal Grant Program.** AB 1091 (E. Garcia) authorizes the California Student Aid Commission (CSAC) to require public schools and school districts to electronically submit verification of high school graduation. AB 1091 (E. Garcia) would also require CSAC to develop a standardized form for electronic submission of GPA information. AB 1091 (E. Garcia) builds upon previous legislation, AB 2160 (Ting, 2014), that required all public schools and districts to electronically submit student GPA information to CSAC. If AB 1091 (E. Garcia) becomes law, the electronic verification of high school graduation would be added to the same standardized form used for GPA information. Recent research confirms that these practices are highly effective and would allow many more students to complete their financial aid applications in a timely manner.
  - o Position: Support
  - o Status: AB 1091 (E. Garcia) was signed into law by the Governor.

- **SB 150 (Nguyen) Personal Income Tax: Exclusion: Student Loan Debt.** SB 150 (Nguyen) amends the state personal income tax code to exclude from gross income in the amount of student loans that are forgiven for eligible students who were enrolled at Corinthian schools on or after January 1, 2015.
  - o Position: Support
  - o Status: SB 150 (Nguyen) was signed into law by the Governor.

- **SB 324 (Pavley) Income Taxation: Savings Plans: ABLE Program.** SB 324 (Pavley) partially conforms state personal income tax law to the federal Achieving a Better Life Experience (ABLE) Act of 2014. ABLE programs help students with disabilities and their families save money as a result of an expanded definition of qualified education expenses, thus ensuring that ABLE account earnings and withdrawals for qualified expenses are not included in a student's income for purposes of state personal income tax reporting each year. This bill creates the ABLE Act Board, specifies the composition of Board membership, and expands the definition of a qualified education expense. The expanded definition includes: the full cost of housing and food; transportation; employment training and support; computers, assistive technology and personal support services; health prevention and wellness; financial management and administrative services; legal fees; oversight and monitoring; and funeral and burial services. Some of the provisions in SB 324 (Pavley) were removed to prevent conflicts with AB 449 (Irwin). The final versions of these two complementary measures provide California with a comprehensive statute that conforms to the federal ABLE Act. SB 324 (Pavley) is contingent upon the enactment of AB 449 (Irwin), meaning both bills must become law to be in effect.
  - o Position: Support
  - o Status: SB 324 (Pavley) was signed into law by the Governor.

VETERANS
- **AB 1361 (Burke) Student Financial Aid Cal Grant Program: Veterans.** AB 1361 (Burke) eliminates the age limit of 28 years old for veterans applying for the California Community College Transfer Cal Grant Entitlement Program. It is sponsored by the California Student Aid Commission.
  - o Position: Support
  - o Status: AB 1361 (Burke) was vetoed by the Governor.
  - o Included in the Governor's veto message:

"I am not comfortable creating new General Fund costs outside of the budget process, particularly given the Cal Grant augmentations already included in this year's budget."

- **AB 1401 (Baker) Veterans Student Financial Aid.** AB 1401 (Baker) reinstates expired provisions of state law that requires financial aid information, including the Board of Governors (BOG) fee waiver and the Free Application for Federal Student Aid (FAFSA) to be made available to each member of the California National Guard, the State Military Reserve, and the Naval Militia who do not have a baccalaureate degree.
  - o Position: Support
  - o Status: AB 1401 (Baker) was signed into law by the Governor.

- **SB 81 (Committee on Budget and Fiscal Review) Postsecondary Education: Budget Trailer Bill.** During this legislative session, two bills by Assembly Member Chávez, **AB 13** and **AB 27,** were introduced to align state law with the federal law known as the Veterans Access, Choice, and Accountability Act of 2014 (VACA). VACA requires the state's public postsecondary educational institutions to exempt qualifying nonresident veterans and covered individuals from paying nonresident tuition and fees. Because the University of California (UC) has autonomy through the state Constitution and authority to set its fees, UC was able to address compliance with VACA by amending their Educational Policy through the UC Board of Regents. The California Community Colleges (CCC) and the California State University (CSU) do not have the same authority to set fees. Therefore, while the CCC Board of Governors supported prior legislation to provide instate tuition to veterans and continued that precedent by supporting AB 13 and AB 27, without a change in state law VACA would have prevented the US Veterans Administration from providing GI Bill education benefits to veterans attending CCC and CSU.

  While AB 13 and AB 27 were going through the legislative process, SB 81 was introduced as a budget trailer bill. SB 81 included an addition to Education Code to address the issue of aligning state law with VACA to authorize and require districts to charge instate tuition to individuals covered by VACA. SB 81 also allows the colleges to count students affected by VACA as California residents for the purposes of state funding. SB 81 was signed by the Governor as part of the budget bill package on June 24, 2015 and was effective immediately upon signature. However, as stated in VACA, SB 81 applies for terms beginning on or after July 1, 2015. Assembly Member Chavez may now use AB 13 and AB 27 for other purposes.
  - o Position: Support
  - o Status: SB 81 was signed into law by the Governor.

OVERVIEW

The congressional committee hearing process for policy legislation and the federal budget moves at a much slower pace than the legislative process at the state level. As a result, the status of bills may not change for months. Disagreements and posturing during the federal budget process often result in "continuing resolutions" (CR) that maintain the prior fiscal year's funding levels, setting aside major changes proposed earlier in the year. On September 30, 2015, the last day of the federal fiscal year, the federal government avoided a shutdown by passing a CR that only funded the government through December 11, 2015. On October 26, 2015, outgoing House Speaker John Boehner announced he had reached an agreement—privately negotiated with House Minority Leader Nancy Pelosi, Senate Majority Leader Mitch McConnell and Senate Minority Leader Harry Reid—submitting a tentative budget agreement. The budget agreement increased federal spending by $80 billion over two years and would be divided equally between defense and domestic programs. The federal government passed another CR that extended the December 11, 2015 deadline. The House and Senate subsequently adopted an Omnibus Appropriations Act, which President Obama signed on December 18, 2015. The $1.1 trillion funding bill will keep the government running until September 30, 2016.

Reauthorization of the Elementary and Secondary Education Act (ESEA)

On December 2, 2015, the U.S. House of Representatives voted and passed a bill, the Every Student Succeeds Act (ESSA), to replace the No Child Left Behind law (NCLB) and reauthorize the Elementary and Secondary Education Act (ESEA). The bill subsequently passed in the Senate and was presented to the President on December 9, 2015. President Obama signed ESSA into law on December 10, 2015. Unlike NCLB, signed into law by President George W. Bush in 2002, ESSA gives more autonomy to states and does not provide a single definition of proficiency, leaving each state to develop its own metrics to measure improvement. The passage of ESSA and movement on the reauthorization of ESEA signals that there may also be movement on the reauthorization of the Higher Education Act.

The Department of Education to Provide Federal Pell Grant Funds to Dual Enrollment Students

In October 2015, the U.S. Department of Education announced that it would be launching an experiment, granting access to Federal Pell Grants for high school students enrolled in college courses for credit through dual enrollment. The Department's goal is to expand access to college coursework and promote academic success for low-income and first-generation college students. Research has shown that dual enrollment can lead to better grades in high school, increased enrollment in college following high school, higher rates of persistence in college, greater credit accumulation, and increased rates of credential attainment. Community colleges offer over 70 percent of the dual enrollment courses taken by high school students nationwide.

On November 3, 2015 the Department released a *Federal Register* Notice, inviting Title IV-eligible institutions of higher education, in partnership with one or more public secondary schools or local education agencies, to apply to participate in the dual-enrollment experiment. The experiment is expected to benefit up to 10,000 students across the country with the Department investing up to $20 million in the 2016-17 award year will. More information and a Fact Sheet can be found on the Department's website: http://www.ed.gov/news/press-releases/fact-sheet-department-education-launches-experiment-provide-federal-pell-grant-funds-high-school-students-taking-college-courses-credit.

Education Secretary Arne Duncan Steps Down in December

Education Secretary Arne Duncan has announced that he will step down from his post in December 2015. Duncan is an original member President Obama's cabinet and came with him to Washington from Chicago,

where he served as the city's schools chief. President Obama has selected Deputy Secretary of Education John B. King, Jr. to replace Secretary Duncan. Dr. King is the Senior Advisor Delegated Duties of Deputy Secretary of Education, a position he assumed in January 2015.

Dr. King oversees all preschool-through-12th-grade education policies, programs and strategic initiatives, as well as the operations of the Department, which has more than 4,000 employees and a budget of more than $60 billion. He also oversees the Department's work leading cross-agency collaboration for President Obama's My Brother's Keeper task force, which seeks to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people are able to reach their full potential.

Prior to his arrival at the Department, Dr. King had served since 2011 as the commissioner of education for the state of New York. In that role, he served as chief executive officer of the State Education Department and as president of the University of the State of New York, overseeing the State's elementary and secondary schools (serving 3.1 million students), public, independent and proprietary colleges and universities, libraries, museums, and numerous other educational institutions.

Secretary Duncan's departure means Agriculture Secretary Tom Vilsack will be the sole remaining Cabinet-level secretary who has been with President Obama since 2009 (Office of Management and Budget Director Shaun Donovan started in 2009 as his Housing and Urban Development secretary).

Accreditation Reform

The U.S. Department of Education took action in November to influence the institutional accreditation process through a variety of means, including administrative action and legislative proposals. The Department's stated purpose is to require accrediting agencies to place greater emphasis on student outcomes, including graduation rates and job placement. The Department's executive actions also aim to increase transparency in the accreditation process. The Department will publish each accreditor's standards for evaluating student outcomes and post online all publicly releasable portions of accreditor's decision letters.

The Department's legislative proposals include a recommendation that Congress repeal the statutory prohibition on its ability to set and enforce expectations regarding student achievement standards in accreditor recognition. As a result of the sudden closure of Corinthian Colleges in April 2015, the Department also recommends that Congress establish recognition standards that require accreditors to request more complete teach-out plans from high-risk institutions and, to shield students and taxpayers, ensure that there are resources available to cover the costs of executing such teach-out plans. More information and a factsheet can be found on the Department's website: http://www.ed.gov/accreditation?src=rn

White House Announces Changes for FAFSA

The Obama Administration announced use of "Prior-Prior Year" tax information for the Free Application for Federal Student Aid (FAFSA) starting in October of 2016. This means that students will be able to submit a FAFSA earlier, and more FAFSA filers will be able to use the IRS data retrieval tool. Presently, students and families are often unable import their tax information into the FAFSA because their prior year tax information is unavailable. This change will make it easier for students and families to file a FAFSA. A fact sheet on the FAFSA changes may be viewed here: https://studentaid.ed.gov/sa/sites/default/files/fafsa-changes-17-18.pdf.

COMMUNITY COLLEGES BILLS OF INTEREST

Campus Climate and Safety

HR 2680: HALT Campus Sexual Violence Act

The Hold Accountable and Lend Transparency on Campus Sexual Violence Act or the HALT Campus Sexual Violence Act amends the Department of Education Organization Act to require the Department of Education to make publicly available on its website:

- a list of the institutions of higher education (IHEs) under investigation, sanctions or investigation findings, and a copy of program reviews and resolution agreements
- the letter terminating the Department's monitoring of such agreements

The bill also amends the Clery Act to direct the Department to develop a biennial sexual violence climate survey and include statistics from the survey in the annual campus security report provided to current and prospective students and employees. It would allow an individual to allege a violation of the Clery Act in a judicial proceeding and increase the maximum penalty for substantially misrepresenting the number, location, or nature of the crimes required to be reported under the Clery Act. Lastly, the bill would make changes to the annual statement IHEs prepare regarding their policies on domestic violence, dating violence, sexual assault and stalking, and would direct the Departments of Education and Justice to create a joint interagency Campus Sexual Violence Task Force.

S. 590: Campus Accountability and Safety Act
This bill by Senator Claire McCaskill (D-Missouri) and co-sponsored by a bi-partisan group of 12 Senators will establish new campus resources and support services for student survivors, ensure minimum training standards for on-campus personnel, create new transparency requirements, require a uniform discipline process and coordination with law enforcement, and establish enforceable Title IX penalties and stiffer penalties for Clery Act violations. This bill was referred to the Senate Committee on Health, Education, Labor and Pensions.

S. 706: Survivor Outreach and Support Campus Act
Senator Barbara Boxer (D-CA) introduced the Survivor Outreach and Support on Campus Act (S.O.S. Campus Act). The legislation would require every institution of higher education that receives federal funding to designate an independent advocate for campus sexual assault prevention and response. This advocate would be responsible for ensuring that survivors of sexual assault – regardless of whether they decide to report the crime – have access to: emergency and follow-up medical care, guidance on reporting assaults to law enforcement, medical forensic or evidentiary exams, crisis intervention, and ongoing counseling and assistance throughout the process. Congresswoman Susan Davis (D-San Diego) introduced H.R.1490, a version of this bill in the House.

Tuition, Fees, Financial Aid

S. 1716 and H.R. 2962: America's College Promise Act of 2015
Senator Tammy Baldwin (D-WI) and Congressman Bobby Scott (D-VA) introduced legislation, S. 1716 and H.R. 2962, modeled after President Obama's America's College Promise proposal. These bills would make two years of community college free through a federal-state partnership. Federal grants would be awarded to states that agree to waive community college resident tuition and fees for all eligible students. The federal investment in the program would be $79.7 billion over the next 10 years; however, no source of revenue has been identified to cover the cost. States would be required to commit to Maintenance of Effort equal to or exceeding their average spending per full-time equivalent student at institutions of public higher education for the three preceding years and contribute 25 percent of the average community college resident tuition and fees per student in all states in the 2016-2017 award year.

S. 60: Eligibility for Postsecondary Education Benefits
S. 60 by Senator David Vitter (R-LA). This bill would prohibit states from offering in-state tuition to undocumented immigrants unless they offer in-state tuition to all Americans. The author contends that 15 states have exploited a loophole in federal immigration policy to extend in-state tuition to undocumented immigrants. States are currently prohibited from granting postsecondary education benefits to undocumented

immigrants on the basis of residency. However, using different criteria, such as graduation from an in-state high school (similar to California's AB 540), states have been granting in-state tuition regardless of immigration status. If enacted, this bill would force states to either grant in-state tuition to Americans from every U.S. state or deny in-state tuition to undocumented immigrants that are currently considered residents.

HR 1507: Investing in States to Achieve Tuition Equality for Dreamers Act of 2015 or the IN STATE Act of 2015

The IN STATE Act of 2015, sponsored by Congressman Polis (D-CO), would amend title IV (Student Assistance) of the Higher Education Act of 1965 (HEA) to direct the Secretary of Education to allot grants to states to offer Dreamer students in-state tuition and expand their access to in-state financial aid. This bill is similar to its Senate version: S.796 IN-STATE for Dreamers Act of 2015.

HR 1959: College Options for DREAMers Act

This bill sponsored by Congressman Hinojosa (D-TX) would amend the HEA to provide Dreamer students with access to student financial aid. This bill is identical to the Senate measure S. 1059 College Options for DREAMers Act

HR 1956: Pell Grant Protection Act

This bill would amend the HEA to ensure funding for the Federal Pell Grant program by removing the program from the congressional discretionary appropriations process. This measure is identical to the Senate bill: S 1060 Pell Grant Protection Act.

HR 1958: Year-Round Pell Grant Restoration Act

Sponsored by Congressman Hinojosa, HR 1958 would amend the HEA allow eligible students to receive additional Federal Pell Grants for payment periods that are not otherwise covered by their Federal Pell Grant award for that academic year. This bill is identical to the Senate measure S1062 Year-Round Pell Grant Restoration Act.

S. 1102: Protect Student Borrowers Act of 2015

Sponsored by Senator Reed (D-RI) this bill would amend title IV of the HEA to require institutions participating in the Federal Direct Loan program to accept risk sharing requirements. The House version of this measure is HR 2364 Protect Student Borrowers Act of 2015.

S. 1373: College for All Act

Sponsored by Senator Sanders (I-VT), the College for All Act would amend the HEA to eliminate tuition and required fees at public institutions of higher education by creating a grant program funded by a federal-state partnership.

Workforce Training

HR 1503: Community College Energy Training Act of 2015

This bill would require the Secretary of Labor to carry out a joint sustainable energy workforce training and education program. It also appropriates $100,000,000 for each of the fiscal years 2016 through 2020. Not less than one-half of these funds shall be awarded to community colleges with existing sustainability programs that lead to certificates, credentials, or degrees in one or more of the industries and practices.

HR 2224: Youth Access to American Jobs Act of 2015

This bill, sponsored by Congressman Rick Larsen (D-WA), would direct the Secretary of Education to award grants to 10 partnerships between a local educational agency (LEA), a community college, and a state apprentice program to carry out a program for students to:
1) take science, technology, engineering, and mathematics (STEM) courses and STEM-focused Career and Technical Education courses a during grades 11 and 12 at a secondary school that prepare them for community college;

2) enroll in a course of study related to the manufacturing field at the community college upon graduating from the secondary school; and

3) enroll, for a two-year period, in the state apprenticeship program or the joint-labor management training program upon receiving an associate's degree from the community college.

Miscellaneous

HR 182: Centralized Report of Veteran Enrollment

H.R. 182 by Congressman Ken Calvert (CA-42) would streamline the Department of Veterans Affairs (VA) processes for community colleges that have multiple campuses. Currently, the VA requires community colleges to certify that their veteran students are enrolled for a specific number of classes before the VA will disperse student benefits. These rules must be updated to account for multi-college Community College Districts, such as Riverside Community College District (RCCD). Without such an update, veterans that take classes at a multi-college District see their benefits delayed while colleges and the VA complete and shuffle unnecessary paperwork. H.R. 182 would direct the Secretary of Veterans Affairs to permit the centralized reporting of veteran enrollment by certain groups, districts, and consortiums of educational institutions.

HR 937: Dual Enrollment Grants

Congressman Ruben Hinojosa (D-TX 15) introduced The Fast Track to College Act of 2015. The bill authorizes the Secretary of Education to award matching six-year grants to local educational agencies (LEAs) that partner with institutions of higher education (IHEs) to establish or support dual enrollment programs, such as early college high schools, that allow secondary school students to earn credit simultaneously toward a secondary school diploma and a postsecondary degree or certificate.

S. 649: Higher Education Reform and Opportunity Act of 2015

The Higher Education Reform and Opportunity (HERO) Act would allow all 50 states and the District of Columbia to develop their own systems of accrediting educational institutions, curricula, apprenticeships, job-training programs, and individual courses, all of which would be eligible to receive federal student loan money.

Executive Committee Agenda Item

Please note: Staff will complete the grey areas.

SUBJECT: Academic Academy		Month: February	Year: 2016
		Item No: IV B	
		Attachment: no	
DESIRED OUTCOME:	The Academic Senate will make recommendations and consider approval of theme and draft program for the 2016 Academic Academy.	Urgent: yes	
		Time Requested: 20 min	
CATEGORY:	Action or Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Ginni May/Cleavon Smith	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

BACKGROUND:

The Equity Diversity and Action Committee (EDAC) and the Transfer, Articulation, and Student Success Committee (TASSC) are planning the 2016 Academic Academy.

We are looking for approval of the following draft so that we can begin contacting the presenters.

THEME: Living a Culture of Equity, Student Success, and Empowerment: Implementing and Embedding Equity Across the College.

You've got your plans...so now what?

The Student Success and Support Program and Student Equity Plans gave way to a lot of scrambling in our colleges since the new mandates were first announced. In the best case scenarios, faculty, administrators, staff and students were meeting several times throughout the fall term to examine data from the previous year's plans and to review proposals for equity-minded initiatives the college could implement and/or improve in order to ensure success and achievement for *all* of our students. To our credit, colleges were energized and conversations about student demographics and success that were once marginalized came to the center of college planning and budgeting discussions. While there was a lot of confusion about the format and evaluation of the plans, what was not confusing was the system-wide commitment to transformative educational services and instruction for each and every one of our students to foster a climate where success was the overwhelming norm.

Then came the hard part. In this case, the devil has not been in the details; the devil has been in the disciplined implementation of the details of our plans throughout the entire college body.

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

In this institute, the Academic Senate for the California Community Colleges will host interactive and experiential workshops where presenters and panelists will engage attendees with activities to take back to their colleges that will promote a disciplined approach to seeing our colleges *living* and *acting* on the hope expressed in our plans and in our students' continued arrival at our doors. In addition to the workshops and keynote-led activities will be opportunities for teams from the colleges to work together to reflect on the details of their plans and design intentional and deliberate means of evaluation to ensure accountability. Also during this institute educators from our California Community Colleges will have the opportunity to learn how the ASCCC can provide resources, support and communities of practice so that this institute lives on long after the weekend is over.

Proposal Categories:

Assessment: Effective Practices of Pre-Assessment Processes. Bridge Programs. Test Preparation.

Basic Skills: Sustaining Learning Communities. Start to Finish Models of Basic Skills and Student Services. Panel Review of the E-Resource on Basic Skills Completion. The Use of Supplemental Instruction, Tutoring, and Instructional Aides.

Educational Planning: Effective Practices of Workshops, Groups, Classroom, Instructional Courses, Basic Skills, or Other Contexts to Assist with the Delivery of Academic Advising.

Equity and Intervention: Scaling up the First-Year Experience or First Time in College Course. Going from Boutique Program to Institution-Wide Program (How to Scale Up Successful Programs). Growing and Using Your Learning Center: From Tutoring to Supplemental Instruction. Cultural Competency on Your Campus: Understanding Student and Faculty Culture. Using Disproportionate Impact to Think about Curriculum and Instruction. Planning for Equity: Institutional Effectiveness and Accreditation.

Follow up Activities – Intervention Practices: Showcasing Successful Results of Working with Student Services (e.g., effective communication with students in promoting intervention practices, coordinating student services and wrap around services as an intervention [food, shelter, and health], faculty assistance in helping students with their career choices).

Institutional Transformation: Building Equity into Your Program Review. Shifting Your Campus Culture to an Equity Mindset. Closing the "Silo" Gap: Bringing Student Services and Instruction. Coordinating with Categorical Programs. Building Professional Development for Equity.

Noncredit: Equity and the Noncredit Question. Effective Practices in Transitioning Noncredit Students into Credits and Plans.

Orientation: Effective Practices of Online and In Person Orientation.

Student Voices: Effective practices in incorporating student voices and qualitative data in curriculum development and assessment and program review and development. Professional Development Programs: Programs that embed issues of equity and disproportionate impact into ongoing, iterative professional development offerings.

Diversity Hiring: Intentional efforts of diversity mindfulness during recruiting, interviewing, and hiring activities at the college.

Digital Divide: Practices in equity regarding recognizing that technology is not available to all of our students. It may be assumed that all students are proficient in technology and that they possess it. It becomes an equity issue because students are not able to do the types of work or perform at the level of their classmates, if they don't possess the technology that they need to succeed.

Cultural Competency: Creating an environment with ongoing efforts to assess diverse issues of cultural competency and building mechanisms to respond to the assessment results for a more safe and inclusive institution.

2016 Academic Academy Program - Draft

Friday, March 18, 2015

9:00 AM	**Continental Breakfast and Registration**
10:00 AM - 10:20 AM	**Welcome** Cleavon Smith, Chair, ASCCC Equity and Diversity Action Committee Ginni May, Chair, ASCCC Transfer, Articulation, and Student Services Committee David Morse, ASCCC President
10:20 AM – 11:35 AM	*General Session:* **Keynote Address:** Veronica Neal/Mayra Cruz
11:35 AM – 11:45 AM	**Break**
11:45 AM – 12:45 PM	**Lunch**
12:45 PM – 1:00 PM	**Break**
1:00 PM – 2:15 PM	**Breakout Session Block I (3 or 4 Breakouts)**

1. Follow-up with General Session Speaker
    Veronica Neal
    Mayra Cruz
2.
3.
4.

2:15 PM – 3:30 PM	**Break**
3:30 PM – 3:45 PM	**Breakout Session Block II (3 or 4 Breakouts)**

1.
2.
3.
4.

3:45 PM – 4:00 PM	**Break**
4:00 PM – 5:15 PM	**Breakout Session Block III (3 or 4 Breakouts)**

1.
2.
3.
4.

5:30 PM – 6:30 PM	**No Host Reception – AS Foundation** Attendees may sign up to join different Executive Committee Members for dinner following the reception

Dinner - TBA

Saturday, March 19, 2015

8:00 AM - 9:00 AM	**Breakfast Buffet**
9:00 AM - 10:15 AM	**Breakout Session Block IV (3 or 4 Breakouts)**

1.
2.
3.
4.

10:15 AM – 10:30 AM	**Break**
10:30 AM – 11:45 PM	**General Session – Bringing it Back to our Colleges** This will be a panel of individuals OR tables each with an individual where attendees can discuss colleges that have been successful in making the changes needed to address Equity at all levels. The panel or table host will identify challenges that they face/faced, explain how they addressed them, and respond to questions from attendees.
11:45 PM - 12:00 PM	**Break**
12:00 PM – 1:00 PM	**Lunch Buffet**
1:00 PM - 2:00 PM	**General Session – Don't Go It Alone: ASCCC's Relation to Local Colleges** During this time, attendees will have the opportunity to share the challenges identified during the 10:30 General Session and discuss how ASCCC can help local colleges address those challenges either through online resources, upcoming institutes, or local visits.

1. Learning from Our Students: Equity Focus Groups-44
Darla Cooper, Director of Research and Evaluation, The RP Group
Terrence Willett, Senior Researcher, The RP Group
*Equity and Intervention, Cultural Competency

2. EOPS Impact Study: Estimating Effects and Inferring Implications-43

Terrence Willett, Senior Researcher, The RP Group
*Equity and Intervention

3. Serving Former Foster Youth in California Community Colleges: Successes, Challenges, and Recommendations-42
Darla Cooper, Director of Research and Evaluation, The RP Group
*Equity and Intervention, Cultural Competency

4. Diversifying Our Faculty: From Conversation to Action-41
Adrienne Foster, Ph.D., President, Academic Senate, West Los Angeles College, 310-287-4589
Thuy Thi Nguyen, J.D., Interim General Counsel, CCCCO, 916-445-6272
*Equity and Intervention, Diversity Hiring
Schedule for Friday

5. Award Winning Campus Programs that Increase Diversity Awareness-37
Shannon Vellone Mills, Professor of Anthropology, Cosumnes River College
B.J. Snowden, Professor of RTVF, Cosumnes River College
*Educational Planning, Equity and Intervention, Cultural Competency
Schedule for Saturday

6. Equity-in-Action Redux: Implementing Equity-Minded Frameworks-35(33)
Micaela Agyare—Foothill College Instruction Librarian
Hilda Fernandez—Foothill College Student Equity Tri-Chair and English Faculty:
Carolyn Holcroft—Foothill College Academic Senate President and Biology Faculty:
Paul Starer—Foothill College Dean of Language Arts and Learning Resource Center:
*Institutional Transformation

7. Using an Academic Support Index to better understand student data, identify students for intervention, and more precisely evaluate program efficacy-32
David Stevens, Berkeley Unified School District (contact Cleavon Smith)
*Equity and Intervention, Follow up Activities, Institutional Transformation, Professional Development, Cultural Competency

8. Breaking Down Silos in the Basic Skills: How Faculty can Integrate Classified Staff and Student Tutors to Foster Student Success-31
Holly Piscopo, Sacramento City College, History professor/Faculty coordinator of the Basic Skills Initiative
Tara Loschiavo, Sacramento City College, Student Personnel Assistant for the Basic Skills Initiative,
Cindy Dibble, Sacramento City College, Math Professor
Hannia Velez, Sacramento City College, Instructional Services Administrative Assistant,
Nick Banford, Sacramento City College student, Math Tutor/Student Instructional Assistant,

*Equity and Intervention, Follow up Activities, Institutional Transformation, Professional Development, Cultural Competency

9. Using Open Educational Resources (OER) to Close the Achievement Gap: What Faculty Can Do?-28
Cheryl Aschenbach, Lassen College, COERC Member
Dan Crump, American River College, COERC Member
Dolores Davison, Foothill College, COERC Member (
*Professional Development Programs, Digital Divide

10. Practices of a Students of Concerns Team Across Services-27
Dr. Nicky Damania, Director of Student Life, Bakersfield College,
Grace Commiso, Counselor, Bakersfield College,
*Follow up Activities

11. Institutional Change to Equitably Improve Student Success: From Planning to Action to Evaluation-26
"DVC's Strategic Plan" Andrew Barloiw
"Changing DVC's Governance and Resource Allocation Process" Beth McBrien and John Freytag
"Innovation in Practice: Project ACCESS at DVC" Joan Symonds
Andy Barlow, Strategic Plan Implementation Coordinator, Diablo Valley College
Beth McBrien, John Freytag (or designee) Diablo Valley College Academic Senate President/VP
Joan Symonds, Diablo Valley College Professor of Early Childhood Education
Others to be added.
*Assessment, Basic Skills, Equity and Intervention, Follow up Activities, Institutional Transformation,

12. Incorporating Equity into the Program Review and Institutional Planning Processes-23
Carolyn Holcroft, Foothill College Academic Senate President
Paul Starer, Foothill College Dean of Language Arts
* Equity and Intervention

GENERAL SESSION followed by Breakout
13. Lead the Choir: How Academic Senate leadership is critical for integrating equity into the campus culture-21
Mayra Cruz, De Anza College, Faculty ECE, President of Academic Senate
Veronica Neal, De Anza College, Office of Equity Director
* Institutional Transformation

14. Understanding ESL, Equity, and Diversity: The carts, or the horses?-20
Kathy Wada, ESL Professor, Cypress College

Sydney Rice, ESL Professor, Imperial Valley College, and CATESOL President
Leigh Anne Shaw, ESOL Professor, Skyline College
*Assessment, Basic Skills, Equity and Intervention

15. *Supporting Student Success and Completion through Mentoring: A Two-Pronged Approach-19*
Darlene Murray, Student Equity Coordinator Reedley College
Nate Saari, Director of Student Success, Equity, and Outreach, Reedley College
Sandra Fuentes, Director, Student Support Services, Reedley College
* Equity and Intervention

16. *Implementing Effective SI: A How-to Guide for Community College Faculty & SI Leaders-16*
Elizabeth Rodacker and Laynatreell Allen
College(s): Bakersfield College (Bakersfield, CA)
Qualifications: Professor & student SI Leader
* Basic Skills

17. *Racial Battle Fatigue Syndrome and the Psychosocial Health of African-American Men-7*
Yamonte Cooper, El Camino College Career Center Faculty Coordinator
Brian Mims, El Camino College Project Success Faculty Coordinator
* Equity and Intervention, Follow up Activities, Institutional Transformation, Professional Development Programs, Cultural Competency

18. *Supporting African-American Male Student Success-5*
Yamonte Cooper, El Camino College Career Center Faculty Coordinator
Brian Mims, El Camino College Project Success Faculty Coordinator
*Equity and Intervention, Follow up Activities, Institutional Transformation, Student Voices, Professional Development Programs, Cultural Competency

19. *Scaling Up Student Success Programs in Community Colleges: From Islands of Innovations to Institutional Practices-1*
Diana Bajrami
Interim Vice President Student Services, Berkeley City College, Peralta District
Previously,
Economics Faculty at College of Alameda, Peralta District
* Equity and Intervention, Institutional Transformation, Student Voices, Professional Development Programs, Diversity Hiring, Cultural Competency

Expected/Needed Proposals:

20. *LGBT Resolution 7.01 F15*
Johnnie Terry and Stephanie DuMont (Ginni emailed them 1-16-2016)

21. Maybe something from Fabiola Torres on Digital Divide – Access for students to technology (Ginni emailed Fabiola 1-16-2016)

22. Still need to contact Grant Goold and ??? regarding CTE and Equity. What about recruiting men to Nursing programs, women to welding programs, etc.? (Cleavon will contact Grant)

23. We have nothing on Orientation…(Ginni emailed a group 1-16-2016)

Executive Committee Agenda Item

SUBJECT: *Equivalence to the Minimum Qualifications* Paper – Second Reading		Month: February	Year: 2016
		Item No: IV. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval revisions to the *Equivalence to the Minimum Qualifications* paper.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices committee is submitting the paper update requested by resolution FA14 10.01 (attached). This is a second reading. Feedback from many has been incorporated into this draft.

DESIRED OUTCOME:

The Executive Committee will approve the paper Equivalence to the Minimum Qualifications, *revisions and send it to the body for consideration at the Spring Plenary session.*

Revise the Paper Equivalence to the Minimum Qualifications

Fall 2014 10.01

Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by joint agreement with their governing boards;

Whereas, The Academic Senate for California Community Colleges adopted Resolutions 10.06 S07, 10.01 S09, 10.02 F09, and 10.11 S11[1], which call for further guidance on equivalency through such actions as the development of criteria and standards and the presentation of model practices for determining equivalence to minimum qualifications by establishing eminence;

Whereas, Numerous breakout sessions held at plenary sessions since 2006 on minimum qualifications and equivalency have included discussions and requests for assistance regarding eminence, criteria, and model practices; and

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

Whereas, The paper *Equivalence to the Minimum Qualifications* was last revised in 2006[2];

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper *Equivalence to the Minimum Qualifications* and bring it to the body for adoption at the Spring 2016 Plenary Session.

MSC

Executive Summary

In 1988 the Community College Reform Act (AB 1725) began to phase out credentials for faculty in favor of a process for establishing minimum qualifications to teach in a discipline. Part of that process included a way to determine equivalencies to those qualifications that are at least equal to the state-adopted minimum qualifications for a particular discipline. According to Education Code §§ 87359 and 87360, those who do not possess the minimum qualifications for service may be hired as faculty members if they possess "qualifications that are at least equivalent to the minimum qualifications..." The Disciplines List, a list of Board of Governors' adopted minimum qualifications for hiring faculty, uses the term "equivalency" to describe processes to support this regulation.

Every district must have an equivalency process and the determination of equivalency is the purview of the academic senate. Education Code §87359 (b) requires that "[t]he process, as well as criteria, and standards by which the governing board reaches its determination regarding faculty members shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board." While neither the Education Code nor Title 5 Regulations provide additional guidelines for what constitutes *at least equivalent*, each district's governing board, acting on the advice of its academic senate, must establish its standard for equivalency, permitted the standard is not less than qualifications specified on the Disciplines List. Once equivalency regarding an individual applicant has been determined, Education Code §87359(a) requires that the governing board take action

on the equivalency before hiring occurs. Because the equivalency process was created by AB1725 and chaptered into the California Education Code, districts are not free to ignore provisions within the law.

The Academic Senate has consistently supported the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means *equal* to the minimum qualifications, not *nearly* equal.
- The applicant must provide evidence they have attained the breadth of coursework or experience equal to the general education component of an earned associate's or bachelor's degree.
- The applicant must provide evidence they have attained the skills and knowledge provided by specialized course work required for the degree listed in the Disciplines List.
- Faculty members exemplify to their students the value of an education that is both well-rounded and specialized and has consistently defined associate's degree parameters. Faculty should act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge that is discipline specific.
- Eminence should not be used as the sole criteria for granting equivalence (Senate Resolution 10.01 SP09).
- There is no provisional or conditional equivalency.

Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more difficult. Most district equivalency policies recognize at least one of three ways of demonstrating equivalency: 1) course work, 2) work experience, and 3) eminence in the field; in addition, a sub-set of experience, or a combination of the three may be recognized. But whatever the means are for making determinations, equivalency should never mean less than the qualifications specified on the Disciplines List.

Establishing equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. A somewhat more difficult case occurs when the name of a degree is close to that specified on the Disciplines List but the coursework is slightly different. Other more difficult cases occur when work experience is proposed as the equivalent of academic work. Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish that an applicant has enough necessary educational preparation through an alternative means to be judged as knowledgeable as someone with the appropriate degree.

It is important to distinguish between general education preparation and discipline specific preparation. The Academic Senate supports the principle that all community college faculty exemplify the qualities of a college educated person. This is why the universal requirement for all disciplines includes at least an associate degree in addition to six years of experience. So, when a local academic senate evaluates an applicant's equivalency, an equivalency committee should consider whether the applicant satisfies

the general education qualification for which they seek equivalency. In addition, the applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript. Thus, the candidate seeking equivalence should be measured by the same yardstick as a candidate who possesses the minimum qualifications. Moreover, processes for determining eminence should be defined in hiring practice criteria and indicate that, regardless of the discipline, general education preparation is vital to instruction of any subject to provide an essential cross-curricular breadth and depth.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistent and fair. This committee is either a subcommittee of the academic senate or a separate committee whose membership is determined by the academic senate. As difficult as it can be to make the judgment of whether a specific candidate's experience is equivalent to the minimum qualifications, it is clear that faculty in the discipline play a critical role in informing the decision. However, to ensure that the process of determining equivalency is applied consistently across the campus, it is important to include faculty from outside the discipline and appointed by the academic senate. The benefits to having a breadth of discipline representatives on an equivalency committee are the following:

- The breadth or general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.

- Committee decisions are easily communicated and the logic and credibility of a specific decision is more easily understood by administrators, external partners or agencies, and future senate leader when more faculty voices are involved.
- Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline, and their decisions are made without bias.

The role of the Human Resources office should be limited to collecting, date-stamping, and forwarding applications and other pertinent information to the academic senate or equivalency committee. A college district that attempts to use its human resources office staff to establish equivalence not only risks creating a situation in which candidates are not evaluated appropriately but is out of compliance with the Education Code and Title 5 Regulations (see Education Code §87359 (b) and Title 5 §53430 (b)).

It is vital to remember that minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is full- or part-time. Title 5 Regulations do not allow for a different standard of equivalency for part-time faculty. An applicant is either qualified to teach the full range of courses in a discipline or not, regardless of whether applying for a full-time position or a part-time position. Education Code §87359 (a) (see also Title 5 §53430) states, "No one may be hired to serve as a community college faculty ... unless the governing board determines that he or she possesses qualifications that are *at least equivalent* to the minimum qualifications specified" (italics added). In addition, minimum qualifications are determined for *disciplines*, not for courses or subject areas within disciplines. Legal Opinion L 03-28 (R. Black, 2004) (see

Appendix C), supports the position that "a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline."

It is also important to understand that when a faculty member is hired, he or she is hired by a district's governing board. It is the purview of faculty through the academic senate to determine if a potential faculty member meets the minimum qualifications, but it is the purview of the governing board and administration to determine if the applicant shall be hired. The fact that an applicant meets the minimum qualifications does not guarantee an offer of employment by the administration.

This paper concludes with recommendations for the determination of equivalencies, including who determines equivalency; that equivalency is granted for a discipline; that policies and procedures must be consistent, objective, evidence based, and mindful of general education and specialization; and that local governing boards include action on the equivalency as part of their subsequent hiring action.

Following the recommendations, this paper provides a proposed equivalency model as well as a legal opinion stating that local districts are not authorized to establish a single course equivalency.

Introduction

This paper is the third revision of the ASCCC paper on equivalency adopted by the body in 1989, and was called for by the body by resolution in Fall 2014. The original paper was intended to help local academic senates develop policies and procedures in response to Education Code §87359, which requires that each district's governing

board and academic senate jointly develop an equivalency policy. This revision adds new considerations and content called for by faculty subsequent to the 2006 version. The Fall 2014 Resolution 10.01 states:

> Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and
> Resolved, That the Academic Senate for California Community Colleges revise the paper Equivalence to the Minimum Qualifications and bring it to the body for adoption at the Spring 2016 Plenary Session.

Like the 2006 revision, this revision provides a more thorough discussion of equivalency than the original paper and the 1999 revision. It also includes the legal opinion from the General Counsel of the California Community Colleges Chancellor's Office distributed December 23, 2003, which upholds the prohibition on single-course equivalencies. In addition, it includes results of the Academic Senate's 2015 survey on equivalency practices in California community colleges. The concepts discussed in the first three equivalency papers remain substantively unchanged in this paper; however, there are practical suggestions and considerations inserted to help local senates in refining their policies and procedures regarding this important academic and professional matter.

The 2015 Equivalency Practices Survey

To determine how academic senates are meeting their responsibilities for establishing and implementing equivalency policies and procedures, the Academic Senate surveyed local senates in fall 2015. The survey results indicated that while most colleges and districts have equivalency policies, and most senates recognize the need for

equivalency committees, 15% of respondents reported that the administration determines equivalency on their campuses despite the fact that equivalency is the purview of the faculty and the academic senate.

Further findings indicate the need for regular evaluation, review, and revision of equivalency policies. Only a few colleges reported that a recent review and revision of their equivalency policy had occurred by the local academic senate. Of the 59 colleges that are part of multi-college districts who responded to the survey, 34 reported that they coordinate equivalency decisions with the other colleges in their district while 25 reported that they do not.

Only a small number of senates indicated that training is provided by the senate equivalency committee or committee chair on flex days or at department or committee meetings. One college reported being in the process of developing a handbook with instructions to be provided for faculty members involved in determining equivalency, which would be an effective way to ensure training is uniform and that all faculty members involved in determining equivalency at any time of the year had correct information.

The survey results and the resolution highlight the need for this paper revision and for local dialogue by academic senates regarding equivalency policies, procedures, and practices.

The Meaning of Equivalency

The term "equivalency" is found in the Disciplines List, which is a list of minimum qualifications for hiring faculty adopted by the Board of Governors. The current Disciplines List can be found in the Chancellor's Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and can also be accessed through the ASCCC website (asccc.org). Equivalency refers to any qualifications that are at least *equal to* the state adopted minimum qualifications for a particular discipline and the process for used for determining faculty preparation that is equivalent to minimum qualifications. The academic senate should review the minimum qualifications of faculty applicants carefully to determine if equivalency is necessary or not. A common question from the field involves faculty applicants who may have a different baccalaureate degree title but the listed master's degree. For example, an applicant for the discipline of chemistry who possesses a baccalaureate degree in Biological Sciences and a master's degree in Chemistry meets the minimum qualifications and does not need an equivalency process. However, an applicant with a baccalaureate degree in Chemistry and a master's degree in Biological Sciences will require completion of the district equivalency process.

District equivalency policies usually recognize up to three ways of demonstrating equivalency: 1) coursework, 2) work experience, and 3) eminence in the field. A combination of the three may be the foundation for equivalency determination. Regardless of the basis for equivalency determination, the applicant's evidence and the academic senate's process must document that the minimum qualifications have been met or exceeded to grant equivalency.

Benefits and Pitfalls of Equivalency

One benefit to having an equivalency process is that it allows for greater flexibility in hiring by creating a more diverse pool of potential faculty with a variety of qualifications equivalent to minimum qualifications. Applicants who can provide conclusive evidence that they have education and experience at least equal to what is required by the minimum qualifications deserve careful consideration, even if their degrees have titles different from those recognized in the Disciplines List or if they acquired their qualifications by an unconventional route. If the granting of equivalency were not an option, some fully qualified candidates would not receive consideration.

On the other hand, the authority to determine equivalent qualifications is not a license for a district to lower or waive standards and accept less-than-qualified individuals. The fact that a particular candidate is the best a college can find does not change the requirement that he or she must possess qualifications at least equal to the published minimum qualifications.

Legal Requirements

Every district must have an equivalency process. The process for establishing equivalency needs to specify what the district expects in terms of course work, work experience, and/or eminence when considering equivalency applications. Education Code §87359 (b) requires that "[t]he process, as well as criteria, and standards by which the governing board reaches its determination regarding faculty members shall be developed and agreed upon jointly by representatives of the governing board and the

academic senate, and approved by the governing board." Subsequent changes proposed to jointly agreed upon policies or procedures for establishing equivalency should undergo the same process for approval. The governing board shall rely primarily on the advice of its academic senate, and both must jointly agree to proposed changes.

The goal of any equivalency policy should be to ensure the transparent and fair determination of equivalency for applicants that possess qualifications at least equal to the minimum qualifications. The process should be documented and justifiable so that a determination of equivalency is understandable, clear, and supported upon review. Sound policy dictates that the practice of granting equivalencies must not mean lowering standards. Conversely, a district is not allowed to refuse to consider equivalencies in the name of raising standards. The equivalency process was created by AB 1725 and chaptered into the California Education Code. Districts are not free to ignore this provision within the law. Academic senates should regularly review their policy, procedure, and practice of determining equivalency and update them for clarity and effectiveness as needed as well as to maintain accreditation standards regarding the upkeep of all policies and procedures.

The academic senate, with the concurrence of the district board, is responsible for defining and maintaining the equivalency process for faculty applicants. It is critical that academic senates focus on sound policies and procedures rather than expediency when determining equivalency. Policies and procedures that are designed primarily to address last-minute staffing needs threaten the principle that every instructor in the California Community College system is at least minimally qualified. The Education

Code establishes faculty and the governing board as jointly responsible for developing policies and practices and designates the academic senate as primarily responsible for determining individual cases of those claiming equivalency. The Education Code does not establish the criteria that districts apply to determine equivalency. While §87359 states that equivalency means "qualifications that are at least equivalent to the minimum qualifications," neither the Education Code nor Title 5 Regulations provide any further guidelines for what constitutes *at least equivalent*. When taking an action on equivalency on the advice, recommendation, or expertise of its academic senate, a governing board sets its standard for equivalency in the eyes of the law, even if that standard may appear weak to a reasonable person.

Once the local equivalency process has determined a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs.

It is also important to understand that applicants who are granted equivalency, and subsequently hired, retain that status for their entire career in the district which granted that equivalency. When faculty members apply for positions in another district, they may need to go through equivalency processes in that other district because equivalency is not transferable from district to district.

Principles

The Academic Senate has consistently supported the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means equal to the minimum qualifications, not *nearly* equal.
- The applicant must provide evidence of attaining coursework or experience equal to the general education component of an earned associate's or bachelor's degree.
- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master's degree or requisite experience and coursework for disciplines that do not require a master's degree.

The Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized.

Criteria for Determining Equivalent Qualifications

Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more difficult. The three means of demonstrating equivalency are coursework, work experience, and eminence.

Any applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript. Thus, the candidate seeking equivalence should be measured by the same yardstick as a candidate who possesses the minimum qualifications. Evaluating experience depends on the candidate's ability to provide objective, detailed information from some source other than the candidate's statements about what exactly they did.

Establishing equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. Another clear-cut example of equivalency through coursework occurs when someone has all the appropriate courses for the relevant degree, but the applicant's diploma or degree has a different title or area of expertise. For example, if someone earned a degree in business because a particular college or university combined its economics and business programs but the coursework on the transcript shows the academic work completed is the same as that for an economics degree, then that business degree is equivalent to a degree in economics for the potential faculty member. Instances where determining equivalency when the title of an applicant's earned degree or the title of some coursework is slightly different from the minimum qualifications have increased with the rise of specialized titles at the university level. Sometimes, a review of the catalog descriptions of courses and degrees are helpful in these cases.

A somewhat more difficult case would occur when the name of a degree is close to that specified on the Disciplines List but the coursework is slightly different. An example of this problem occurs in determining whether a degree in education with a concentration in mathematics is equivalent to a degree in mathematics. Another example of a non-standard title may be an earned doctorate in Mythological Studies. The applicant with such a degree may be equivalent to the disciplines of English or religious studies but a careful review of coursework is needed.

A perennial question from the field involves applicants who may have advanced to candidacy for a doctorate, completed coursework at the graduate level, but do not have

an earned degree other than at the baccalaureate level. It is common in some fields to enter a doctoral program without first completing a Master's degree. While local determinations may vary, it is important to note that if the applicant is hired through equivalency and subsequently fails to complete another earned degree, the district board has hired a person with only a Bachelor's degree and some units to teach in a discipline that typically requires a Master's degree. Neither the district nor the academic senate can revoke the determination of equivalency because it was found that the faculty member was *at least equal to the minimum qualifications* at the time of hire. This example serves to illustrate the concept that there is no provisional equivalency. The applicant must be determined to meet the minimum qualifications at the time of hire. The advice from the Academic Senate must be that local senates should consider these cases with extreme caution

One last example involves using work experience in determining equivalency to the Master's degree. For example, a journalist with a bachelor's degree in English who has 12 years of work experience in journalism may be an applicant to teach in the discipline of Journalism which typically requires a Master's degree. The academic senate or equivalency committee will need to evaluate the components of a Master's degree to determine if the applicant's work experience is commensurate with the an earned degree. Typically there is no general education requirement for a degree beyond the baccalaureate level. So the committee may wish to consult the requirements published in local university catalogs to earn a Master's degree in journalism and evaluate the materials submitted against those requirements. Of course, no predetermined amount of experience or number of years of work is unquestionably equivalent to a particular

degree. For example, ten years of experience may not be equivalent to any degree while two years of work may be equivalent, depending on the breadth and depth of the experience. Equivalency depends on the nature of the experience and the expectations typically required of a discipline.

Equivalency to the Associate's Degree

A problem that may arise particularly when we consider equivalencies for career technical areas is determining how an applicant who lacks an Associate's degree has acquired the broad knowledge that a general education program provides as well as the discipline specific knowledge. Evaluating experience depends on the candidate's ability to provide objective, detailed information from some source other than the candidate's statements about what exactly he or she did. For example, military service often requires technical training and certificate attainment that, while not the same as college credit, may be equivalent to college credit in certain areas of the general education pattern. While the provision and consideration of such evidence can be a challenge for applicants and local senates, general education preparation should endow instruction of any subject with an essential cross-curricular breadth and depth while specialization or discipline requirements demonstrate detailed familiarity with a field of study. The ability to communicate a broad understanding regarding the context of discipline specific knowledge is key in all disciplines. The general education pattern establishes a baseline knowledge expectation of all faculty. It is the position of the Academic Senate that both the discipline specific expertise, depth of knowledge, and the general education, breadth of knowledge, are important considerations.

We must also distinguish between general education preparation and specialized preparation. The Academic Senate supports the principle that all community college faculty exemplify the qualities of a college educated person. It is also important that all faculty can communicate the manner in which the discipline content is relevant to the myriad other fields of study and the world at large. This is why the universal minimum requirement for all disciplines includes at least an Associate's degree.

When an equivalency committee reviews an applicant's possible equivalency, the committee should consider whether the applicant satisfies the general education qualification for which they seek equivalency. One of the most difficult cases occurs when work experience is proposed as the equivalent of academic work. Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish that an applicant has enough necessary educational preparation through an alternative means to be judged as knowledgeable as someone with the appropriate degree. Of course, no set amount of experience is unquestionably equivalent to a particular degree; ten years of experience may not be equivalent to any degree. Equivalency depends on the nature of the experience and the ability to document the connection between the experience and the requirement of qualification.

The issue of equivalency to the Associate's Degree has been reported from the field as a persistent concern in some career technical fields where the minimum qualification is any Associate's degree and six years of work experience. For example, a fashion designer without any degree, who has spent two decades in the fashion industry and

can provide documented evidence of a breadth of work and experience in print and film, may apply to teach in the discipline of Fashion and Related Technologies. It is incumbent on the equivalency committee or academic senate to consider whether the applicant has the equivalent to the general education breadth requirements and the equivalent depth of a discipline required of an Associate's degree.

For this example, the depth of a discipline requirement may not be in question, but the general education component is. Some academic senates have used the requirements for an Associate's degree outlined in Title 5 when examining cases like this. Title 5 Section 55063 defines the components of the Associate's degree as:

- competency in reading
- competency in written expression at the level of Freshman Composition
- competency in mathematics at the level of Intermediate Algebra
- at least 18 units of discipline-specific preparation
- at least 18 units of general education in the areas of
    - natural sciences
    - social and behavioral sciences
    - humanities and
    - language and rationality.

Some colleges may ask how applicants meet or exceed these requirements to be evaluated by the academic senate's equivalency committee.

In the absence of a clear and agreed upon way to determine what is equivalent to the general education component of an Associate's degree, colleges might consider using

their institutional learning outcomes as metrics for determining if a faculty member's qualifications are equivalent to an Associate's degree. Another possibility is to use the outcomes listed on the C-ID descriptors for general education courses. Prospective faculty seeking equivalency may be asked to provide documentation consisting of examples of work product or coursework to demonstrate proficiency in those outcomes. This practice may address the need for a candidate to show that he or she exemplifies the qualities of an educated person.

Determining Eminence

Some districts recognize eminence as a basis for granting equivalency. Although eminence is not specified in current law, it is not prohibited The Chancellor's Office publication *An Analysis of Faculty Equivalency Policies* (December 1992, p. 43) found that 20 districts specified equivalency by eminence in their policies, and other districts seem to have added this avenue in the years since.

Common as eminence is in policy, this designation poses problems since districts may define the term differently. Just what should constitute eminence if there is no legal definition of the term? How eminent is eminent enough to be equivalent?

Historical analysis helps us understand how this term has been used. A Title 5 Regulation that has been repealed defined eminence as "superior knowledge and skill [...] in comparison with the generally accepted standard of achievement in the subject field." Furthermore, this regulation indicated how eminence should be determined stating, "[d]etermination of eminence should be based on a conviction that the applicant,

if measured by recognized authorities in his subject field, would be judged superior."
Other districts require that an applicant who claims eminence must be recognized
beyond her or his geographic area. Still other districts have no clear criteria and make
decisions on a case-by-case basis. Eminence has been observed to be something
about which some say "I don't know how to describe it, but I know it when I see it." If it
can be known, it should be describable.

Another problem with the concept of equivalence by eminence is that it does not include
any reference to the broad educational background provided by a general education.
Someone may be recognized by her peers as having extraordinary skills and knowledge
but not possess the equivalent of completing a general education program. For this
reason, eminence has been used by some districts in combination with other criteria,
such as an associate or bachelor's degree.

Finally, districts that choose to use eminence, especially on a case-by-case basis, risk
exposing themselves to allegations that hiring criteria are not applied equally to all
candidates. For instance, suppose that candidate A is granted equivalency based on
eminence, while candidate B's appeal for equivalency based on eminence is denied.
Absent pre-defined criteria, what prevents candidate B from charging that the decision
is based on bias? Some equally applied test or standard of eminence should be used.

A basic principle within this could be asking the question of those in the field not at the
college but within some reasonably large area including the location of the candidate
about who they would think of when asked to name top people in the field or if they
consider a certain individual eminent. Once a person not connected with the college

has named or has agreed with the naming of the candidate as eminent, the person could be asked to describe what makes the candidate eminent. For example, is this someone to whom others in the field turn to ask for definitive answers to questions; for help in solving problems, especially those requiring a range of knowledge beyond narrow technical problems; or to critique their work or the work of students in the field? Answers pointing to broader knowledge and communication skills might meet descriptions offered by those who are asked about what might be observed about a person having taken general education coursework.

Most equivalency committees or academic senates are not going to survey people working in a particular field, but the concept applies when trying to apply a consistent definition of what equivalency through eminence would look like and to document the process used to apply that definition. Some suggestions for senates as they craft or review a policy that includes equivalency through eminence may require any or all of the following:

- eminence should not be used as the sole criteria for granting equivalency (Senate Resolution 10.01, SP09)
- documented regional or national peer-reviewed publications authored by the applicant
- documented regional or national publications regarding the applicant's work product
- national awards pertaining to the discipline
- formal action by the academic senate at large

In any case, the criteria for establishing equivalency through eminence should be explicitly spelled out and documented. Equivalency is uncommon, as most applicants should meet the minimum qualifications listed, but equivalency through eminence should be particularly rare.

Equivalency Committees: Composition and Information Collection

As difficult as it can be to make the judgment of whether a specific candidate's experience is equivalent to the minimum qualifications, it is important that faculty in the discipline are involved to inform the academic senate's decision. Nonetheless, to ensure that colleagues in various disciplines function with some consistency across the campus, the academic senate should include faculty from a variety of the disciplines. An effective practice adopted by some academic senates is to create an equivalency committee that serves for an entire academic year to evaluate requests. Thus having a mechanism that includes the discipline faculty voice should be written into the process as the standing committee may not have a representative from the discipline in question. Often, a faculty chair or discipline expert is invited to attend the meeting with the equivalency committee. The benefits to having a breadth of discipline representatives on the equivalency committee are the following:

- The breadth or general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.
- Committee decisions are more easily communicated because the logic and credibility of a specific decision is more easily understood by any

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external agency or future senate leader when more faculty voices are involved.

- Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline, and their decisions are made without bias.

To ensure that relevant information is available for the faculty charged with determining equivalency, the application for employment must provide the listed minimum qualifications and a place for candidates to indicate whether they possess the minimum qualifications or, if not, why they think they possess equivalent qualifications. The latter part could be a separate page with some detailed inquiries. The following are sample prompts for a supplement to the application.

1. Discipline for which you claim equivalency.

2. Indicate the educational preparation on which you base this claim.

3. Indicate the educational preparation and experience on which you base this claim for the general education requirement of this degree

4. If you are using courses to establish equivalency, please submit both an official transcript and copies of the appropriate pages from the college catalog.

5. If you are using publications or other work products, please submit them or links to online copies where appropriate and if possible.

6. Describe in detail work experience which you believe establishes equivalency to the minimum qualifications. If you are using work products or other items

which cannot be submitted, provide detailed information from an objective source about the nature of this work product or experience along with contact or reference information about the source.

Faculty Responsibilities, Equivalency Committees, and the Role of the Human Resources Office

Determination of equivalency is a faculty responsibility through the academic senate. While the governing board provides the legal authority to determine equivalencies, academic senates are responsible for determining whether an applicant possesses the equivalent of the published minimum qualifications. Faculty in the discipline in question possess the academic expertise needed to understand qualifications in that discipline. Yet the urgent need to staff classes can sometimes lead to questionable judgment in equivalency determinations. Colleges should create an equivalency committee external to a hiring committee and external to the part-time faculty hiring process to evaluate applications where equivalency is in question and to determine equivalency.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistently and fairly applied for all requests for review from all disciplines. It is effective practice to make the equivalency committee a standing or sub-committees of the academic senate. Equivalency committees typically consist of three to five members, each member selected for a term of at least one year, with faculty members appointed by the academic senate. Often, as the committee meets to evaluate each request for equivalency from across the disciplines, a representative from

the discipline in question is invited to participate. This ensures at least one discipline expert for each consideration of the committee. As with all appointments to committees, the academic senate should ensure that faculty appointed to the equivalency committee represent the diversity of the faculty and the community they serve. In some cases, equivalency committees may include administrators, but this practice should be discussed by the local senate to determine advantages and disadvantages. The equivalency committee should be trained on the role of the committee to determine whether qualifications meet or exceed the minimum qualifications only. Other parts of the hiring process will evaluate additional requirements such as teaching ability and content expertise - the equivalency process is only determining who may be considered as part of the pool of applicants.

The role of the Human Resources office in determining equivalency should be limited to collecting and forwarding applications and other pertinent information to the senate or equivalency committee. Human Resources office staff should not be the arbiter of equivalency. A college district that permits its Human Resources office staff to establish equivalency risks hiring candidates that do not meet minimum qualifications and is out of compliance with the Education Code and Title 5 Regulations (see Education Code §87359 (b) and Title 5 §53430 (b)). The Human Resources office should ensure that the necessary information is collected from applicants at the time the application is submitted to support an effective equivalency process. Many districts use a supplemental form to the application to collect information should a determination of equivalency be necessary. The Human Resources office should also keep track of the outcome of the equivalency process.

The hiring committee or a subset of the hiring committee charged with screening full-time faculty applicants should review applications to determine if an equivalency determination is needed before beginning the paper screening process. When a determination of equivalency is needed, the equivalency committee should meet after receiving materials provided by the applicant requesting equivalency and/or the Human Resources office. At least one member of the hiring committee for a full-time faculty position should meet with the senate equivalency committee to provide background. If faculty in the discipline participate at the heart of the equivalency process, and if care is given when collecting the necessary information to determine equivalency, the process can be done fairly and expeditiously while still maintaining the standards set in Title 5 Regulations. Lastly, a hiring process without an equivalency process is unlawful.

Determination of Equivalency for Part-time Hires

It is vital to remember that minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is full- or part-time. Title 5 Regulations do not allow for a different standard of equivalency for part-time faculty. An applicant is either qualified to teach the full range of courses in a discipline or not, regardless of whether applying for a full- or part-time position.

One problem that college instruction offices often face is how to provide a means by which the academic senate can make a determination of equivalency for part-time hires, especially during times when few faculty are on campus.

Ideally, the college should hire part-time faculty from a pool of available faculty whose minimum qualifications or equivalencies are established before classes are staffed. Unfortunately, part-time faculty hiring is frequently done under a tight time schedule and a dean or department chair may seek equivalency to avoid closing a course section due to a lack of applicants that meet minimum qualifications. Provisions in the local equivalency process should attempt to strike a balance between minimum qualification requirements and the need to expedite the process. The equivalency committee should consider ways to be flexible and provide the faculty oversight needed when determining equivalency, even at times when full-time faculty tend to be off-contract. It may be that a mutual understanding between the administration, local bargaining unit and the academic senate can be reached regarding the work faculty do serving on an equivalency committee while technically off-contract is beneficial to the institution However, the inability to convene the equivalency committee should not be seen as a reason for the Human Resources office or administrator to circumvent the process to determine equivalency for an applicant who does not meet the minimum qualifications.

When faculty are hired under equivalency, but have not been granted equivalency by a process agreed to by the academic senate, those hires may be legally challenged and students may lose the units they have earned in those classes taught by the challenged faculty member, potentially putting the entire district at risk. Faculty who have been granted equivalency incorrectly may challenge the district if the district does not rehire them in the future, which could result in the district losing state apportionment and the students losing units earned.

The Single-course Equivalency Issue

Education Code §87359 (a) (see also Title 5 §53430) states, "No one may be hired to serve as a community college faculty ... unless the governing board determines that he or she possesses qualifications that are *at least equivalent* to the minimum qualifications specified" (italics added). In addition, minimum qualifications are determined for *disciplines*, not for courses or subject areas within disciplines. In short, Education Code and regulations do not allow for a faculty member to be granted a single course equivalency.

To verify this interpretation of relevant Education Code statutes, the Academic Senate requested a legal opinion from the California Community Colleges Chancellor's Office's legal team in 2004. In response, the Senate received Legal Opinion L 03-28 (R. Black, 2004) (see Appendix C), which supports the position that "a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline." This opinion reaffirms the importance ASCCC's "Disciplines List Revision" process as the foundation of the minimum qualifications handbook (see Education Code §87357 (b)). L 03-28 also affirms that single-course provisional credentials are no longer valid. L 03-28 concludes firmly and simply that "a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline."

Some disciplines faced with a scarcity of faculty to teach courses have attempted the single-course equivalency solution. Although reasons for circumventing these regulations may stem from understandable difficulties, such problems are no excuse for

hiring someone who is not qualified to teach in the discipline. Those hired as faculty members, both full- and part-time, are expected to have the expertise to teach the range of courses in the discipline for which they were hired. To require less from some faculty would be to develop a second class of less qualified faculty and thereby compromise the integrity of the entire faculty. If a district hires a faculty member under an equivalency to teach one or two courses in the discipline, such as keyboarding in computer applications or basic firearms in administration of justice, that person has been granted equivalency to teach any course within the discipline and could request and be assigned to teach a course he or she is not prepared to teach. Colleges can solve some of the hiring problems they face by creating more full-time positions to attract fully qualified applicants, creating mentorship opportunities, and pathways to higher education degrees for industry professionals in CTE programs.

Those responsible for staffing may attempt to craft *special* limitations related to equivalency to the minimum qualifications to justify hiring applicants who are may appear qualified to teach only a certain course or subject within a discipline. At first glance, such a solution may appear reasonable, but it is essential that local senates and governing boards do not grant single-course equivalencies. Suppose, for example, a department head of kinesiology requests that an equivalency committee grant equivalency to a person who has taught aerobics based on the applicant's experience in that specialty and bachelor's degree in exercise physiology, a related discipline. Even though this individual may seem to be very well qualified to teach aerobics, the applicant does not meet the minimum qualifications for physical education. Even if the department head assures all concerned that this individual would be assigned to teach

only aerobics and no other course offered as physical education, tempting as it may be, a decision to grant such an equivalency would constitute a violation of Education Code §87359, which calls for "qualifications that are at least equivalent to the minimum qualifications." For the sake of maintaining the integrity of our profession, we urge local senates to resist attempts such as the above example and demand that their college's equivalency processes comply with code and regulation and not allow for any such adaptations which diminish the minimum qualifications by permitting single course equivalencies. Misapplications of equivalency regulations clearly undermine the required standards of minimum qualifications. As stated above, *equivalency* means that an applicant's preparation is *equal to* the published minimum qualifications *for a particular discipline.*

An alternate solution, which is both expedient and appropriate, is to assign a course to a range of disciplines based on the Disciplines List. This practice will increase the number of qualified faculty to teach the course (see Academic Senate 1994 adopted paper *Placement of Courses in Disciplines*). It is perfectly appropriate, for example, to assign a course associated with coaching soccer to the discipline of *coaching* as well as to the discipline of *physical education*, and if the individual were to be granted equivalency only in *coaching*, he or she would not be able to claim equivalency to teach courses in physical education.

Likewise, it would be pedagogically sound and appropriate to assign a course such as word processing to a range of disciplines. Instead of assigning this course only to the discipline of business, it could also be assigned to computer service technology,

computer information systems, and office technology. An instructor with minimum qualifications in office management who is hired to teach a word processing class could not then legitimately request assignment to other courses in business without meeting the minimum qualifications for business.

Determining Equivalency In Multi-college Districts

It is important to understand that when a faculty member is hired, they are hired by a district, not a college. In most multi-college districts, faculty members can be assigned to any facility or combination of facilities in that district, although practice varies according to negotiated policies defining rights of assignment and transfer. A variety of possibilities exist for establishing and applying equivalency in multi-college districts.

Each college may have its own equivalency policy and procedures that the local board accepts, although the local board is likely to insist on consistency between or among the colleges in the district. If colleges have different policies and procedures, each college's faculty would have to accept the possibility that someone hired under the equivalency policy in a sister college may be assigned to their college, unless bargaining agreements or other policies preclude this possibility.

An alternative arrangement is to have a district-wide equivalency policy and set of procedures to which the academic senate of each college agrees. Hiring committees would submit the documentation of applicants who claim equivalency to an equivalency committee, which would make a decision based on the district-wide accepted procedures and standards of evidence. This arrangement has the advantage of allowing

a part-time instructor whose equivalency has been established to work in any college in a district.

Some districts may also create a district equivalency committee typically comprised of members from all colleges. Such a committee may have regular meetings to process applications for potential faculty as they are received by Human Resources.

A critical obligation of any equivalency policy in a multi-college district is to ensure, to the extent feasible, equal application among the colleges. The colleges are not well served if there is a case where a person rejected at one college within the district is then accepted at another and then transferred or deemed automatically qualified at all the colleges in the district. On the other hand, having separate judgments at different colleges allows for periodic discussions and norming activities which help maintain rigor and broader perspectives concomitantly.

Conclusion

AB1725 provides the intent language of equivalency and is explicit concerning faculty responsibility: Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty have an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process. Equivalency considered in this light will remind us that our guide must be the published minimum qualifications. Legal Opinion L 03-28 reiterates and supports adherence to minimum qualifications for a discipline. To maintain the academic integrity of the community

colleges and their faculty, equivalency to those minimum qualifications for hire must be granted with careful consideration.

Recommendations

1. Equivalency determinations should be made by an equivalency committee, that is a subcommittee or standing committee of the academic senate.

2. The equivalency committee should include representatives appointed by the academic senate to ensure that the process is consistent and fair.

3. Equivalency should be determined with input from discipline faculty.

4. Equivalency processes for part-time faculty and "emergency hire" should be no different from equivalency for full-time faculty

5. Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.

6. Academic senates should assure consistency of the equivalency process.

7. Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).

8. The determination of equivalency should be documented and justifiable to an external review.

9. Claims of equivalence must include how both general education, specialization and experience are met.

10. Human resources offices should NOT screen for equivalency but should maintain records of the outcomes and documentation of equivalency requests.

11. Local senates must never allow equivalency to be delegated to administration or classified staff or to allow determinations to degenerate into becoming a gathering of signatures without discussion.

12. Equivalency policies should be reviewed regularly.

13. Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.

14. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs.

Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but an important mechanism to ensure a diversity of qualified applicants are considered to engage and enhance student learning. Additional training materials may be obtained from the Academic Senate Office and/or at its website.

Appendix A: Sample Board Policy and Procedure

No. 7122 BP   Human Resources

Minimum Qualifications, and Equivalency

Reference: Education Code Sections 87355-87359.5; 86360

Title 5 California Code of Regulations Sections 53410 - 53417

The _____ Community College District shall establish procedures for

determining faculty service areas that adhere to collective bargaining agreements.

In addition, the College District will establish procedures to determine minimum

qualifications and equivalencies for minimum qualifications for hiring faculty that are

compliant with relevant sections of the Education Code and Title 5 regulations and

include reasonable procedures to ensure that the Governing Board relies primarily upon

the advice and judgment of the Academic Senate to determine that each individual

employed under the authority granted by the regulations possesses qualifications that

are "at least equivalent to the applicable minimum qualifications" per Education Code

Section 87359(b). These procedures will ensure the hiring of highly qualified faculty who

are experts in their subject matter areas, who are skilled in teaching and serving the

needs of a varied student population, who can foster overall college effectiveness, and

who are sensitive to and themselves represent the racial and cultural diversity of the College District community.

NEW PROCEDURE

No. 7211 AP   Human Resources

Minimum Qualifications and Equivalency

Reference: Education Code Sections 87001, 87003, 87355-87359.5; 86360, 87743.2
Title 5 California Code of Regulations Sections 53406, 53410 - 53417

THE ROLE OF HUMAN RESOURCES

The role of the Human Resources office is to collect, date-stamp, and forward applications and other pertinent information to the appropriate discipline selection committee (full-time) or discipline or department faculty and dean (part-time).

In addition, Human Resources ensures that the established minimum qualifications for the position will be listed in the job description/announcement. The District criteria for equivalency will be available at the Human Resources Department. A statement will be included in the application materials requiring all candidates who do not possess minimum qualifications to indicate in the application material how they meet the

equivalent qualifications for the position and to provide supporting documentation. The burden of proof for minimum qualifications and equivalency is on the applicant.

Human Resources staff will verify that applicants have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, College District Human Resource staff will verify that the applicant has the required number years of experience, but will not judge if the experience is appropriate.

If the applicant claims to possess the minimum qualifications, but the degree titles are significantly different from those listed in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," that application shall be considered under the equivalency process even if the applicant did not claim equivalency. Human Resources will rely primarily on the Academic Senate, in consultation with administration, to determine equivalency of degree titles based on an examination of an applicant's transcripts.

Human Resources forwards all applications which satisfy the credentials requirement, satisfy the minimum qualifications requirement, or are deemed to be equivalent to the college selection committee (full-time) or to the dean and chair in that department (part-time).

Supplemental Equivalency Application

Human Resources is responsible for maintaining a "Supplemental Equivalency Application." If a potential employee applies for a position and wishes to complete a "Supplemental Equivalency Application for Academic Employment", the following information should be provided:

1. Degree for which the applicant claims equivalency.

2. The educational preparation on which the applicant bases this claim for the major of the minimum degree.

3. The educational preparation on which the applicant bases this claim for the general education requirement of the minimum degree.

4. The relevant courses the applicant has taken or other evidence that the applicant has the equivalent of the General Education portion of the minimum degree.

5. An official transcript and copies of the appropriate pages from the catalog of the institution that granted the degree upon which the applicant bases a claim of equivalency.

6. Publications or other work products that support a claim of equivalency.

7. A detailed description of work experience which the applicant believes establishes equivalency to the minimum qualifications. If the applicant is using work products or other items which cannot be submitted, provide detailed information from an objective source about the nature of this work product or experience.

MINIMUM QUALIFICATIONS ☐

The goal of the _____ Community College District is to provide a faculty of highly qualified professional educators who are experts in their fields, skilled in teaching, and

serve the needs of a varied student population. The District also **seeks** those who can promote overall college effectiveness and who are sensitive to the diversity of the District community. ☐The College District shall employ faculty who **possess** the minimum qualifications, as established by the California State Chancellor's Office (**see** publication, "Minimum Qualifications for Faculty and Administrators in California Community Colleges").

Faculty **are** responsible for including **a** minimum qualification on all new curriculum or **as** part of a curriculum review process. All curriculum should be placed within a discipline that is identified as having a minimum qualification. It is best practice to place curriculum in the discipline that best matches the course content and for which the minimum qualifications of faculty best match the course content.

For departments that include courses with dual designators, deans and chairs from all relevant programs will collaborate to ensure the most qualified faculty teach these courses and minimum qualifications **are** met.

EQUIVALENCY

All community college faculty should exemplify the qualities of a college educated person.

Pursuant to Education Code Section 87359, the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the

advice and judgment of the Academic Senate to determine that each individual

employed under the authority granted by the regulations possesses qualifications that

are at least equivalent to the applicable minimum qualifications."

Equivalency may be recognized in three major ways: course work, work experience,

and eminence in the field or a combination of the three.

Equivalency Committee

The Equivalency Committee is a subcommittee of the Academic Senate. The committee

is comprised of three faculty members appointed by the Academic Senate president

and up to two administrators who are designated by the VPAA and are advisory to the

process. The Equivalency Committee is not subject to the Brown Act for Public

Meetings

Process for Determination of Equivalency

In order to determine when an applicant for a faculty position who lacks the specific

degree or experience specified in the "Minimum Qualifications for Faculty and

Administrators in California Community Colleges" Handbook possesses qualifications

that are equivalent, the following process has been established:

1. When Human Resources stipulates that a determination of equivalency is

   needed, the Equivalency Committee will be called to meet as soon as possible.

   Human Resources will provide the Equivalency Committee with the necessary

information to determine equivalency no less than three working days prior to the meeting.

2. The dean, discipline faculty, and applicant may address the committee and provide additional information prior to the committee making a decision.

3. Determination of equivalency to the minimum qualifications for hire shall be decided, by majority vote in the Equivalency Committee and is final. The Equivalency Committee will document their determination in writing and send it to Human Resources within 5 working days.

4. If new information becomes available, a new request for equivalency may be submitted.

5. Human Resources will forward the written rationale from the Equivalency Committee explaining the equivalency decision to the applicant and dean.

6. The results of the Equivalency Committee decision shall be documented by Human Resources and records kept of all decisions. Individual voting by Committee members will not be recorded.

7. Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Equivalencies shall be forward to the Office of the Superintendent President to be placed on a Governing Board agenda.

Standards And Criteria Applicable For Determining Equivalency

The following standards and criteria apply when determining equivalency:

1. Minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is for a full-time or part-time faculty member.

2. Equivalency is determined for an entire discipline, not on a course-by-course basis, per legal opinion I 03-28. The granting of equivalency is on a case-by-case basis and does not set precedence for future hires.

3. Past equivalency decisions in the discipline will be made available as needed to the Equivalency Committee or to the dean and chair in that department to aid in their deliberations and can be considered when determining equivalency, though they do not establish precedence.

4. Should an equivalency be granted, that decision shall not give the applicant any more or any less consideration than other applicants. In addition, granting an equivalency neither guarantees an interview nor a job.

5. It is the applicant's responsibility to provide all documentation in support of equivalency and to be available for questions. Applicants wishing to establish equivalency through work experience should provide objective, detailed information about those work experiences. Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.

6. Various occupational experiences may be combined to total the required number of years established by the minimum qualifications; all experience must have taken place within the ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.

7. For the Performing Arts, a bachelor's degree in the discipline plus advanced degree from an accredited institution specific to that art, or a bachelor's degree in the discipline and four years of professional experience in the discipline, is required to be considered for equivalency.

8. No candidate for a full-time position shall be recommended as a finalist to the President without meeting the minimum qualifications or having been verified as meeting the equivalency.

9. No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been verified as meeting equivalency per these procedures.

Provisional Equivalency

Effective beginning in fall 2015, the Equivalency Committee will not grant "provisional" or "temporary" equivalency. All faculty hires must possess the minimum qualifications or be determined to possess equivalency to the minimum qualifications to be employed by the college district.

Additional Criteria for the Equivalency Committee

In all cases in which equivalency is granted or denied, an officially signed form shall be filed with the Office of Human Resources and the Office of Academic Affairs. This form shall include a complete description of the Equivalency Committee's reasons for

determining that a candidate does or does not have the equivalent of the minimum qualifications for the position. The Human Resources Office is responsible for creating and maintaining this documentation.

Minimum Standards for Consideration of Equivalency to Minimum Qualifications in Disciplines Requiring a Master's Degree

In order to be considered for equivalency, In the case of disciplines normally requiring a Master's degree, the minimum standard shall be any one of the following:

1. A Master's degree in a discipline which is not specifically named in "Minimum Qualifications for Faculty and Administrators in California Community Colleges" for the particular discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in "Minimum Qualifications for Faculty and Administrators in California Community Colleges".

2. In specific disciplines as named by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges", a bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing.

Minimum Standards for Consideration of Equivalency to Minimum Qualifications in Disciplines That Do Not Require a Master's Degree

In order to be considered for equivalency in the case of disciplines not normally requiring a Master's degree, the minimum standards shall be one of the following:

1. An Associate degree plus six years of related experience

2. Bachelor's degree plus two years of related experience,

3. Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.

4. Pursuant to Title 5 § 53406, all degrees and coursework must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.

Qualifications Established by Degrees and Coursework from Educational Institutions Outside of the United States

Applicants wishing to be granted equivalency based on coursework completed at an educational institution outside of the United States must provide the following:

1. A transcript assessment by a third party degree assessment service.

2. Proof that the institution is accredited in its country of operation or in the United States.

Local Minimum Qualifications and Equivalencies

Disciplines wishing to add "local" qualifications for hiring to their discipline beyond the minimum qualifications established by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges") may do say with approval of the Academic Senate with a recommendation from the Equivalency Committee. Local requirements may not be added on a course-by-course basis. Equivalency for the local requirement will be determined through the equivalency process.

Eminence

Although no legal definition of eminence exists, eminence shall mean that qualifications which, as evidenced by prominence and celebrity, is established by the specific industry and/or community at large and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national and/or international associations, trade unions, guilds or communities comprised of experts, who are themselves renowned in the specific field, and who can attest, in writing, to the prominence and celebrity of the applicant.

Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence that the applicant

exemplifies qualities of a college-educated person and brings to the college district the knowledge and ability to expected at the college level. The applicant must provide documentation supporting the status of eminence.

DRAFT

Appendix B Relevant Education Code References

1. Assembly Bill 1725, Section 4 (p) (1) "The laws, regulations, directives, or guidelines should help the community colleges ensure that the faculty and administrators they hire and retain are people who are sympathetic and sensitive to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges."

2. Assembly Bill 1725, Section 4 (s) (2) "The governing board of a community college district derives its authority from statute and from its status as the

entity holding the institution in trust for the benefit of the public. As a result, the governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process."

3. Education Code, Section 87359 "No one may be hired to serve as a community college faculty member, instructional administrator, or student services administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's actions employing the individual. The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualification specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination; and that the written record of the decision,

including the views of the academic senate, shall be available for review pursuant to Section 87358."

4.   Education Code, Section 87359(a) "No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual."

5.   Assembly Bill 1725, Section 4 (s) (3) "Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process."

6.   Assembly Bill 1725, Section 4 (t) "While the precise nature of the hiring process for faculty should be subject to local definition and control, each community college should in a way that is appropriate to its circumstances, establish a hiring process that ensures that (1) Emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers."

Appendix C Legal Advisory Regarding Single Course Equivalency

STATE OF CALIFORNIA
California Community Colleges
Chancellor's Office
1102 Q street
Sacramento, Ca 95814-6511
(916) 445-8752
http://www.cccco.edu

December 23, 2003

Mark Snowhite, Secretary
Academic Senate for California Community Colleges
428 J Street, Suite 430
Sacramento, CA 95814

Re: Single Course Equivalencies

Legal Opinion L 03-28

Dear Dr. Snowhite:

You requested our assessment of the ability of a community college district to establish

a single-course equivalency for hiring faculty. We understand your question to focus on

whether a person may be considered to meet minimum qualifications for purposes of

teaching a single class where that person does not possess the minimum qualifications (usually a master's degree or its equivalent) in the discipline under which the single course falls.

As you know, Education Code section 87356 requires the Board of Governors to adopt regulations to establish minimum qualifications for service as a community college faculty member. Education Code section 87357 requires the Board of Governors to engage in various activities in establishing those minimum qualifications. Subsection (b) of section 87357 requires the Board to issue a list of disciplines that is to be distributed to the districts "for their use in applying the minimum qualifications for service."

Title 5 of the California Code of Regulations ("title 5"), section 53407 reflects the Board's adoption of disciplines lists. Although the disciplines lists are not fully set out in the regulations, they are incorporated by reference. Section 53407 contemplates disciplines where a master's degree is required as a minimum qualification and disciplines where a master's degree is not generally expected or available as a minimum qualification.

Title 5, section 53410 sets the basic minimum qualifications for credit instructors which include either a master's degree "in the discipline of the faculty member's assignment" or a master's degree "in a discipline reasonably related" to the assignment and a bachelor's degree "in the discipline of the faculty member's assignment." We believe that these Education Code and title 5 sections establish a firm relationship between the disciplines and minimum qualifications.

Education Code section 87359 requires the Board of Governors to adopt regulations setting forth a process to allow local districts to employ faculty members who do not meet the minimum qualifications adopted by the Board of Governors. The section provides that a person may be hired to serve as a faculty member if the district governing board determines that the individual "possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356." The section requires a process to ensure that "each individual faculty member employed under the authority granted by the [equivalency] regulations possesses . . . minimum qualifications specified in regulations adopted by the board of governors." (Emphasis added.)

Title 5, section 53430 establishes the standards for hiring faculty based on equivalencies, and it echoes the language of Education Code section 87358 that each individual faculty member must possess minimum qualifications. As noted above, the regulations contemplate a relationship between minimum qualifications and disciplines.

Education Code section 87356 verifies that each individual faculty member is expected to possess minimum qualifications under the regulations. The regulations demonstrate that the focus of minimum qualifications for "teaching faculty" is on the qualifications of persons to teach in a discipline, not to teach individual courses.

The concept of expertise within a discipline is reflected elsewhere in the regulations. Title 5 section 53403 allows persons who have been employed "to teach in a discipline" to continue teaching even if the minimum qualifications or disciplines list are amended after the person is initially hired.

It is likely that the concept of single course equivalencies grew out of the provisional credential that was available when a credentialing system was used to establish eligibility for community college district faculty employment. Under that system, a person could secure a "provisional" credential that listed a course that the individual could teach. The credential allowed its holder to teach the specific course, but the circumstances authorizing such services were very narrow. Former title 5, section 52223 provided the particulars, as follows:

"52223. A District shall establish the existence of the following facts:

(a) The district has made every reasonable effort to locate and to employ a person holding a credential other than a provisional credential to teach the particular course to be named on the credential.

(b) No such credentialed person is ready, able, and willing to accept such employment in the district.

(c) The district shall employ the applicant to teach the course to be named on the credential."

Former section 52225 provided an alternative to the conditions of former section 52223. Under section 52225, a provisional credential could be issued if a local board made a finding that there was an inadequate number of credentialed persons available in the state who were qualified to instruct in a particular discipline or skill and the board found the discipline or skill to be an emergency area of instruction.

The services of a person who taught under a provisional credential did not count towards tenure. The initial term of the provisional credential was one calendar year from issuance, and reissuance of the credential could not result in employment to teach the same course in the same district for more than three calendar years. (Former title 5, section 52228.) Thus, even under the predecessor credentialing system, the norm was that districts would hire faculty who were qualified to hold "regular" credentials, and service only in specific courses was allowed in very narrow circumstances.

The current minimum qualifications closely resemble the former credential requirements in many areas. It is telling that no current regulations clearly carry over the standards of the provisional credential. If a person were able to produce a provisional credential that was reissued prior to the expiration of the credentialing system, and that person has not exhausted the maximum three calendar years of instruction authorized by the former regulations, that person may be eligible to serve under the terms of the provisional credential up to the maximum authorized three calendar years of service. (See Ed. Code, § 87355 that authorizes service under an unexpired credential notwithstanding the replacement of the credential system with the minimum qualifications system.) However, we believe that such a circumstance is highly unlikely, and we would need to make a specific assessment of the credential and a fuller review of the former regulations in order to make a definitive determination regarding the continued viability of the provisional credential.

Based on the foregoing, we conclude that a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline.

Sincerely,

Original signed by Ralph Black

Ralph Black

General Counsel

RB:VAR:sj

cc: Fusako Yokotobi, Human Resources

Bobbie Juzek, Human Resources

Executive Committee Agenda Item

SUBJECT: ASCCC Professional Development Plan			Month: February	Year: 2016
			Item No. IV D	
			Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the draft ASCCC Professional Development Plan		Urgent: NO	
			Time Requested: 20 minutes	
CATEGORY:	Action		**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan		Consent/Routine	
			First Reading	X
STAFF REVIEW[1]	Julie Adams		Action	
			Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Objective 3.2 from the ASCCC Strategic Plan calls for ASCCC to "Design and implement a comprehensive ASCCC professional development plan." The Faculty Development Committee was tasked with the creation of the professional development plan and has prepared the attached draft for feedback from the Executive Committee. Currently, the plan has a single goal "Deliver a comprehensive professional development program for all faculty in the California community colleges" and four objectives. FDC is hoping the Executive Committee can provide feedback on the draft plan, with the expected adoption of the plan coming at the April executive committee meeting.

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

Academic Senate for California Community Colleges Professional Development Plan

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

PD Goal 1: Deliver a comprehensive professional development program for all faculty in the California community colleges

Objective 1.1: Evaluate the effectiveness of ASCCC professional development activities

Strategies	Actions	Responsible Party	Recommended Timeline
Develop outcomes for each ASCCC professional development activity (i.e., sessions, institutes, regional meetings).	Create and disseminate evaluations for each activity based upon stated learning outcomes.	Standing Committee Chairs	2016 - 17
Make recommendations to the Executive Committee on professional development annual activities in May each year.	Present a summary of event evaluations to the Executive Committee at its May meeting as a basis for planning professional development offerings for the coming year.	Faculty Development Committee Chair, Executive Director	May 2016
Make recommendations to the Executive Committee during the year regarding any requests for partnering on events, holding regional meetings, or other professional development activities.	Present to the Executive Committee the feasibility for holding such events—taking into consideration other events and ASCCC resources.	Faculty Development Committee Chair, Executive Director	May 2016

Objective 1.2. Offer professional development using a wide variety of methods.

Explore the use of webinars, video conferencing, and podcasts to replace in person regional meetings and replace at least one regional offering with an alternative form of delivery.	Create professional development activities in alternative modes of delivery.	Faculty Development Committee Chair, Executive Director	September 2016
Expand the offerings in the Professional Development College (PDC) by a minimum of four modules each year for the next three years.	Present to the Executive Committee each May topics for their consideration and approval for the next set of modules.	Faculty Development Committee Chair, Executive Director	May 2016

Objective 1.3 Increase partnerships with other organizations in the California community colleges		
Communicate with other groups the role of the ASCCC in professional development for faculty.	Work with the Chancellor's Office to ensure that the Academic Senate is primarily responsible for faculty professional development in all future grant initiatives. Members of the Executive Committee will attend the conferences of other statewide organizations including CCCCIO, CCCCSSO, CCCAOE, CCLC, ACCA, ACCE, 3CSN, CSU Academic Senate, and the UC Academic Senate. Identify and explore possible professional development partnerships with other statewide organizations.	Faculty Development Committee Chair, Executive Director, Executive Committee members	2016 - 17
Objective 1.4 Improve the diversity of full-time faculty being hired at college campuses.		
Increase the diversity of the faculty in the California community colleges.	Offer (support) professional development on the recruitment diversity of faculty pools through engagement of local universities as well as advertising in a variety of locations. Research the efficacy of the current models used for interviewing full- and part-time faculty and propose possible modifications to ensure that the best candidates are hired. Continue to offer equity based professional development each year and develop a module for the Professional Development College (PDC).	Faculty Development Committee Chair, Executive Director,	2016 - 17

2

Improve the diversity of the faculty participating on local academic senates.	Provide professional development during flex (professional development) day activities.	Faculty Development Committee Chair, Executive Director, Executive Committee members	2016 - 17
Improve the diversity of faculty participating statewide on ASCCC standing committees, Chancellor's Office advisory groups and task forces, the Board of Governors, and the accrediting commission.	Encourage the creation of an equity caucus. Continue having ambassadors at ASCCC events. Develop marketing materials about the work of the ASCCC to distribute at events and when making personal. Create a video to introduce faculty to the importance of statewide service and encourage them to volunteer to serve	Faculty Development Committee Chair, Executive Director, Executive Committee members, Local Senate Committee members	2016 - 17

Executive Committee Agenda Item

SUBJECT: Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy Recommendations Implementation		Month: February	Year: 2016
		Item No: IV. E.	
		Attachment: Yes	
DESIRED OUTCOME:	Review the Workforce Taskforce Recommendations Grid	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Bruno/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the January meeting, the Executive Committee reviewed a spreadsheet that delineates the Workforce Recommendations and assigned each of the 85 recommendations to an ASCCC committee or lead individual. The spreadsheet has been revised to include the assignments as well as additional information from the Chancellor's Office. The spreadsheet will continue to be updated as the work on the recommendations progresses.

Action: The Executive Committee will review and approve the WFTF Recommendations spreadsheet.

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

BOARD OF GOVERNORS WORKFORCE, JOB CREATION, AND A STRONG ECONOMY RECOMMENDATIONS

STUDENT SUCCESS

10+1	Needed policy or guidance	Current positions	Partners	Action	Vice Chancellor	Timeline	ASCCC Committee
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.							
a. Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential							
Standards or policies regarding student preparation and success		6.02 S15 Support Funding for Career Pathways and Coordination of Long Range Planning Support current and future public investments in California high school to community college career pathways; and work with interested legislators to include long range goals and resources for coordinating and investing in career pathways at the state level.	CCCCAOE, Chancellor's Office, Legislature	Advisory	Denise Nolden	2016+	TASSC and LAC
		21.01 S97 Internet and Career Center Access Urge local senates to support career center technology services so that all students can have access in the career center to career information and job banks available on the Internet.	EPI				
b. Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements.							

• Standards or policies regarding student preparation and success • Educational program development • Curriculum	The CO will pull together a small group of CO Staff and the ASCCC to clarify this recommendation. There is some confusion about the development of educational planning tools versus marketing tools. This recommendation is related to 3.h.	Statewide Career Pathways: Creating School to College Articulation (an Academic Senate initiative) Counseling Toolkit provides High Schools with a career and educational planning tool tied to the C-ID System.	Regional Consortia, EPI, Chancellor's Office	ASCCC Co-develop; Seek funding to continue this work.	Paul Feist	February 2016	TASSC and Educational Policies
c. Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.							
Educational program development	Add this conversation to the upcoming DIG meetings.	20.01 S06 Work-based Learning Support Investigate best practices for effective collaborations between work experience programs and local faculty and senates and provide to faculty some recommendations for strengthening these relationships	Career Ladders Project, CO IDRC grantees WEDPAC	ASCCC Co-develop; Several resolutions and breakouts regarding the ASCCC studying work-based learning. However, no other direction provided.	Van Ton-Quinlivan	Spring 2016	TASSC
d. Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services.							
Standards or policies regarding student		21.11 F94 Career Awareness Recommend to the group which will eventually design the School-to-Career program that		Advisory	Van Ton-Quinlivan	2017	TASSC

preparation and success	those students who have not had the benefit of career awareness curriculum and career alternatives curriculum have at least 10 hours career counseling and supervised career exploration available to help them with their decision.					
e. Enhance capacity of counselors to provide CTE-related program counseling through professional development and the sharing of best practices such as designating counselors as CTE specific or designating liaisons to CTE programs.						
Policies for faculty professional development activities	Professional Development	21.12 F94 Curriculum Development for School-to-Career Direct the Executive Committee to urge the Governor's School-to-Career Task Force to have the career awareness curriculum developed by faculty who have experience in career counseling.		ASCCC Develop	Denise Nolden	2016+	CTE LC
f. Support efforts to increase financial support under the Cal Grant C program for community college CTE students.						
			ASCCC Advisory	Vince Stewart	2016	LAC
2. Improve CTE student progress and outcomes.						
a. Enable and support faculty to coordinate with industry to identify required work-based and skill competencies, including technology, for specified occupations in order to facilitate student advancement through mechanisms such as authentic competency-based assessments.						
• Standards or policies regarding student preparation and success • Educational program	Policy direction on industry involvement in the C-ID and Model Curriculum process.	20.01 S06 Work-based Learning Support Investigate best practices for effective collaborations between work experience programs and local faculty and senates and provide to faculty some recommendations for	Discipline Faculty DWM: Sector Navigators and DSNs	ASCCC Develop; In progress through C-ID System	Van Ton-Quinlivan	2016+	C-ID

developme nt • Curriculum	strengthening these relationships. 20.05 F98 Work-based Learning Establish a task force to develop strategies and guidelines for colleges to implement work based learning to help students see the connection between education and work. 21.03 F99 Statewide Committee on Workplace Experience Support and promote faculty and student involvement in learning about the evolving world of work.						

b. Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses.

Curriculum	Professional development activities	21.01 F09 Occupational Programs Course Expansion Encourage local career technical education faculty to work with other faculty (including mathematics, English, and ESL faculty) on ways to include SCANS competencies, basic mathematics, and English content suitable to CTE programs in an appropriate manner.	Discipline Faculty Local Senates	ASCCC Develop	Pam Walker	2016+	BSAC Representatives

CAREER PATHWAYS

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

a.	Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials.					
• Curriculum • Educational program development	Professional development activities C-ID model curriculum	Career Ladders Project, industry partners	ASCCC Co-develop (with C-ID)	Pam Walker	2016+	C-ID
b.	Develop state-aligned or regionally-aligned strategies and structured industry informed pathways, coordinated with faculty and other workforce partners and industry intermediaries that seamlessly transition high school and adult students to community college programs of study.					
• Curriculum • Educational program development	Policy direction on determining process for high school faculty input Use C-ID model curriculum and SCP.	9.12 F15 Support Local Development of Curricular Pathways Oppose the intrusion of pathways programs by external organizations that circumvent or undermine faculty purview, and urge local academic senates and colleges to create formal processes and policies that require the local academic senate, in consultation with its curriculum committee, to evaluate and endorse any proposed curricular pathways offered by an external organization before such a program is institutionalized.	ASCCC Co-develop (with C-ID)	Van Ton-Quinlivan	2016+	C-ID
		Workforce and industry partners, Discipline faculty workgroups, adult students, high school faculty				
c.	Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations.					
• Curriculum • Educational program development			ASCCC Advisory	Van Ton-Quinlivan	2016+	Noncredit

d. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways.

			Chancellor's Office, RP Group, Regional Consortia	ASCCC Develop;	Pam Walker	2017	Educational Policies
• Curriculum • Educationa l program developme nt	Develop best practices for implementing dual enrollment programs	**6.03 S15 Support Expanding Dual Enrollment Opportunities for High School Students** Work with the Chancellor's Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning "instructional activities" in the proposed new Education Code §76004(I), and promote the fulfillment of accountability requirements and incentives for both college and school districts.					

e. Identify and resolve barriers as appropriate to career pathway implementation.

				ASCCC Advisory	Pam Walker	2016+	TASSC
• Curriculum • Educationa l program developme nt							

6

f. Provide resources to faculty to contextualize basic skills English, math, English as a Second Language, and workplace readiness skills into pathway curricula in collaboration with faculty trained in basic skills disciplines.

• Curriculum • Educational program development	See 2b	ASCCC Develop and advisory on resource allocation	Pam Walker	2016	BSAC Rep

g. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements.

• Curriculum • Educational program development	See 2b	ASCCC Develop	Pam Walker		Curriculum

h. Support the ongoing development and implementation of current initiatives to develop programs of study tools for bridging from high school and adult education preparation into community college CTE pathways in order to help community college students plan their CTE course taking.

• Curriculum • Educational program development	See 1b.	CDE, Adult Ed	ASCCC Co-develop	Pam Walker		Noncredit
• Policy direction on expanding the scope of SCP to include model curriculum						

WORKFORCE DATA AND OUTCOMES

4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.

a. Develop, streamline, and align common outcome metrics for all statefunded CTE programs and ensure that they are compatible with federal reporting requirements.

Processes for program review	8.01 F14 Recognition for <u>Skills-builder Completion</u> Work with the Chancellor's Office to develop a mechanism to count students' successfully	ASCCC Advisory	Vince Stewart	2016+	AAC

		completed educational plans as completions.				

b. Expand the definition of student success to better address workforce training outcomes for both "completers" (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and "skills builders" (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement).

Processes for program review	08.02 F14 Broaden Definitions of Success and Completion Work with the Chancellor's Office to collect data and the legislature to recognize other educational goals and completion parameters such as transfer to out-of-state and private universities, gaining employment, or improving employment, which are consistent with the established mission of the California community colleges; and Work with the Chancellor's Office and legislature to recognize individual students' self-stated educational goals on their educational plans as valid parameters of completion, consistent with the established mission of the California community colleges.	ASCCC Advisory	Alice Van Ommeren	2016	AAC SACC

c. Report outcomes by student demographic characteristics.

Processes for program review	See 4a.	ASCCC Advisory	Alice Van Ommeren	2016	AAC

5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.

8

a. Require the sharing of employment/wage outcomes and third party licenses/certification data across government entities.

	ASCCC Advisory	Vince Stewart	2016	AAC Cal-PASS/CAI

b. Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data.

	ASCCC Advisory	Alice Van Ommeren	2017	AAC Cal-PASS/CAI

c. Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights.

	ASCCC Advisory	Thuy Nguyen	2017	AAC Ed Pol Cal-PASS/CAI

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

a. Provide labor market, workforce outcome, and student demographic data/information that are easily accessible and usable.

	ASCCC Advisory	Alice Van Ommeren	2016	AAC Launchboard

b. Validate labor market supply and demand information with industry partners.

	ASCCC Advisory	Van Ton-Quinlivan	2016+	AAC

c. Provide technical assistance, data visualization tools, and analysis tools to colleges for the use of labor market and student outcome data.

There is a current proposal to join other groups on expanding Launchboard to all 113 colleges. The Executive Committee will be consider participating on this project at its January meeting.	ASCCC Advisory	**Alice Van Ommeren**	**2016+**	**AAC**

d. Develop the state's capacity to capture changes and gaps in workforce supply and demand and to assess each region's educational capacity to address workforce gaps.

	ASCCC Advisory role	Van Ton-Quinlivan	2016+	AAC

CURRICULUM

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

a. Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process

Curriculum	9.10 F11 Responding to Industry Needs Support the identification of ways to appropriately respond to the curricular needs of business and industry in a timely manner, including the identification of mechanisms to expedite local curricular processes and the use of not-for-credit contract education as a means of immediately implementing curriculum delivery; and explore current practices, identify barriers, and promote effective practices in responding to the curricular needs of business and industry and present this information by the Fall 2012 Session.	ASCCC Develop	Van Ton-Quinlivan	2016	Curriculum CTE LC

b. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges.

• Curriculum • Educationa l Program Developme nt	Use the C-ID Structure 09.11 F14 Formalizing Model Curriculum Officially endorse the ongoing work of discipline faculty in the creation of model curricula and create a special designation to ensure clear identification for degrees and certificates based on model curricula; urge local academic senates and curriculum committees to	ASCCC Develop	Pam Walker	2016	C-ID

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Topic	Action	Recommendation	Responsible	Role	Lead	Timeline	Category
		recognize the benefits of model curricula as a pathway to assist students in achieving their educational goals, develop degrees when warranted that adhere to model curricula, and adopt reciprocity agreements to ensure seamless transitions of students between colleges with comparable degrees based on model curricula; and urge the Chancellor's Office to officially recognize degrees and certificates based on model curricula and consider streamlining the approval process for such degrees					
c. Create a process for the development of collaborative programs between colleges.							
Curriculum • Educationa l Program Developme nt •	Prioritize with SACC	9.02 S13 Regional Conjoint Programs Explore the feasibility of expanding the use of conjoint programs and report the findings and possible next steps at the Fall 2013 Plenary Session; and further work with the Chancellor's Office to develop recommendations to the Board of Governors that will allow colleges with conjoint programs to accurately track and report completion and success of students in those programs at each college participating in such a program and to include this accurate data in comparative documents such as the Accountability Reporting	Chancellor's Office; SACC	ASCCC Co-develop	Erik Skinner	2016+	Curriculum

		for the Community Colleges (ARCC) reports, the Community College Scorecards, and others.					

d. Support faculty and colleges in developing and expanding the use of contract education to meet the dynamic needs of business and industry in an expedited manner.

| Curriculum • Educationa l Program Developme nt | Policy direction on effective practices for implementing and expanding contract education | 11.02 F91 Contract Education

Reaffirm that local senates:

1. Develop procedures that will use the same approval processes used for contract credit and noncredit education courses as are used for regular credit, noncredit and not-for-credit courses respectively, and

2. Remind their districts to use the minimum qualifications that were developed for credit and noncredit disciplines respectively when hiring faculty to teach contract credit and noncredit education courses, and

3. Determine how faculty are hired to teach contract credit and noncredit education courses in their districts, and

4. Work within their districts to ensure that when hiring faculty to teach contract credit and noncredit education courses, these faculty are hired by | Contract educators | ASCCC Co-develop | Dan Troy | 2016+ | Curriculum Ed Pol |

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following the procedures that have been established for hiring regular credit and noncredit faculty.

21.06 F99 Contract Education

Encourage local academic senates to work with their local collective bargaining colleagues to improve contract education by:

a. ensuring that faculty hired for contract education programs meet appropriate qualifications and are hired through appropriate processes jointly agreed upon by the local academic senate and the local board of trustees;

b. ensuring that all courses offered have undergone appropriate curriculum processes; and

c. removing barriers and disincentives for full-time faculty participation in contract education programs and services.22.01.

6.01 S94 COIN/Economic Development Centers

Direct the Executive Committee to conduct a state-wide study of the local colleges'

	use of contract education, paying particular attention to the involvement of faculty in the development and operation of such programs, including affirmative action hiring processes, and promote local models of contract education that have been shown to be effective and to involve faculty substantively, and support the development of Economic Development Centers only if the involvement of faculty in the development, operation, and hiring for such programs is equivalent to that in regular programs.					

8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.

a. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor's Office.

• Curriculum • Educationa l Program Developme nt	7.01 F06 The System Office Strategic Plan and Faculty Primacy Oppose any efforts that weaken the role of the local curriculum committee and curriculum approval process. S14 9.03 Statewide Curriculum Coordination Resolved, That the Academic Senate for California Community Colleges work to ensure that statewide	Chancellor's Office; SACC	ASCCC Advisory	Pam Walker	2016	Curriculum

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curriculum systems remain funded, faculty driven, and inter-coordinated where appropriate so that institution-to-institution and institution-to-career pathways remain rigorous, seamless, and flexible.					

b. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process.

		ASCCC Advisory	Pam Walker	2016+	SACC

c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.

• Curriculum • Educationa l Program Developme nt • Processes for program review	9.08 F15 Evaluation of the Effectiveness of Local Curriculum Processes Strongly urge local senates and curriculum committees to evaluate their curriculum approval processes in order to ensure that curriculum is developed, revised, and implemented in a timely manner, while preserving the integrity and rigor of the review process.	ASCCC Develop	Paul Steenhausen	2016	Curriculum

9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.

a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process.

• Process for program review	Improve WIBs process?	7.05 S14 Research Tools for Program Review	DSN/SNs, WEDPAC, WestEd	ASCCC Co-develop	Van Ton-Quinlivan	2016+	CTE LC AAC Curriculum (EDAC)

• Educational Program Development	Module Curriculum – C-ID?	Work with the California Community College Chancellor's Office and other appropriate agencies to further develop research tools that offer quantitative, qualitative and meaningful data for local program review processes.				
		13.02 F12 Redefinition of Student Success				
		Affirm that student success should be defined to include a broad range of student completion outcomes including completion of a single courses for a variety of individual goals as identified in the mission of California community colleges; and partner with colleges to research additional quantitative and qualitative data that may be used in addition to the required ARCC data on a college's scorecard and report the results of this research by Fall 2013.				
		21.02 S12 CTE Program Review				
		Develop and publish resources on methods and effective practices for streamlining the program review processes for CTE programs.				

b. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.

				ASCCC Develop	Paul Steenhausen	2016+	Ed. Pol. AAC Curriculum
Processes for program review	See 9a.						

10. Facilitate curricular portability across institutions.

a. Scale up and resource the "C-ID" (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions.

				ASCCC Develop	Pam Walker	2016+	C-ID
Curriculum	Use C-ID Structure	C-ID has already expanded C-ID to accommodate CTE programs, courses, degrees, and certificates.					

b. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways.

			ACE, ACCE, CAEL	ASCCC Co-develop	Paul Steenhausen	2016+	Noncredit Curriculum SACC
Curriculum							

c. Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.

				ASCCC Develop	Van Ton-Quinlivan	2016+	C-ID (TASSC)
• Curriculum • Educational Program Development	Use C-ID Structure						

11. Develop, identify and disseminate effective CTE practices.

a. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.

				ASCCC Develop –	Pam Walker	2016	C-ID
• Curriculum • Educational Program Development	Use C-ID Structure						

b. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.

Processes for program review	Connect to Recommendation 9.a. Use C-ID Structure	ASCCC Co-develop	Paul Steenhausen	2016+	CTE LC

12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

a. Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices.

Curriculum		ASCCC Advisory	Thuy Nguyen	2016+	SACC

b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.

Curriculum	13.02 F15 Update System Guidance for Noncredit Curriculum **Work with the Chancellor's Office and other system partners to revise the 2006 document *Noncredit at a Glance* or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap,**	ASCCC Develop	Paul Steenhausen	2016	Noncredit

	leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education.					
c.	Revise existing policies regarding the use of a state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills and knowledge.					
Standards or policies regarding student preparation and success			ASCCC Advisory	Vince Stewart	2017	LAC

CTE FACULTY

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

a.	Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience.				
Education Code –MQs and Equivalency	Policy direction on industry experience and equivalency Survey CIOs?	Several referred resolutions but no real positions regarding minimum qualifications for faculty who have industry experience but not an associate degree.	ASCCC Co-develop	Thuy Nguyen	S&P
b.	Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.				
Education Code –MQs and Equivalency		3.01 S02 Fair and Effective Hiring Practices **Work with the Chancellor's Office to inform local boards that fair and effective hiring processes are still required by state and federal law, and that**	ASCCC Co-develop	Paul Steenhausen / Thuy Nguyen	EDAC S&P

the Comerly decision has not eliminated or abrogated a district's responsibility to ensure fair and effective hiring practices for employees; and urge the Chancellor's Office to inform local districts that any changes to "faculty hiring criteria, policies, and procedures" still require joint agreement between the governing board and the local academic senate as specified in Educational Code 87360(b).

c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.

	Human Resources, Chancellor's Office, ICAS	ASCCC Advisory	Thuy Nguyen	EDAC CTE LC

d. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or the equivalent.

5.02 S90 Internship for more Community College Teachers		ASCCC Develop	Paul Steenhausen	FDC
Recommend that the Board of Governors adopt regulations and procedures for, and urge financial support of, a program to encourage internship programs for high school teachers and graduate students who seek to become community college teachers.				
17.04 F93 Vocational Education: Interns				

Recommend that the Board of Governors seek legislation to authorize faculty intern programs for those disciplines not requiring a Master's degree and who are within one year of meeting minimum qualifications for hire.

9.01 S99 Future Teachers Development

Work with the Intersegmental Committee of Academic Senates (ICAS) to urge the faculty of the University of California and California State University to collaborate with community college faculty to develop courses and programs that better prepare those who plan to teach in community colleges; such courses may be integrated into existing programs and made prerequisite or co-requisite to internship arrangements, topics to include learning theory, diverse learning styles, and teaching practicums (where appropriate).

17.03 S00 Internships

Encourage local academic senates to expand their colleges' participation in internship programs to improve faculty diversity.

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14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.

a.	Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines.			
Education Code – MQs and Equivalency	Board of Governors delegated faculty minimum qualifications processes to the ASCCC.	ASCCC Develop	Thuy Nguyen	S&P
b.	Create effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation.			
	See 13d**	ASCCC Develop	Paul Steenhausen	Ed. Pol.
c.	Develop an Instructional Skills Module through the ASCCC Professional Development College that includes the option of obtaining continuing education credits to provide an opportunity for industry professionals to gain teaching skills while earning college credit.			
Policies for faculty professional development activities		ASCCC Develop	Paul Steenhausen	FDC
d.	Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships.			
	See 13 d**	Chancellor's Office (John Dunn) ASCCC Co-develop	Thuy Nguyen	CTE LC
e.	Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required.			
	See 13 d**	ASCCC Develop	Thuy Nguyen	S&P
f.	Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.			
	See 14a	ASCCC Develop	Thuy Nguyen	S&P

15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.

a. Provide all faculty with training in teaching methods and strategies, including the use of technology.

Policies for faculty professional development activities		ASCCC Develop	Theresa Tena	FDC

b. Identify and address structural barriers that prevent full- and part-time faculty participation in professional development and create fiscal and other incentives that address reassigned time, externships and other methods of skill upgrades to ensure currency.

Policies for faculty development activities	IEPI representatives	ASCCC Co-develop	Paul Steenhausen	FDC

c. Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education and community colleges.

Policies for faculty professional development activities	CIOs, unions, Student Success Center	ASCCC Co-develop	Theresa Tena	TASSC FDC

d. Increase opportunities for CTE faculty to participate in professional development such as sabbaticals, industry events and training to augment discipline knowledge and connections with employers and the workforce system.

Policies for faculty professional development activities		ASCCC Co-develop	Paul Steenhausen	CTE LC FDC

16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

a. Create and share models and best practices developed as part of local labor negotiations to address the salary differential needs in high-pay fields.

	ASCCC Advisory	Paul Steenhausen	CoFO Representatives

b. Encourage partnership with industry and the local community to support salary differential needs.

	Differential funding positions??		ASCCC Advisory	Van Ton-Quinlivan	CoFO Representatives
REGIONAL COORDINATION					
17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.					
a. Clarify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance Providers and their relationships with the CCCCO and the colleges.					
		Regional Consortia DWM	ASCCC Advisory	Van Ton-Quinlivan	CTE LC
b. Ensure that the CTE regional framework is designed to do the following: ■ Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities. ■ Coordinate colleges within the region to meet business and industry needs. ■ Convene discussions about development of common CTE entry pathways and industry-valued credentials based on regional industry needs. ■ Share best practices on regional coordination, communication, and decision-making. ■ Conduct joint marketing and facilitate asset and equipment sharing. ■ Support joint professional development of faculty to respond to evolving skill needs of industry sectors. ■ Provide other needs and strategies as prioritized by the region.					
		DWM	ASCCC Advisory	Van Ton-Quinlivan Feist/Mills (17.b.5)	Ed. Pol. CTE LC
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.					
Survey OC regional consortium for possible barriers -- are there regulations that	9.01 S13 Investigate Regional Coordination of Course Offerings Research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings	Work with Thuy Nguyen	ASCCC Co-develop	Van Ton-Quilivan	C-ID SACC

	prevent regional articulation?	among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session.				

19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.

a. Coordinate industry and labor engagement tied to sector strategies.

		Regional Consortia, CCCAOE, Chancellor's Office	ASCCC Advisory	Van Ton-Quinlivan		CTE LC

b. Develop feedback methods from industry and labor that provide for continuous program improvement.

Processes for Program Review		Regional Consortia, CCCAOE, Chancellor's Office	ASCCC Advisory	Van Ton-Quinlivan		AAC Ed Pol

c. Articulate skill sets embedded within industry-valued credentials across regions.

Curriculum	Use the C-ID structure	Regional Consortia, CCCAOE, Chancellor's Office	ASCCC Develop	Van Ton-Quinlivan		C-ID

d. Support college collaborations to leverage multiple state and federal CTE and workforce funding streams to build capacity to meet regional needs and mitigate the risk associated with new program start-up.

		Regional Consortia, CCCAOE, Chancellor's Office	ASCCC Advisory	Dan Troy		CTE LC

e. Coordinate alignment among community college CTE efforts and implementation of the regional framework developed under the federal Workforce Innovation and Opportunity Act and the adult education consortia.

					CTE LC Noncredit
			Van Ton-Quinlivan	ASCCC Advisory	Regional Consortia, CCCAOE, Chancellor's Office
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.					
a. Align college programs with regional and industry needs by leveraging 24 multiple labor market information sources, including California Community College Centers of Excellence, Deputy Sector Navigators, industry associations, economic development entities, and workforce boards.					
Educational program development Processes for Program Review		CTE LC	Van Ton-Quinlivan	ASCCC Advisory	Regional Consortia, CCCAOE, Chancellor's Office
b. Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards.					
		CTE LC	Van Ton-Quinlivan	ASCCC Advisory	Regional Consortia, CCCAOE, Chancellor's Office
21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.					
		TASSC	Dan Troy/ Paul Feist	ASCCC Advisory	Chancellor's Office

FUNDING

22. Establish a sustained, funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
a. Target funding to offset the high cost of CTE programs and other courses that lead to CTE programs.

		Chancellor's Office	ASCCC Advisory	Dan Troy		CTE LC
b. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness.						
		Chancellor's Office	ASCCC Advisory	Dan Troy		CTE LC
c. Develop and support a sustainable and adequate equipment and facilities funding stream.						
Educational program development	05.01 S13 <u>Call for Statewide Conversation on Funding Formulas to Maintain Comprehensive Course and Program Offerings</u> Initiate and promote a system-wide conversation about funding formulas and other system policies that impact colleges' and districts' ability to offer a balanced, comprehensive set of course and program offerings that meet the needs of local communities and is consistent with the mission of California community colleges.	Chancellor's Office	ASCCC Advisory	Dan Troy		CTE LC
23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.						
		Chancellor's Office	ASCCC Advisory	Dan Troy		CTE LC
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.						
a. Evaluate the impact of student fees for disposable and consumable materials on CTE programs and students. If warranted, explore options for funding support that does not limit student access, such as covering the cost of fees under a BOG waiver.						
		Chancellor's Office	ASCCC Advisory	Thuy Nguyen		CTE LC

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b. Provide flexibility and funding for new and modernized CTE facilities.

	Chancellor's Office	ASCCC Advisory	Dan Troy		CTE LC

25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.

	Chancellor's Office	ASCCC Advisory	Van Ton-Quinlivan		CTE LC

Executive Committee Agenda Item

SUBJECT: Effective Curriculum Processes Paper First Reading		Month: February	Year: 2016
		Item No: IV. F	
		Attachment: YES	
DESIRED OUTCOME:	The board will give a first reading of the effective curriculum processes paper	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At spring 2015 plenary the body approved resolution 9.01 S15 calling for a paper on effective practices for local curriculum approval:

9.01 S15 Curriculum Processes and Effective Practices ⬚
Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards; and

Whereas, Timely curriculum processes are required for all disciplines and programs; and
Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;

Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.

As an early response to the Workforce Task Force report in fall 2015, the Curriculum Committee drafted a white paper on effective local curriculum approval processes that was approved by the Executive Committee in October and distributed to the field soon after. The white paper focused on recommendations for optimizing the local curriculum process itself. The full paper will expand on this and also include discussion on the importance of professional development and training and sufficient resources in ensuring the effectiveness of local curriculum processes, navigating CTE program approval requirements effectively and distance education separate approval requirements.

This is the first reading of the paper by the Executive Committee. The Curriculum Committee seeks additional input from the Executive Committee before it is brought forward to the March meeting for action.

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

Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

Adopted Spring 2016

2015-2016 Curriculum Committee

John Freitas (Chair), Chemistry, Los Angeles City College

Lori Bennett, Executive Vice President, Moorpark College

Ryan Carey, Emergency Medical Technology, El Camino College

Sofia Ramirez-Gelpi, Spanish, Allan Hancock College

Michael Heumann, English, Imperial Valley College

Diana Hurlbut, Life Sciences, Irving Valley College

Ginni May, Mathematics, Sacramento City College

Bernard McFadden, Student Senate for CCC, Copper Mountain College

Toni Parsons, Mathematics, San Diego Mesa College

Tiffany Tran, Counseling/Articulation Officer, Irvine Valley College

Vivian Varela, Sociology, Mendocino College

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Introduction

Curriculum is the driving force and foundation of all educational institutions. In the California community colleges, faculty assume primary responsibility not only for developing curriculum but also, through their local senates, for establishing effective local curriculum processes. Ensuring the effectiveness of local curricular processes is therefore a matter of faculty responsibility, and concerns about how well local curriculum processes function are often a source of discussion and concern at both the local and state levels. When development or approval of curriculum is stalled, inefficient, or otherwise not working properly, the effectiveness of the entire institution is adversely affected.

In recognition of the need for local senates to be provided guidance on ensuring the effectiveness of their local curriculum processes, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 9.01 S15:

> *Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards.*

> *Whereas, Timely curriculum processes are required for all disciplines and programs; and*

> *Whereas, Colleges would benefit from a paper outlining effective practices for*

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local processes on curriculum approval;

Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.

With the November 16, 2015 approval by the Board of Governors of the *Report of the Task Force on Workforce, Jobs Creation, and a Strong Economy*[1], with its focus on Career and Technical Education (CTE), as well as with the development of the pilot baccalaureate degrees, effective and efficient curriculum approval processes are increasingly a subject of interest at the local and state level. Many of the task force recommendations relate directly to curriculum and, more specifically, to ensuring that local curriculum processes function in ways that allow for community college CTE programs to respond effectively and in a timely manner to changes in industry and the workforce as well as to the needs of the communities they serve. Furthermore, accreditation requirements are also important factors that push colleges to establish efficient and effective curriculum processes that ensure a high-quality curriculum.

As an initial response to the needs identified in resolution 9.01 S15 and to the fall 2015 recommendations of the report of the Task Force on Workforce, Jobs and a Strong

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[1] *Report of the Task Force on Workforce, Jobs Creation, and a Strong Economy*, Board of Governors (Approved November 16, 2015)
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

Economy, the ASCCC Curriculum Committee drafted and the Executive Committee approved in October 2015 the white paper *Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper*[2], distributed this document to the field in November 2015. The white paper provided the field with guidance focused on reviewing and revising their curriculum policies and procedures as needed, and included examples of good practices for improving the effectiveness and efficiency of their curriculum approval processes. Finally, in recognition of the need for local senates to take leadership roles in addressing the Workforce Task Force recommendations at the local level and begin the process of evaluating their curriculum approval processes as soon as possible, the body adopted Resolution 9.08 F15 at the 2015 Fall Plenary Session:

> *Whereas, The Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) identified six recommendations for improving curriculum processes, including the recommendation to "evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval";*
>
> *Whereas, The reported inefficiencies of local curriculum processes are often cited as the reason courses and programs are not approved in a timely enough manner to meet student, community, and industry needs; and*

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[2] *Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper*, Academic Senate for California Community Colleges Executive Committee (Fall 2015) http://asccc.org/sites/default/files/Effective_Curriculum_Practices_White_Paper_Final.docx

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Whereas, Colleges may benefit from an evaluation of their local curriculum

processes that leads to improvements in the effectiveness and efficiency that allow

for more timely responses to student, community, and industry needs;

Resolved, That the Academic Senate for California Community Colleges strongly

urge local senates and curriculum committees to evaluate their curriculum

approval processes in order to ensure that curriculum is developed, revised, and

implemented in a timely manner, while preserving the integrity and rigor of the

review process.

The purpose and scope of this paper is to provide guidance to local senates and

curriculum committees on effective practices for curriculum *approval* processes, and

focuses on the participatory governance aspects of curriculum. Guidance and effective

practices for developing new courses and programs are beyond the scope of this paper[3].

The contents of the Fall 2015 white paper are incorporated in this document, with

additional the guidance provided regarding professional development and training related

to local curriculum approval processes; providing sufficient resources for the college

curriculum team, and guidance on distance education separate approval requirements.

The Curriculum Committee

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[3] For guidance on effective practices for creating a high quality course outline of record, please see *The Course Outline of Record: A Curriculum Reference Guide*, Academic Senate for California Community Colleges (Adopted Spring 2008)
http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

Assuring an effective local curriculum process requires that all college constituencies understand the legally defined role of the curriculum committee and the legal requirements for establishing its structure. In this section the role, authority and structure of the local curriculum committee is reviewed.

The Role and Authority of the Curriculum Committee

Curriculum committees derive their legal authority from the Education Code and the California Code of Regulations. Specifically, Education Code §70902(b)(7) gives local academic senates the right "to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." California Code of Regulations Title 5 §53200 identifies curriculum as an academic and professional matter under the purview of academic senates, while Title 5 §55002 requires colleges and/or districts to establish a curriculum committee either as a committee of the local senate or as a separate committee established by mutual agreement between the administration and the local senate. Furthermore, §55002 gives curriculum committees the full authority to recommend approval of new collegiate credit, non-degree applicable credit, and noncredit courses directly to the governing board. Finally, while Title 5 is silent about the authority of curriculum committees to approve new degree and certificate programs, educational program development is an academic and professional matter identified in §53200 and in partnership with academic senates, curriculum committees are generally given the responsibility for reviewing and approving new programs. Furthermore, local curriculum committees may be granted the authority to recommend approval of new programs directly to the governing board.

While colleges and districts may have local policies and procedures that require additional steps between curriculum committee approval and governing board approval of new courses and programs, no legal requirement mandates such intermediate approvals. Local senates are permitted to delegate authority for course and program approvals to their curriculum committees. Education Code and Title 5 regulations contain no language requiring that new courses and programs be approved by deans, chief instructional officers (CIOs), or college presidents following curriculum committee approval and prior to submission to the governing board.

While no legal requirement exists for administrative approvals of new courses and programs following curriculum committee approval and prior to submission to the governing board, academic deans and CIOs should still be involved in curriculum processes. In fact, curriculum development should be a collegial and collaborative process involving all college constituencies as appropriate; everyone has a stake in ensuring that the college offers the curriculum that best serves the needs of its students. Academic deans and CIOs should assist faculty in the curriculum development and review process. Academic deans, which include CTE and noncredit deans, and CIOs are knowledgeable about compliance and resource requirements for courses and programs, and their early involvement in the process can prevent mistakes and delays later. Such expertise provides valuable and complementary guidance to the faculty content experts. A final review—though not approval—by the CIO of the proposals approved by the curriculum committee ensures that that the governing board can be confident that the

proposals align with the college mission, comply with the requirements of Title 5 and the Program and Course Approval Handbook (PCAH), fulfill validated college needs, and that there are sufficient resources to support the new curriculum.

Input from students is also important. Under Education Code 70902(b)(7), students are afforded the right to participate effectively in college governance, and Title 5 §51023.7 "shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students," including curriculum development. Thus, curriculum committees should include representatives from the local student senate or leadership organization in order to afford students this opportunity to participate in curriculum development.

The final authority for approving new courses and programs always rests with the governing board or its designee. The CIO is often responsible for ensuring that proposals are forwarded to the governing board for approval. If the CIO, who has the ultimate authority on whether or not courses are offered in the schedule of classes, has serious concerns about curriculum proposals, those concerns will be brought to the governing board. If the CIO is included in the curriculum process before final approval of the proposals, such concerns may be addressed and resolved before reaching the governing board. Each governing board includes at least one non-voting student trustee; when the student voice is not considered—or is ignored—in the curriculum development process, the governing board will take notice and may delay approval of new courses and programs when students raise serious objections. Therefore, students, deans, and the

CIO should be involved throughout the curriculum development process. Such involvement will help the faculty identify potential problems with curriculum early in the process and minimize any concerns that may be expressed to the governing board when new courses and programs come before them for approval.

Membership and Structure of the Curriculum Committee

The establishment of the membership structure of the curriculum committee is senate local decision made in accordance with the requirements of Title 5 §55002(a)(1) which states that "[t]he college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate."

Because faculty have primacy when making recommendations on curriculum to the governing board, it is important that the majority of the members on the curriculum committee are faculty. In addition, ensuring broad representation from all of the faculty groups is optimal because it allows for a wide range of perspectives to be brought to the discussions in curriculum committee meetings. Broad representation means not only ensuring that the diversity of instructional disciplines, including CTE disciplines, at the college are appropriately represented, but also ensuring that non-instructional faculty from the library and counseling divisions, as well the college articulation officer are included. Consideration should also be given to including faculty with distance education

expertise, learning disabilities specialist faculty, learning assistance faculty, faculty coordinators of student learning outcomes assessment and, if applicable, the college honors program. The distribution of representatives from the various faculty groups is a local decision and should be established in a manner that allows the curriculum committee to operate in the most efficient and effective manner possible. Regardless of what distribution of faculty membership is established for the curriculum committee, it is important that the faculty membership recognize that they are not there to represent the interests of their disciplines, departments or divisions. Rather, they are there to bring the perspectives of their areas to the discussions in curriculum committee meetings that lead to the best decisions being made for the students the college serves.

As discussed earlier, it is important to include appropriate administrators, staff, and students on the curriculum committee. It is a common practice to include at a minimum the CIO and/or a curriculum dean, and a curriculum specialist on curriculum committees. Other non-faculty members may include other academic deans, such as the CTE dean, and classified staff who work directly with students, such as admissions and records staff who are course, transcript, and degree evaluators. These non-faculty members often provide insights in curriculum committee deliberations that faculty typically do not have and can help curriculum committees make better decisions.

Whether non-faculty members of the curriculum committee are voting members is a local decision. However, regardless of whether or not non-faculty are voting members of the curriculum committee, curriculum remains a matter of faculty primacy. Therefore it is

important that the faculty voice not be diluted in the curriculum committee, and thus local senates should ensure that the proportion of faculty voting members is sufficiently large to maintain faculty primacy over curriculum.

As stated above, per Title 5 §55002, curriculum committees may either be a committee of the local senate or be committees external to the local senate. If the curriculum committee is within the control of the local senate, then the local senate has full authority to set the membership and structure of the curriculum committee, per Title 5 §53202(c)(1), which states "(c) [t]he governing board of a district shall recognize the academic senate and authorize the faculty to: (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate." Because local senate committees are inherently part of the local senate structure, local governance policies and procedures should recognize that the requirements of §53202(c)(1) extend to the committees of local senates. At those colleges where curriculum committees have been established as college or district committees external to the local senate's committee structure, local policies that remove the curriculum committee membership structure from the sole discretion of the local senate may currently exist. In such cases, it is important to remember that faculty roles in governance is an academic and professional matter and thus the proportions and roles of faculty on curriculum committees that are not senate committees must be established through collegial consultation with the local senate in a way that preserves faculty primacy over curriculum.

The leadership structure of the curriculum committee should be clearly defined.

Regardless of whether the curriculum committee is chaired solely by a faculty member or has faculty and non-faculty co-chairs (such as a faculty co-chair with a CIO or a curriculum specialist co-chair), the process for selecting chairs or co-chairs should be clearly documented and established in a way that retains the local senate's purview over the selection of the faculty chair or co-chair of the committee in accordance with Title 5 sections §53202 and §53203.

Additionally, curriculum committees may opt to form subcommittees for more focused work such as a Technical Review Committee, General Education Committee, SLO Committee, Prerequisite Committee, Honors Committee, Multi-cultural Graduation Requirement Committee and the like. Each of these subcommittees should have a chair who is responsible for facilitating the work of these subcommittees and reporting the outcomes of their work to the entire curriculum committee.

Local Curriculum Approval Processes: Review, Evaluate, and Improve

Before the local curriculum process can be improved, it is necessary to first review and evaluate the process to identify any improvements that may be needed. Once this stage is completed, then methods for improving the curriculum process can be implemented. In this section, guidance and recommendations for reviewing, evaluating and improving local curriculum processes is provided.

Stage 1 - Review and Evaluate the Process

Before implementing any change to the local curriculum approval processes, local senates and curriculum committees should first conduct a review and evaluation of the effectiveness and efficiency of those processes. Important questions to ask during such a review include the following:

- How long does it take to approve a new course or program, or to revise an existing course or program, from initiation of the process by the discipline faculty to approval by the governing board, and could this timeline be improved?

- Does the approval process contain redundant or unnecessary steps, and, if so, what steps could be eliminated without negative impacts?

- Does the process require too many approvals relative to what is actually required by Title 5?

- Does the process contain steps that could be completed simultaneously rather than sequentially?

- Are local course and program submission and deadlines too infrequent or restrictive?

- Is the process impeded by problems caused by ineffective technology, or even a lack of technology, at the local level?

- Does the process focus too much on complying with course outline formatting instructions and too little on course and program quality?

While academic senates and curriculum committees must lead the effort to review and evaluate their curriculum approval processes, CIOs, academic deans including CTE and noncredit deans, curriculum specialists, articulation officers and student leadership

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should be included in the conversation about the curriculum process. A good review process should also include input from the faculty at large. They can provide a perspective about the curriculum process that may not be readily apparent to curriculum leaders who are more closely engaged with the process on a regular basis. Regardless of how the local review and evaluation is done, since curriculum approval policies and processes are academic and professional matters, local academic senates are responsible for recommending revisions to curriculum policies and procedures directly to their governing boards or their designees as appropriate.

Stage 2. Make the Changes - Recommendations for Optimizing Curriculum Processes
1. Make sure the process for initiation of new curriculum and revisions to existing curriculum is clear.

Provide faculty with a clear description of the process and timelines. Effective practices for doing this include the following:

- Creating a curriculum calendar or a process flow chart that clearly presents important due dates and illustrates the process from initiation to approval.
- Create a curriculum website that allows easy access to local, district, and statewide curriculum resources.
- Create a curriculum handbook that includes all curriculum policies and procedures, a discussion of the importance of high quality curriculum and an explanation of its elements, and descriptions and instructions for all aspects of the curriculum process including instructions for using the curriculum management system.

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2. Make sure the technical review process is streamlined and effective.

A common criticism of local curriculum processes is that they are too slow. Local senates and curriculum committees should work on developing ways to minimize the time between curriculum development, technical review, and curriculum approval without sacrificing quality. Ideally, once a new course or program is submitted for review and approval, it should come to the curriculum committee for first reading within one month of submission, provided the curriculum developer responds to requests for corrections to the course or program submission during the technical review and other stages. Some examples of ways to make technical review more efficient include the following:

- Before engaging in a full technical review, have curriculum committee members help faculty by screening curriculum submissions for completeness.

- Make technical review simultaneous with the curriculum development process so that the curriculum developer is receiving constructive input by technical reviewers prior to submission for formal or official technical review.

- Limit the technical review committee to the most critical individuals, such as the curriculum chair, articulation officer, librarian, SLO coordinator, distance education expert, curriculum specialist, and the CIO or designee, and allow them to conduct their review simultaneously rather than sequentially.

- Create criteria, submission schedules, and approval processes that allow minor changes to courses and programs to undergo an expedited or streamlined technical review rather than a full technical review.

- Provide the Technical Review Team with adequate time and support to do their work in a timely fashion.

- Proofread, proofread, proofread! Curriculum is a matter of public record, so it is important that all public documents, such as the course outline of record, are of a level of quality commensurate with an institution of higher education.

3. Make sure curriculum committee meetings are run efficiently.

Once the technical review of new curriculum is completed, proposals move to the curriculum committee for review and approval. Curriculum committee members must be well prepared and curriculum committee meetings should be run as effectively as possible. Curriculum committees should focus on the content of the curriculum rather than on technical minutiae during meetings. Focusing too much on minutiae can render a curriculum committee ineffective and result in delays to the approval and offering of new curriculum. Some effective practices that can be employed to ensure curriculum committees complete their business in a timely and effective manner include the following:

- Prepare a well-organized agenda that includes the pertinent information such as course number, title, and whether the proposal is for a revision or new course.

- Assign several curriculum committee members to each proposal as readers that will provide prepared responses to the curriculum developers and help the curriculum committee from becoming too overwhelmed, particularly when a large number of new curriculum proposals are submitted.

- Use a consent agenda for non-substantial changes to curriculum.

- Engage in detailed review of new curriculum during first readings and use consent calendars for approval at the second reading.

- Allow CTE proposals that are the result of a statutory or external accreditation requirement to be approved without a second reading by the curriculum committee.

- Consider giving curriculum committee members access to the curriculum management system so that they can make reviewer comments prior to the first reading by the curriculum committee.

- Do not discuss typos and grammar during the curriculum committee meetings – have curriculum committee members send noted typos and grammar errors to the curriculum chair or designee for correction.

4. Streamline the approval process.

While governing boards must approve new courses and programs, colleges may grant their curriculum committees authority for final approval of minor revisions. Again, no legal requirement exists for boards, CEOs, CIOs, or even local senates to approve minor revisions to courses and programs. Effective technical review processes should eliminate the need for further approvals beyond the curriculum committee.

Colleges may also consider expedited approval for time-sensitive curriculum proposals. Some new courses may not need to go through all of the steps of curriculum adoption; certain time-sensitive cases, particularly in CTE, may require more immediate action. In addition to approval by the governing board, new CTE degree and certificate programs

require separate review and action by the appropriate regional consortium prior to submission to the Chancellor's Office (Title 5 §55130). At the same time, any expedited approval must not come at the expense of the quality or rigor of the curriculum. Examples of methods for expediting approval of new curriculum include the following:

- Give curriculum committees full authority to make recommendations on new courses and programs directly to the governing board and remove any intermediate approval steps.

- Give curriculum committees full authority to approval non-substantial changes—as defined locally—to courses and programs without any additional approvals, including from the governing board.

- Limit the requirements for curriculum submissions to the governing board to approval of new courses and programs.

- Submit new CTE program proposals to the regional consortium simultaneously with submission to the curriculum committee for local program approval and prior to submission to the governing board.[4]

- Expedite technical review for course revisions that only involve changes to course attributes such as content and objectives or for changes to courses and programs that are required as a result of changes to statutory or external accreditation requirements,

Multi-college districts may consider giving college curriculum committees the authority to grant final approval for adoption at one college of courses that

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[4] Regional consortia establish their own procedures for submission and review of new program proposals. Be sure to check the requirements of the regional consortium to determine if it does allow submissions of proposals prior to local curriculum committee or governing board approval.

already exist at other colleges within the district, since those courses have already been approved by the governing board.[5]

5. Increase the frequency of curriculum approvals by the curriculum committee and the governing board.

The frequency of curriculum approvals among the California community colleges varies widely. No matter how efficient and timely the technical review process is, if the rate of review and approval by the curriculum committee and governing board is slow, then approval of curriculum will be slow. Some curriculum committees meet weekly or biweekly, while others meet only monthly. Given that many curriculum committees use a first reading/second reading model for curriculum approvals, new course and program approvals by curriculum committees that meet monthly can take two months. Likewise, some governing boards consider curriculum at every meeting, while others consider it only once per term or even once per academic year. Such limitations in frequency of approvals by governing boards are local practices that have no legal basis and can be changed. Recommendations for improving the frequency of curriculum approvals include the following:

- Schedule biweekly, or even weekly, standing meetings of the curriculum committee, particularly in the fall when curriculum approval workload is often the heaviest.

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[5] An example of this process exists in the Los Rios CCD. The Los Rios CCD is a four-college district and allows colleges to adopt courses upon curriculum committee approval if those courses have already been approved by the governing board for adoption at another college in the district. The Chancellor's Office only requires the original approval date of the course by the governing board when the college submits the newly adopted course to the Curriculum Inventory.

- Change local policies and procedures so that the governing board can approve curriculum at every meeting.

6. Consider giving colleges in multi-college districts autonomy over their curriculum. Multi-college districts present additional challenges. For example, some districts have aligned or partially aligned curriculum that requires district-wide review before new courses and programs are approved or even before approval of substantial changes to existing courses and programs. No legal requirement exists for colleges in multi-college districts to have identical or aligned curriculum. While alignment of curriculum in multi-college districts can certainly be of benefit to students, curriculum alignment requirements can also make curricular improvement at colleges much more difficult. Furthermore, accreditors hold colleges, not districts, responsible for the quality of their curriculum and the effectiveness of their curriculum approval processes, and if a district-wide process is identified as not meeting the accreditation standards, then all of the colleges in the district will be sanctioned. A summary of the accreditation eligibility requirements and standards that pertain to curriculum is provided in Appendix B.

If district-wide processes are identified as reasons that curriculum is not approved in a timely manner, then local senates should strongly consider changing their district-wide processes. Considerations include the following:

- Eliminating district-wide approvals or requirements for achieving consensus among the colleges in the district.

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- Give each college in the district full autonomy over its curriculum, including attributes such as units and contact hours.

- If alignment is a concern, use C-ID or articulation agreements as means to ensure alignment of curriculum rather than using rigid district-wide alignment requirements.

Training and Professional Development

Curriculum is complex, and no one can learn everything overnight. To truly grasp the many key elements of curriculum and the curriculum process, training is required. But who exactly needs to be trained, and what kinds of training should be considered? In this section recommendations on who should be trained and to what level are provided.

Who Should Be Trained?

Ideally, all college personnel in the college instructional and student services divisions who are responsible for student success, administrators in the college business services division, students, and members of the governing board should have a basic understanding of the local curriculum process. This includes all administrators at all levels, all faculty members, and appropriate classified staff. Each should have a basic understanding of the following basics of curriculum:

- The legal basis for faculty primacy over curriculum through local senates and curriculum committees.

- What a course outline of record is, why they are required and where to access them.

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- The existence of course, program and institutional student learning outcomes (SLOs) and the differences between course SLOs and course objectives.

- The differences between prerequisites, co-requisites, and advisories, and how they are established through content review and, if appropriate, statistical validation.

- The purpose of the Course Identification Numbering System (C-ID), how it interacts with local curriculum, and its role in the Associate Degree for Transfer (ADT).

- Awareness of state requirements for curriculum as established in Education Code, Title 5 and the Program and Course Approval Handbook (PCAH).

- Awareness of local policies and procedures established for course and program curriculum development (such as submission deadlines and required signatures or approvals).

- Awareness of program approval requirements for CTE programs, particularly the role of the regional consortium in CTE program approval.

- Awareness of accreditation standards and, if appropriate, accreditor recommendations for the college as they pertain to curriculum.

While it might be obvious why faculty, administrators, board members and students should have a basic understanding of the curriculum process, it is also important that classified staff have a basic understanding of the primary role of faculty and the legal requirements for curriculum, and also to understand that the driving force for curriculum development is to do what is best for the students, not technology and operational

considerations. In particular, classified staff from admissions and records, the college office of instruction, and department or division offices should undergo professional development training on the curriculum process. Such staff are often required to understand grading policies, prerequisites, and legal requirements regarding the scheduling of units/hours. Furthermore, it is important that staff in information technology and in areas providing learning assistance, student services, and disabled services understand the relationship between curriculum and topics such as the Section 508 compliance[6] for instructional technology, prerequisites, financial aid, and library and tutoring needs. Training in the basics of curriculum is critical for these essential individuals to perform in their jobs effectively and furthermore, consulting with the staff in these areas during the development of curriculum allows staff to raise issues that might affect the ability of the college to offer new curriculum that might not have been otherwise recognized by the faculty or academic administrators.

Individuals who are more intimately involved with the curriculum process clearly need additional training beyond the basics of the curriculum process. They include, but are not limited to, curriculum committee members, technical review committee members, curriculum specialist staff, academic/instructional and student service administrators, department chairs/coordinators, counselors, librarians, student learning outcome coordinators, learning disabilities specialists, and distance education coordinators. The specific training required for each of these groups will vary, but all of these individuals

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[6] Section 508 of the Federal Rehabilitation Act of 1973, amended 1998. For more information, go to http://www.section508.gov/content/learn/standards

should have a solid understanding of the curriculum process. In addition to the basics of curriculum outlined above that the broader group of stakeholders should understand, the more detailed information should include:

- The details of the local approval process for curriculum, from initiation by the discipline faculty, to the review and approval process by the curriculum committee, to action by the governing board.

- Timelines and deadlines for submitting new programs and courses, revisions to programs or courses, or updates to the college catalog.

- Quality standards for program and course development.

- The existence and purpose of the Program Course and Approval Handbook (PCAH).

- The required components of the course outline of record (COR) as detailed in Title 5 and the PCAH.

- The acronyms associated with curriculum.

- The Taxonomy of Programs (TOP) and the uses of TOP codes

- Associate Degrees for Transfer and the connection to Transfer Model Curricula and C-ID, local associate degrees, and the differences between all of these items.

- The types of certificates the college offers and the differences between them.

- The consideration of instructional materials fees and understanding of what is allowed and what is not allowed to be required of students.

- The placement of courses within disciplines, including standards and how this is distinct from granting faculty equivalency.

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- The relationship between credit hours (units), student learning hours, and student contact hours.

- Separate approval for distance education proposals.

- Use of the curriculum management system (CMS), if applicable.

- The role of the regional consortium in the approval of new CTE programs.

- Awareness of the basic requirements for submitting new curriculum proposals and revisions to the Chancellor's Office.

What Type of Training Should Be Provided?

How a college provides curriculum training is a local matter and there are many ways that this can be accomplished. At the core of any curriculum training program (and curriculum committee succession planning) should be a college curriculum handbook that provides a compendium of laws, regulations and local policies and procedures for curriculum, and clearly explains how to navigate the local curriculum process from initiation to final approval. Regardless of the forms of the training, whether its local professional develop presentations, webinars, or attendance at ASCCC events, a well-crafted and comprehensive curriculum handbook accessible to all is highly recommended.

"Learning by doing" is also a valuable means to become familiar with the curriculum process. All faculty are responsible for developing new curriculum or revising existing curriculum, and every faculty member at some point in his/her career should be involved in the curriculum process, and the earlier in the career the better. For example, newer

faculty can work with experienced faculty to revise a course or program. Such engagement of discipline faculty in curriculum development processes results in a broader understanding of the how the curriculum process.

Within a department or division, curriculum development and revision should be a collegial and collaborative effort between the discipline faculty that occurs at the initiation of the process. This will allow the faculty to reach consensus on curriculum proposals early in the process and avoid later disagreements that can cause delays in approval.

Training in the Curriculum Management System (CMS) deserves extra attention, because most curriculum documents and curriculum activity is housed within these systems, and this technology-based training is considerably different from other curriculum training. As such, the CMS is the focal point for almost all curriculum-related activity, from the development of a new course or revision of an existing course to the technical review process to the final approval by the curriculum committee. As with other forms of training, most everyone on a campus should have some basic training in using the CMS. Additionally, most faculty, administrators, and some staff should understand the workings of the development and revision processes within the CMS. Of course, curriculum committee members, technical review committee members, and others directly related to curriculum will need to understand all aspects of the CMS, particularly the approval process.

A stated previously, basic training on the requirements to submit curriculum to the Chancellor's Office is a must for everyone. However, beyond the basics of submission to the Chancellor's Office, it is imperative that certain members of the college curriculum team understand the program and course submission requirements of the Chancellor's Office. These requirements are in addition to local and Title 5 requirements for program and course approval. Depending on the local curriculum process, the responsibility for submitting curriculum to the Chancellor's Office is often delegated to individuals in positions such as the curriculum specialist, curriculum chair, dean of curriculum or other appropriate individuals. Details on all of this information can be found in the *Program and Course Approval Handbook.*[7]

The Chancellor's Office requires that all course and program proposals be submitted electronically to the Curriculum Inventory. In order to make program and course submissions, each college Chief Instructional Officer (CIO) is assigned a "College CIO" account. The Chancellor's Office gives the college CIO the responsibility for managing user accounts by assigning roles and access levels to the college's users. The Faculty Curriculum Chair, the CIO, and other appropriate and necessary curriculum staff (faculty, administrative, and classified) should work together to determine who will be users of the "College CIO" account, their roles, and their access levels. These users will need ongoing professional development and training in order to be informed and stay current on the CCC Curriculum Inventory, Management Information Systems data elements, and other

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[7] At the time of the drafting of this paper, the 5th edition of the *Program and Course Approval Handbook* was the edition in effect (http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf). It is expected that the 6th edition will be completed approved by the Board of Governors by summer 2016.

program and course approval requirements. The Curriculum Committee should have some level of professional development and training on the Curriculum Inventory, MIS data elements and the Chancellor's Office program and course approval requirements. A curriculum committee that understands some of the complexities of program and course approval can help to facilitate efficiency of the entire process.

Training does not need to be a complicated process. An individual that is experienced and knowledgeable in curriculum can conduct training on a one-on-one or small group basis. The trainers, in these cases, can be mentors within divisions or departments, curriculum committee members, curriculum staff—or, really, anyone with the necessary knowledge and the time to help. This individualized attention is often the most effective way to train, as it allows for a more streamlined approach to the material and more questions/answers. It is also important to remember that the ASCCC regularly provides professional development opportunities in these areas through its regional meetings, institutes and plenary sessions, and is willing to provide assistance to local curriculum committees as requested.

Finally, in order optimize the training colleges should establish a formal, continuous training plan. Such a plan can ensure there is a broad understanding of the curriculum process not just among the faculty but also among all constituent groups. No matter the format of the professional development, it is essential that there be training in order that the college's curriculum process works effectively and efficiently. With consistent and effective implementation of its curriculum training plan, the college will be well-

positioned to ensure that its curriculum process is not dependent on a few knowledgeable people and that it operates effectively over the long term.

Resources for Effective Curriculum Processes

In order for the curriculum process to operate smoothly and effectively, it is important to have a curriculum team that includes, at a minimum, the curriculum chair, articulation officer and a curriculum specialist or the equivalent. The curriculum team performs numerous critical functions during program and course development while also making sure that policies, regulations and guidelines are being followed and interpreted correctly. In many cases, this team often works extra hours and goes above and beyond minimum job duties. Thus, in order to ensure the effective operation of the curriculum process, it is important that local senates advocate for sufficient resources, such as reassigned time and/or compensation and professional development funding, to be provided to these key members of the college's curriculum team.

The Curriculum Chair

The primary faculty leader in matters of curriculum is the curriculum chair (or faculty co-chair depending on the curriculum committee structure). The curriculum chair is tasked with assuring that the local curriculum processes are functioning well so that curriculum proposals move through the process in a timely manner, and with providing leadership to the college on curricular matters by working effectively with the local academic senate, the college administration, faculty, and staff. Typical duties for a curriculum chair include leading the curriculum committee and planning its agendas for the year,

providing orientation and training to curriculum committee members, keeping informed

on curriculum developments at the local and state level, and working with discipline

faculty and the technical reviewers to facilitate moving curriculum proposals through the

process. A more comprehensive list of curriculum chair duties is provided in Appendix

A.

The primary method of compensation for curriculum chairs is through the use of

reassigned time. It is a long standing position of the Academic Senate that curriculum

chairs receive reassigned time as a good practice, as stated in its paper *The Curriculum

Committee, Role Structure, Duties and Standards of Good Practice* (Fall 1996, p.7):

"Reassigned time is appropriate in principle, is cost-effective (especially when

replacement is at hourly adjunct rates of pay), and is good practice. In addition, more

reassigned time is appropriate when the curriculum committee has an expanded and

active role in program review, policy and budget development, and in college

governance." Reassignment from regular faculty duties should be sufficient to allow the

curriculum chair to perform his/her typical duties, as summarized in Appendix A.

The Articulation Officer

The college articulation officer plays a critical role in assuring that curriculum

development is done effectively and in the best interests of the students. The articulation

officer is knowledgeable about transfer requirements and is a key advisor to faculty and

the curriculum committee on how curriculum proposals can affect course-to-course

articulation and acceptance of courses for general education credit by receiving

institutions. The articulation officer should play a key role in the technical review of

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course and program proposals so that potential issues that may affect student transfer can be identified early and corrected. Beyond the involvement in the curriculum process, the articulation officer is responsible for assuring that courses are submitted for articulation and that articulation agreements are kept up to date, for submitting courses for approval to be included in the Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education-Breadth (CSU GE-Breadth) general education patterns, and for submitting course outlines to the Course Identification Numbering System (C-ID) for review and approval. The duties of the articulation officer, much of which involves working on an individual basis with faculty, are extensive (see Appendix A) and critical for ensuring that transfer mission of the college is fulfilled.

The Curriculum Specialist

Many colleges employ classified staff as full-time curriculum specialists. Typical duties of the curriculum specialist that directly impact the curriculum process include coordination of the curriculum approval process and preparation of the curriculum development calendar for each year, preparation of materials for curriculum committee meetings and for governing board meetings, assistance in operational support for the technical review process, and submission of the locally approved curriculum to the Chancellor's Office for review and approval. The curriculum specialist provides valuable technical support for the curriculum chair, which allows the curriculum chair more time to focus on working with faculty to move their proposals through the process effectively and in a timely manner. The curriculum specialist may also be responsible for the day-to-

day operations related to curriculum, including maintaining and ensuring the accuracy of curriculum-related publications, such as the college catalog and schedule of classes, and also are responsible for entering curriculum data elements into the local information management system. (A more extensive list of curriculum specialist responsibilities is provided in Appendix A.) Because of the role of the curriculum specialist in providing day-to-day operational support for the curriculum process that ensures that the college can offer the curriculum to its students, he/she can provide the "big picture" view to the curriculum committee and discipline faculty beyond the curriculum approval process itself, and thus can identify issues that may adversely affect curriculum approval that may not be evident to the faculty.

Because of ongoing changes regarding curriculum at both the local and state levels, it is important that colleges provide resources beyond reassigned time that allow for ongoing professional development of the college's curriculum team. Professional development funding is essential and should be put in place for the curriculum chair, articulation officer, and curriculum specialist to attend events that provide the professional development needed to ensure that the knowledge and skills of the curriculum team members are up to date. Examples of such events include the ASCCC Curriculum Institute, Plenary Sessions and regional meetings; the CIO Conferences; and the UC and CSU conferences for counselors and articulation officers. Finally, the following statement from the 1996 paper still applies today:

The implication for good standards that result from an expanded role for the faculty in curriculum development and renewal is clear: the curriculum committee and its chair require adequate reassigned time, secretarial support, and budget for supplies and equipment.

Special Topic - Distance Education Separate Approval

The curriculum committee bears an important part of the responsibility for ensuring the quality of distance education (DE) courses. Per Title 5 §55206, in order to offer a course through distance education, it is required that proposals to offer courses through distance education undergo a separate (or additional) curriculum approval to ensure that these courses meet the requirements for regular and effective contact for distance education courses as defined in Title 5 §55204 and U.S. Department of Education regulation 34 CFR §600.2. Additionally, colleges need to ensure that students taking distance education courses are provided the same support as on-the-ground for face-to-face students, particularly for counseling, financial aid, library services, and tutoring, and that the courses are accessible to students with disabilities.

Regular and effective contact is an academic and professional matter per Title 5 § 55204, and therefore the establishment of policies and procedures for assuring distance education courses meet the requirements for regular and effective contact require collegial consultation with local senates. The responsibility for conducting the required separate approval of distance education proposals is typically delegated to the curriculum

committee. The means by which a proposal to offer a course through distance education is brought to the curriculum committee is a local matter, and the details of effective practices ensuring a proposal reflects sound distance education practice is beyond the scope of this paper. However a common practice is to use a DE addendum to the course outline of record to demonstrate how instructors teaching in the DE modality will ensure regular and effective contact with their students while maintaining the quality standards for the course established in the course outline of record.

Before faculty develop proposals to offer courses through DE, it is important to provide professional development not only on how to properly complete a DE proposal, but more importantly on what regular and effective contact is and what constitutes effective practices for ensuring regular and effective contact. The college DE Coordinator and DE Committee are valuable resources for accomplishing this and should work cooperatively with the curriculum committee to ensure that the curriculum review process promotes sound practices in distance education.

As stated earlier in this paper, an important member of the curriculum technical review team is the DE Coordinator or appropriate DE expert. When faculty initiate a proposal for a course to be taught in a DE modality, it is important that faculty work with the DE Coordinator early in the development process in order to identify potential issues with the DE proposal before it is submitted for technical review and action by the curriculum committee.[8]

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[8] It's important to note that there is a difference between approving a course for online delivery and approving an individual class to be taught online. The former is specifically a curriculum issue through the

All DE courses must be accessible to students with disabilities and thus must comply with the Federal Rehabilitation Act of 1973, specifically Section 508, and the Americans with Disabilities Act (ADA) of 1990. Therefore, it is important to work with the a learning disabilities specialist to ensure that the DE proposal reasonably meets legally mandated accessibility requirements.

Finally, because the curriculum committee is required to separately review and approve all distance education proposals, it is also important to provide training to the curriculum committee on the legal requirements and effective practices for regular and effective contact and compliance with accessibility requirements. This will allow the curriculum committee to critically review DE proposals for both compliance and quality.

Conclusions and Recommendations

The *Report of the Task Force on Workforce, Jobs Creation, and a Strong Economy* creates a new sense of urgency for local senates and curriculum committees to ensure that their curriculum approval processes are effective and efficient so that new courses and programs as well as course and program revisions can be approved in a timely manner to meet community and industry needs. Local academic senates and curriculum committees should work together to review, evaluate, and revise the college's and/or district's curriculum approval policies and procedures; to ensure that all relevant personnel receive

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separate course approval process and would include an evaluation of the means by which the class will ensure regular and effective contact. The latter, by contrast, is at the level of instruction, and how your college chooses to assess the quality of an individual online course would apply.

training on the local curriculum process to the appropriate level; and to advocate for sufficient resources for the members of the college curriculum team.

Curriculum, including the policies and procedures for approving curriculum proposals, is an academic and professional matter under the purview of local senates. With external forces calling for changes to the way community college curriculum is designed, approved and delivered, it is vitally important that local academic senates and curriculum committees take the primary leadership roles in ensuring the effectiveness of their local curriculum approval processes.

Recommendations for Local Senates:

- Review and evaluate the effectiveness of local curriculum processes.
- Ensure that the curriculum committee structure includes a diverse array of faculty, academic administrators, students and staff that provide a variety of expertise and perspectives without weakening faculty primacy over curriculum.
- Ensure that the process for the initiation of new curriculum and revisions to existing curriculum is clear, that the technical review process is streamlined and effective and that curriculum committee meetings are run efficiently.
- Streamline the curriculum approval process by ensuring a sufficient frequency of curriculum approval opportunities by the curriculum committee and the governing board, establishing an expedited approval process for time-sensitive proposals, and provide individual colleges in multi-college districts autonomy over their curriculum.

- Provide professional development at the appropriate level for faculty, administrators, students and staff, with more detailed training provided to those most closely involved with the local curriculum process.

- Advocate for sufficient resources to support the work of the college curriculum team, including reassigned time and/or additional compensation, and for the provision of ongoing funding and/or access to professional development opportunities.

- Ensure that faculty who develop distance education proposals are provided with professional development on effective practices for ensuring regular and effective contact and compliance with accessibility requirements.

References and Resources

The Curriculum Committee, Role Structure, Duties and Standards of Good Practice, Academic Senate for California Community Colleges (Adopted Fall 1996)
http://asccc.org/sites/default/files/publications/Curriculum_0.pdf

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates, Academic Senate for California Community Colleges (Adopted Spring 2008)
http://asccc.org/sites/default/files/publications/Educational_Technology_0.pdf

The Course Outline of Record: A Curriculum Reference Guide, Academic Senate for California Community Colleges (Adopted Spring 2008)
http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

CIO Manual: Overview & Responsibilities, California Community Colleges Chief Instructional Officers (July 16, 2012)
http://ccccio.org/documents/CIOManual01-05-2013.pdf

Program and Course Approval Handbook, 5th Edition, California Community Colleges Chancellor's Office (2013)
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOG approved.pdf

California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (Revised Spring 2013)
http://ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf

Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper, Academic Senate for California Community Colleges Executive Committee (Fall 2015)
http://asccc.org/sites/default/files/Effective_Curriculum_Practices_White_Paper_Final.docx

Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum, Version 1.6, Intersegmental Council of Academic Senates (Approved June 5, 2015)
http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf

Report of the Task Force on Workforce, Job Creation, and a Strong Economy, Board of Governors (Approved November 16, 2015)
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

Distance Education Guidelines: Omnibus Version, California Community Colleges Chancellor's Office (Issued 2008)

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Distance Education Accessibility Guidelines For Students with Disabilities, California Community Colleges Chancellor's Office (Issued January 2011)
http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf

United States Access Board – Information about Section 508 compliance
https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/background

Course Identification Numbering System (C-ID) – Various C-ID resources for the field
https://c-id.net/resources.html

California Community Colleges Chancellor's Office List of MIS Course Data Elements:
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/Course.aspx

Chancellor's Office Curriculum and Instruction Unit Website (includes various useful guides):
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx

Appendix A – Typical Duties for Curriculum Chairs, Articulation Officers and Curriculum Specialists

Curriculum Chairs

In its paper *The Curriculum Committee, Role Structure, Duties and Standards of Good Practice* (Fall 1996), the Academic Senate identifies the following typical duties of the Curriculum Chair:

- Prepare agendas.

- Conduct the committee meetings.

- Edit minutes.

- Set the calendar of committee meetings.

- Keep informed of curriculum standards including Title 5, the Program and Course Approval Handbook (formerly the Curriculum Standards Handbook), intersegmental, and accreditation.

- Supervise the orientation of new members and on-going training of continuing members.

- Assist discipline faculty in the curriculum development process (usually with a faculty curriculum committee member from that division).

- Assure that committee function take place smoothly: technical review, pre-requisite review, distance education review, general education review, library sign-off, articulation, and program review reports are submitted to the committee and reported regularly to the academic senate.

- Sign off on final version of curriculum recommendations to the board.

- Sign off on IGETC and CSU-GE Breadth submittal forms

- Review catalog drafts for concurrence with approved changes.

Additional duties not outlined in the paper may also include:

- Work with the curriculum Dean in order to ensure smooth communication between the faculty and administration regarding program needs.

- Review certificates and degrees for submission to the chancellor's office

- Review local courses to align with C-ID developed courses if necessary.

- Ensure DE and CO documents are part of the course in the college's course management system.

Articulation Officers

According to the *California Articulation Policies and Procedures Handbook* (2013, p.6) by the California Intersegmental Articulation Council the Articulation Officer is be expected to:

- Serve as an advocate for the transfer student and, through the articulation process, seek to ease the student's transition.

- Be a well-informed resource person for students, campus faculty, administration, counseling/advising staff, and transfer center personnel on transfer curriculum, articulation, and related matters.

- Disseminate current, accurate, articulation data to students, staff, appropriate departments, and campuses.

- Serve on appropriate campus committees such as General Education, Curriculum, Academic Policies, and Catalog to provide input and to receive information about proposed changes in campus policy and curriculum.

- Serve as a consultant to faculty, academic, and student services units, providing needed materials and information about course articulation proposals and acceptances.

- Facilitate campus participation in intersegmental programs such as C-ID, regional transfer fairs, and ICC activities.

- Monitor each stage of the articulation process and follow up with department and faculty for timely responses and decisions

- Manage and update campus articulation data and provide an annual summary of transfer-related curricular changes for both internal and external recipients.

- Be a gatekeeper of course outlines, IGETC, CSU GE, baccalaureate lists, TCA Lists, ASSIST, and other articulation-related data.

- Serve as an advocate for the faculty and campus academic programs.

- Serve as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulating institutions.

Curriculum Specialists

Below are examples of job descriptions and duties for curriculum specialists in the Imperial Community College District and the Ventura County Community College District. These are provided for information only and not as an endorsement by the ASCCC.

IMPERIAL COMMUNITY COLLEGE DISTRICT

CLASS TITLE: CURRICULUM & ACADEMIC SYSTEMS SPECIALIST

BASIC FUNCTION:

Under the direction of the Vice President for Academic Services, or designee, provide highly responsible, complex, and sensitive administrative and technical support; coordinate and maintain curriculum databases; serve as technical resource to faculty and administrators in preparation of curriculum proposals to assure compliance with State and local rules, regulations and policies; plan and coordinate the development and publishing of the college catalog; assist faculty and staff on scheduling processes and procedures; serve as a liaison to the Chancellor's Office for curriculum related matters.

REPRESENTATIVE DUTIES:
The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

Organize and manage the day-to-day activities of the assigned area to assure efficient and effective operations; coordinate communications; perform complex, specialized and responsible administrative and technical duties related to the assigned area.

Plan, organize and coordinate the preparation of the college catalog; update degree audit system accordingly; update database to assure compliance with changes relevant to student academic progress; update, maintain, and facilitate changes in computer data base. Establish and meet timelines; maintain currency of information in the catalog; coordinate publishing and serve as editor for the college catalog.

Monitor catalog regarding degree and certificate requirements; course additions and deletions; course numbers, titles, content and unit values; update degree audit systems accordingly.

Provide information on and interpretation of policies, procedures and regulations; explain and disseminate Title V regulations to divisions, administrator, faculty, and staff; compare and contrast changes to Title V regulations and make appropriate adjustments to materials and other resources as required.

Assist in the development and maintenance of the class schedule; serve as primary backup to scheduler.

Research, analyze and evaluate a wide variety of issues, data, recommendations and alternatives; use independent judgment to develop and provide recommendations, suggestions or information as appropriate.

Receive and transcribe dictation of letters and memoranda, including material of a confidential nature; prepare correspondence and memoranda independently or from oral instructions.

Type a wide variety of materials such as correspondence, reports, forms, applications, memoranda, letters of recommendation and other documents.

Initiate and answer telephone calls; screen and direct calls and visitors to appropriate personnel; schedule and confirm appointments and meetings; arrange travel accommodations for assigned area as necessary.

Maintain a variety of complex files and records; maintain budget and other financial records related to assigned area, as necessary.

Compile information and data for reports and assist in the preparation of statistical and narrative reports; conduct research as required.

Inspect documents, forms, records and other materials for accuracy and completeness; process a variety of forms and documents according to established procedures; assure conformance to established guidelines and standards.

Prepare agenda items for meetings; take and transcribe minutes and distribute to appropriate personnel.

Assure that Board agenda items and supporting documents are developed, prepared and forwarded within college timelines and legal guidelines.
Maintain confidentiality of records and information, including information regarding Board, District, personnel, student or controversial matters.

Compose correspondence independently; format, type, proofread, duplicate and distribute correspondence, notices, lists, forms, memoranda and other materials according to established procedures and standards.

Coordinate communication and activities with other District departments and personnel, students, educational institutions, vendors, other outside organizations and the public.

Operate a variety of office equipment including microcomputer, calculator, copy machine, facsimile machine and dictation equipment; input and retrieve computerized data.

Train and provide work direction and guidance to others as assigned; coordinate workflow to assure the proper and timely completion of work.

Perform related duties as assigned.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT CLASS TITLE: CURRICULUM TECHNICIAN

(Established October 2010)

CLASSIFIED

BASIC FUNCTION:

Under the direction of an assigned supervisor, coordinate, prioritize, and organize activities related to curriculum changes, production and maintenance of the college catalog, and related state reporting.

REPRESENTATIVE DUTIES:

Coordinate the preparation and distribution of the Curriculum Committee materials, agenda, and minutes.

Establish timelines and coordinate the production and printing of the college catalog; compile, organize, and integrate input from divisions and departments pertaining to catalog content; proofread submitted materials for accuracy and consistency.

Assist in the management of academic services data, information, and materials; input data into the online curriculum database, monitor data for compliance with state and college regulations.

Coordinate and facilitate the submission of curricula and programs to the California Community College system office; assist with the management of curriculum inventory both at the state and local levels.

Maintain a wide variety of records and data, including articulation agreements, library resources of college catalogs pertaining to articulation and curriculum transfer, and articulation records related to Advanced Placement (AP), International Baccalaureate (IB), College-Level Educational Program (CLEP), Tech Prep (Perkins), and Credit-by-Exam.

Coordinate and facilitate the submission of articulation materials to appropriate state agencies, including the University of California Office of the President for the UC Transfer Course Agreement, the California State University Chancellor's Office for CSU GE-Breadth, Intersegmental General Education Transfer Curriculum (IGETC), and Articulation System Stimulating Interinstitutional Student Transfer (ASSIST).

Participate in development and implementation of new information systems and processes designed to support curriculum functions; pursue resolutions to any identified

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problems.

Serve as an informational resource regarding curriculum issues, responding to requests, inquiries, and questions from administrators, faculty, staff and students.

Research information; create queries, compile data and prepare a wide variety of periodic and special statistical reports related to instructional activities, curriculum, and related matters.

May provide administrative assistance to assigned supervisor. Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

State directives, laws, rules, and regulations related to curriculum and articulation Modern office practices, procedures, and equipment□Correct English usage, grammar, spelling, punctuation and vocabulary for report writing District organization, operations, policies, goals, and objectives

Modern computer software applications, including word processing, database, and spreadsheet applications

Principles and procedures of record keeping

ABILITY TO:

Interpret and apply related laws, regulations, policies, and procedures Communicate effectively, both orally and in writing□Establish and maintain comprehensive and accurate files and records Prepare concise and complete reports as required

Adapt to changing policies and procedural requirements□Establish and maintain effective working relationships□Manage multiple projects simultaneously□Exhibit detail orientation in reviewing documentation and records□Prepare accurate reports, agendas, minutes, spreadsheets and other documents related to

scheduling, curriculum, and articulation

EDUCATION AND EXPERIENCE:

Any combination equivalent to:

Education: Graduation from high school or evidence of equivalent educational proficiency. An associate degree is preferred.

Experience: Three years of technical clerical experience, including experience preparing minutes, proofreading documents, and maintaining records.

WORKING CONDITIONS:

ENVIRONMENT

Office environment

PHYSICAL ABILITIES

Seeing to inspect various documents, on-screen data spreadsheets☐Hearing and speaking to communicate with District staff☐Sitting for extended periods of time☐Dexterity of hands and fingers to operate a computer keyboard and other office equipment

Appendix B – Accreditation Eligibility Requirements and Standards Applicable to Curriculum

Accreditation requirements play a large role in supporting colleges to establish efficient and effective curriculum processes. The Eligibility Requirements, Standards, and Commission Policies require that institutions (colleges) provide a catalog that includes accurate information on facts, policies, requirements, and procedures.

Standard I.C.2 states that the institution must provide a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

The words, "precise, accurate, and current" make it clear that the curriculum development and approval processes must be effective and efficient.

ER 20 mandates that the catalog must contain the following:

- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length

Accreditation Standards from section II.A are specific to maintaining current, relevant, and high quality curriculum. All elements of the curriculum are covered here such as expected practices in higher education in regard to depth, breadth, and rigor; program length and course sequencing; general education

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. **Faculty and others responsible act to continuously improve instructional courses, programs** and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. **In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or in an established interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The next two standards are met through the establishment of the college and/or district curriculum committee(s).

Standard III.A.2 includes the following statement: Faculty job descriptions include development and review of curriculum as well as assessment of learning.

In Standard IV.A.4 it states that Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Appendix C – Relevant Statutory and Regulatory Citations

California Education Code

§70902(b)(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 Sections on Academic Senates

§53200 Definitions.
For the purpose of this Subchapter:
(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."
(c) "Academic and professional matters" means the following policy development and implementation matters:
(1) curriculum, including establishing prerequisites and placing courses within disciplines;
(2) degree and certificate requirements;
(3) grading policies;
(4) educational program development;
(5) standards or policies regarding student preparation and success;
(6) district and college governance structures, as related to faculty roles;
(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
(8) policies for faculty professional development activities;
(9) processes for program review;
(10) processes for institutional planning and budget development; and
(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or
(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

§53202 Formation; Procedures; Membership.
The following procedure shall be used to establish an academic senate:
(a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
(b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
(c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
(1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
(2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
(d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
(e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

§53203 Powers.
(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
(b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate

its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Title 5 Sections on Curriculum, Including Distance Education

§55002 Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory

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and/or activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation

skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

§55202 Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

§55204 Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

§55206 Separate Course Approval.

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

United States Department of Education Regulations

34 CFR 600.2 Definitions
(Selected Federal definitions of relevance for curriculum committees)

Clock hour: A period of time consisting of—
(1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
(2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
(3) Sixty minutes of preparation in a correspondence course.

Correspondence course: (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.
(2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.
(3) A correspondence course is not distance education.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—
(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Executive Committee Agenda Item

SUBJECT: Caucus Participation and Engagement		Month: February	Year: 2016
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss caucus participation and engagement and consider for approval if subsequent action is needed	Urgent: No - Spring	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	North/Freitas/Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Recently concern was raised regarding the membership of the ASCCC caucuses and whether or not they were inclusive and open to anyone from the field. The Executive Committee will discuss how to ensure that caucus activities remain aligned with ASCCC's mission, goals, principles and operating purview. Members will also consider how best to use the caucuses to better inform the ASCCC work.

Note: The ASCCC Caucus process can be found on our website here:
http://www.asccc.org/node/184082/.

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

Executive Committee Agenda Item

SUBJECT: Spring Session Planning		Month: January	Year: 2016
		Item No: IV. H.	
		Attachment: YES	
DESIRED OUTCOME:	2016 Spring Session Planning and possible keynote presenters.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	David Morse/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Tonya Davis	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Spring Plenary Session will be held on April 21 – 23, 2016, at the Sacramento Convention Center and Sheraton Grand Sacramento. The approved theme is "Aligning Partnerships for Student Success". During this meeting, the Executive Committee will discuss keynote presentations, approve the preliminary program and discuss other planning details for the Spring Plenary Session.

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

January 2016

1. Start thinking about general sessions, breakouts, presenters, facilitators for session.

February 2016

1. Possible Breakout Topics due to Julie by February 1, 2016 for discussion at February Executive Committee Meeting.
2. Save the date emailed - February 8, 2016.
3. Draft papers due February 18, 2016 - Send with Agenda item.
4. Area meeting information due to Tonya - February 18, 2016.
5. Pre-session resolutions due to Julie - February 18, 2016.

March 2016

1. A/V Needs due to Edie - March 14, 2016.
2. Presenter List due to Julie - March 14, 2016.
3. Final breakout descriptions due to Julie- March 16, 2016

April 2016

1. Early Registration expires- April 1, 2016
2. Area Meetings – April 1-2, 2016
3. Deadline for Area A and B Meeting resolutions to Julie - April 2, 2016
4. Deadline for Area C and D Meeting resolutions to Julie - April 3, 2016
5. Room availability guarantee expires -April 3, 2016.
6. All presentations, handouts, and material due for posting to eventmaterials@asccc.org – April 8, 2016
7. "Print your Boarding Pass and Breakouts" Email Out: April 13, 2016.
8. Spring Session - April 21-23, 2016 Sacramento Convention Center.

Executive Committee Agenda Item

SUBJECT: Career Technical Education (CTE) Program		Month: February	Year: 2016
		Item No. IV. I.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the program for the May CTE Leadership Event.	Urgent: NO	
		Time Requested: 20 mins.,	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Goold	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The CTE Leadership Committee has begun the planning the CTE Leadership Institute held May 6-7, 2016, at the DoubleTree Hilton in Anaheim and recommends the following general sessions and breakout topics. The Executive Committee will consider for approval topics for the event program.

Pre-session: Hold CTE Liaison luncheon?

General Sessions:

- ASCCC State of the Senate (President)
- Contextualized Teaching (integrating basic skills with CTE): Panel of Experts
- CTE Implementation
- Launchboard build out (Kathy Booth): presentation and table top exercise
- Future of Industry: What will the Workforce Look Like (Futurist)

Breakouts:

- Contextualized Teaching – How to Start
- CTE Implementation to the WFTF: Five breakouts
    - Student Success
    - Career Pathways
    - Workforce Data
    - Curriculum
    - CTE Faculty
- Why and How to Develop Stackable Credentials
- C-ID CTE (model curriculum)
- Curriculum Process

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

- Dual Enrollment Toolkit
- Grant Development and Funding: Federal and State Funding Sources
- Program Competition: The good, the bad, and the ugly
- Regional Consortium (invite consortium chairs)
- Noncredit CTE
- Advisory Board – How to Fix a Broken System
- ASCCC 101 – the Role of the Mothership
- CTE Counseling—imbedded counselors
- Intrusive interdisciplinary discussion

Notes:

- Connect individuals within industry
- Opening: Student – diversity (transfer, career, basic, veterans, EOPs, DSPS, CalWorks)
- Role of ASCCC Liaison
- Educational Pathways
- What everyone should about C-ID
- Workbased learning
- Contextualized teaching
- Dual enrollment
- Critical conversations – deans, VPIs, faculty, etc.
  - The great divide (CTE – other academics)
  - Implementation of CTE Recommendation
- Theming – model what we expect our colleagues to do; what does it look like…..
- Implementation conversations…..

Executive Committee Agenda Item

SUBJECT: Periodic Review of the ASCCC		Month: February	Year: 2016
		Item No: IV J	
		Attachment: YES	
DESIRED OUTCOME:	Consider for approval conducting the ASCCC Periodic Review in 2016 -17	Urgent: YES	
		Time Requested:	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas & Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution SP14 01.02 states that we will conduct a Periodic Review by the Spring 2016 Plenary Session.

DESIRED OUTCOME:

For the following reasons, we recommend that such a review be conducted in the 2016-2017 Academic year instead:

1. The Spring Plenary session has a limited number of breakouts and is a shared conference with the CIOs, CSSSOs, and CCCAOE which is, perhaps, not the best environment to conduct such a review
2. Collecting the requisite number of reviewers and bringing them together has been a challenge. While some reviewers have been identified, a few more need to be generated and contacted.
3. More time will facilitate a better and more useful evaluation and recommendations to the body and the Executive Committee to improve our service to the field.

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

Guidelines for the Periodic Review of *Academic Senate for California Community Colleges*

Introduction
The following guidelines shall be employed for the Periodic Review of the ASCCC. These guidelines accompany the Review Criteria to be used by the Periodic Review Task Force and by the ASCCC Executive Committee. The guidelines address the following areas: the composition of the Task Force, the selection process for the Task Force, the responsibilities of the Task Force chair and reviewers, resources to review, the responsibilities of the ASCCC Executive Committee, evaluation by the ASCCC Executive Committee, and the report document and presentation. The review process should culminate either in actions that can be taken by the ASCCC Executive Committee to strengthen the organization or in resolution driven recommendations which will be discussed and voted on at an ASCCC Plenary Session.

Composition of the Periodic Review Task Force
The Periodic Review Task Force will consist of 10 total members:
- 1 nonvoting chair
- 9 Reviewers

Selection Process for Reviewers
A Periodic Review Task Force consisting of ten faculty members will be identified at the Spring Plenary Session prior to the review year. To establish a representative group of faculty evaluators, the Academic Senate will employ a random selection process. A list of faculty participating in Academic Senate activities during the previous 12 months will form the pool of candidates, specifically including delegates, ASCCC committee and task force members, and faculty attendees at plenary sessions and all institutes. Current Executive Committee members will be excluded from the list.

During an open session of the Spring Plenary in which any attendee may oversee the randomization process, each faculty member on the list will be assigned a random number. The list of prospective reviewers will then be reordered from the smallest random number to the highest. The Academic Senate will ask the first ten individuals on the list if they are willing to serve as reviewers. If all ten faculty agree, the selection process will end and the Review Task Force for that review cycle can begin its work. If some individuals in the first ten slots on the list are unable to serve or are not interested in serving, the Academic Senate will ask the next individual on the ordered list until the Periodic Review Task Force consists of ten faculty who have agreed to serve.

The ten Task Force members will choose one individual from among themselves to be the non-voting chair. The ASCCC Elections Chair will oversee the selection process and announce the results to the body. ASCCC staff will conduct the process by compiling the list and assigning random numbers. A copy of the ordered list of names will be saved and made available on the ASCCC web site.

Responsibilities of the Periodic Review Task Force Chair and Reviewers
The non-voting chair of the Task Force will agree to the following responsibilities:
- Work with the Executive Director in managing the budget for the Task Force

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- Develop the meeting schedule in consultation with the reviewers
- Attend both Fall and Spring Plenary Sessions (ASCCC will finance attendance)
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the Task Force
- Coordinate the completion of the Task Force report and submit the report to the Executive Committee no later than the February Executive Committee meeting
- After consideration of the response and input of the Executive Committee, present a completed report to the body at the Spring Plenary Session

The nine voting reviewers of the Task Force will agree to the following responsibilities:
- Be available to attend both Fall Plenary to hold a breakout and Spring Plenary to present the report, though attendance at both events may not be required
- Determine in consultation with the chair which reviewers will attend and participate in each plenary session presentation,
- Coordinate the completion of the report and submit the report to the Executive Committee no later than the February Executive Committee meeting
- After consideration of the response and input of the Executive Committee, bring forward a completed report to the body at the Spring Plenary Session
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the task force unless prevented from attending a specific meeting by extenuating or emergency circumstances

Resources to Review
Periodic Review Task Force members will base their report on the following resources:
- http://www.asccc.org/content/executive-committee-information
- ASCCC Mission, Values, Bylaws, Policies, and Procedures
- ASCCC Program page
- ASCCC Resolutions page
- Interviews with Executive Committee members, ASCCC committee and task force members, and other individuals as appropriate
- ASCCC Annual Report
- Executive Committee Internal Evaluation
- Surveys
- Other resources as determined to be appropriate by the Review Task Force

Responsibilities of the ASCCC Executive Committee
Executive Committee members are required to participate in the Review Process by providing information when requested, being available for interviews by the reviewers, and striving for honesty, integrity, and professionalism in their interactions with the reviewers. The Executive Committee is responsible for approving the budget for the Periodic Review Task Force's work and providing any necessary resources in a timely manner to ensure that the reviewers are able to complete their work. Additionally, the Executive Committee shall complete an internal evaluation. Finally, the Executive

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Committee may compose a response to the findings of the Task Force to address any factual errors or if the Executive Committee determines that a need to provide additional context or interpretation of events or actions.

Evaluation by the Executive Committee

The members of Executive Committee possess a unique perspective on the decision-making, planning, and advocacy efforts of the Academic Senate that is derived from their daily efforts representing the faculty of the California Community Colleges. To assist the Periodic Review Task Force, the members of the Executive Committee will prepare an internal evaluation of the Academic Senate based upon same Areas of Review being considered by the Task Force. The evaluation will consist of individual Executive Committee members' analysis of how effectively the Academic Senate is working in each of the Areas of Review. It should include specific details that support the statements made and information regarding resources through which the evaluation team can locate additional details. The Executive Committee will complete this internal evaluation prior to the beginning of the Spring Plenary session that initiates the review process.

Report Content and Presentation

The report of the Periodic Review Task Force will include both commendations and recommendations regarding the work of the ASCCC as a whole and in specific of its Executive Committee. The Task Force will present the report in person at a meeting of the Executive Committee no later than February of the year in which the evaluation is being conducted. The Executive Committee will have this opportunity to request clarifications regarding the recommendations and commendations or evidence of findings or to offer further information to the Task Force. The Task Force will then present its final report to the body of the ASCCC at the Spring Plenary Session. The Executive Committee will consider all recommendations and commendations but will not be bound to any specific action by the report itself. Recommendations from the report may be implemented and become direction to the Executive Committee through the ASCCC resolution process. Such recommendations may be introduced by the Executive Committee itself or by any member of the ASCCC body.

Review Cycle

The ASCCC Executive Committee will initiate this evaluation process every four academic years. The ASCCC will complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first Periodic Review of the ASCCC by the Spring 2016 Plenary Session.

Evaluation of the Periodic Review of the ASCCC Process

The ASCCC will assess the efficacy of the Periodic Review of the ASCCC process, including the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: February	Year: 2016
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 min.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Discussion/Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: February	Year: 2016
		Item No. V. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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

STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President's Report

Chancellor's Report

CONSENT CALENDAR

November 16-17, 2015, Meeting Minutes (Erik Skinner)   Item 1.1
This item presents the minutes from the November 16-17, 2015, Board Meeting.

ACTION

Approval of Contracts and Grants (Erik Sinner)   Item 2.1
This item recommends that the Board of Governors approve entering into the contracts and grants described in the January 2016 agenda.

Board of Governors Campus Visit for 2016 (Erik Skinner)   Item 2.2
This item presents the Board with an opportunity to select the location for its campus visit for 2016.

Request to Change Election System at Santa Clarita Community College District   Item 2.3
(Thuy T. Nguyen)
This item requests approval for the Santa Clarita Community College District to move from an *at-large* election system to a *by-trustee area* election system for District elections.

Request to Change Election System at the Gavilan Joint Community College District   Item 2.4
(Thuy T. Nguyen)
This item requests approval for the Gavilan Joint Community College District to move from an *at-large* election system to a *by-trustee area* election system for District elections.

Independent Warrant Authority for Antelope Valley Community College District   Item 2.5
(Dan Troy)
This item presents a request for Independent Warrant Authority status pursuant to Education Code section 85266.5 from the Antelope Valley Community College District (AVCCD).

Minimum Qualifications for Faculty and Administrators (Disciplines List) Additions   Item 2.6
and Revision (Pamela Walker)
This item presents additions to the minimum qualifications of the Disciplines List which are the result of a two-year introduction, review, and voting process by the statewide Academic Senate.

*All times are approximate and subject to change. Order of items is subject to change

FIRST READING

Minimum Qualifications for Disabled Students Programs and Services Employees   **Item 3.1**
(Public Hearing) (Denise F. Noldon)

This item presents proposed changes to California Code of Regulations, title 5, section 53414, to create minimum qualifications for a faculty Learning Disability Specialist position, and to amend the current minimum qualifications for a Disabled Student Programs and Services (DSPS) Counselor position.

Regulations Authorizing the Establishment of the Baccalaureate Degree Pilot   **Item 3.2**
Program Handbook (Pamela Walker)

This item is a first reading of new regulations that would authorize the establishment of the Baccalaureate Degree Pilot Program Handbook.

INFORMATION AND REPORTS

2015 State of the System Report (Brice W. Harris)   **Item 4.1**

This item presents information about the 2015 State of the System Report, the highest reporting level of the Student Success Scorecard framework. This year's report includes the System Goals, a series of statewide measures and goals that align with student success.

Strategic Plan Final Report (Brice W. Harris)   **Item 4.2**

This item presents the final report on the System Strategic Plan.

Update on the Governor's 2016-17 Budget Proposal (Dan Troy)   **Item 4.3**

This item presents an overview of the Governor's 2016-17 budget proposal as it relates to the California Community Colleges.

Strong Workforce Task Force Recommendations Implementation (Van Ton-Quinlivan)   **Item 4.4**

This item will preview implementation plans for the 25 board adopted recommendations, highlighting whether the plans require legislative, fiscal, regulatory and/or administrative approaches.

Student Equity Program (Denise F. Noldon)   **Item 4.5**

This item provides an update on the Student Equity Program (SEP), including an overview of recent legislation and related initiatives intended to close achievement gaps and mitigate disproportionate impacts for identified student groups.

Equal Employment Opportunity Report (Thuy T. Nguyen)   **Item 4.6**

This item provides a report on the new allocation model for the Equal Employment Opportunity (EEO) Fund as part of four statewide Equal Employment Opportunity initiatives by the Chancellor's Office.

State & Federal Legislative Update (Vincent Stewart)   **Item 4.7**

This item presents Board of Governors 2016 sponsored legislation.

2015-16 Exemplary Program Award (Pamela Walker)   Item 4.8
    This item announces the 2015-16 Exemplary Program Award recipients for recognition by the
    Board of Governors.

Board of Governors Invites Input on Chancellor Search (Thuy T. Nguyen)   Item 4.9
This item provides an opportunity for members of the public to provide input on the position
description for the chancellor search.

Equal Employment Opportunity training in preparation for new Chancellor   Item 4.10
selection (Thuy T. Nguyen)
    This item provides background information on Equal Employment Opportunity (EEO) training.

Board Member Reports   Item 4.11
Board members will report on their activities since the last board meeting.

PUBLIC FORUM

People wishing to make a presentation to the board on a subject not on the agenda shall observe the
following procedures:

A.   A written request to address the board shall be made on the form provided at the meeting.
B.   Written testimony may be of any length, but 50 copies of any written material are to be
    provided.
C.   An oral presentation is limited to three minutes. A group wishing to present on the same subject
    is limited to 10 minutes.

NEW BUSINESS

ADJOURNMENT

All times are approximate and subject to change. Order of items is subject to change

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session:

- *Lopez. v. San Bernardino Community College District, et al.,* San Bernardino Superior Court of California, Case No. CIVDS1511495

Conference with Legal Counsel – Anticipated Litigation: Under Government Code section 11126(e), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide whether there is significant exposure to litigation, and to consider and act in connection with matters for which there is significant exposure to litigation. Under Government Code sections 11126(e)(1) and (e)(2), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Personnel Matters: Under Government Code section 11126(a), the Board of Governors hereby provides public notice that it may meet in Closed Session regarding the appointment, employment, evaluation of performance, or dismissal, discipline, or release of public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE
1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
http://www.cccco.edu

AGENDA
Consultation Council
Thursday, January 21, 2016
Chancellor's Office, Room: 6B and 6C
9:30 a.m. to 2:00 p.m.
1102 Q St, 6ᵗʰ Floor
Sacramento, CA 95811

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

1. **Student Senate Update**

2. **Governor's Budget Proposal**

3. **Strong Workforce Implementation**

4. **State and Federal Legislative Update**

5. **Other**

Future 2016 Meeting Dates:

February 18, 2016
March 17, 2016
April 21, 2016
May 19, 2016
June 16, 2016
July 21, 2016
August – No Meeting
September 15, 2016
October 20, 2016
November 17, 2016 (Riverside)

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Executive Committee Agenda Item

SUBJECT: 2016 Instructional Design and Innovation Institute Debrief		Month: February	Year: 2016
		Item No. V. C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will debrief the Instructional Design and Innovation Institute	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams/Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2016 Instructional Design and Innovation Institute was held on January 28 – 30, 2016, at the Riverside Convention Center. Members will debrief about the Institute including the discussion about the program structure, breakout topics, keynote presentations, and other issues.

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

Executive Committee Agenda Item

SUBJECT: Lauchboard		Month: February	Year: 2016
		Item No: V. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on a recent discussion on the Launchboard build out.	Urgent: YES	
		Time Requested: 15 mins.,	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the January Executive Committee meeting, members approved ASCCC partnering with other constituent groups to promote the Launchboard build out. On January 26, 2016, Adams and Bruno attended the kickoff of the Launchboard initiative. Members will be updated on the goals and timeline, which are very aggressive.

---

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

Institutional Effectiveness Partnership Initiative Spring 2016 CTE Data Unlocked Trainings

Goals:
1. Respond to Task Force recommendation to provide labor market, workforce outcome, and student demographic data/information that are easily accessible and usable and to provide technical assistance, data visualization tools, and analysis tools to colleges for the use of labor market and student outcome data
2. Ensure practitioners are familiar with the suite of data tools available to them and have a basic understanding of how they could be integrated into college processes like planning, program review, and accreditation
3. Certify at least one member of each college's leadership team as understanding the LaunchBoard features, as a pre-condition for receiving funding and technical assistance to improve local CTE data quality and usage
4. Support colleges in responding to questions about CTE completion and earnings outcomes that are likely to be triggered by the new skills-builder metric in the Scorecard

Proposed Agenda:

Note: the morning is intended for a full team the includes the a member of the colleges executive leadership team, CTE deans and chairs, faculty, and institutional researchers

9:30-10:00 Setting the Stage
- Overview on IEPI (10 minutes – IEPI rep)
- Ask participants to respond to a series of prompts: What types of data do they use to evaluate CTE outcomes? Do they feel that they have access to the information they need? What types of concerns or needs do they have related to measuring CTE outcomes, understanding CTE data, and planning for CTE programs? (5 minutes – Chancellor's Office staff)
- Outline the Task Force recommendations related to data, to show how local concerns relate to statewide priorities (10 minutes – Chancellor's Office staff)
- Overview of the agenda (5 minutes – Chancellor's Office staff)

10:00-10:30 What You Need to Know: Additional CTE Metrics on the Student Success Scorecard
- Explain the rationale for measuring outcomes for skills-builders, including the Task Force recommendation (10 minutes – TRIS staff)
- Walk participants through the display of the data for all CTE metrics in both the statewide and the college versions of the Scorecard (10 minutes – TRIS staff)
- Q&A (10 minutes – TRIS staff)

10:30-11:30 Tools You Can Use Now: Resources for Common Questions
- Walk participants through four common data usage scenarios: Scorecard review at board meetings, accreditation, equity planning, and program review, with screen shots

showing where they can get the information they need on Data Mart, Wage Tracker, Salary Surfer, and the LaunchBoard (TRIS staff and Kathy Booth)

11:30-12:00 Grants and Technical Assistance for Supporting CTE Data Usage
- Describe the CTE Data Unlocked initiative and the opportunities that colleges will have to strengthen their use of CTE data through additional training, online tools, technical assistance, and grants (10 minutes - Kathy Booth)
- Showcase a few of the resources that have already been developed, including the videos and the guides on using labor market information, alert participants to upcoming training opportunities and deadlines (10 minutes - Kathy Booth)
- Remind participants about the shift to hands-on activities in the afternoon, explain the dot-voting process (10 minutes – Kathy Booth)

12:00-12:30 Lunch & Dot Voting for Hands-on Activities (equity planning, supply & demand, accreditation benchmarking, employment & earnings, or scorecard review)

Note: the afternoon is intended for practitioners who are likely to be pulling and reviewing CTE data including CTE deans and chairs, faculty, and institutional researchers. Two topics will be covered using a hands-on exercise and two topics will get a detailed walk-through with an explanation of data caveats. Topics will be determined based on participant votes for five possible topics. See page three for a description of each topic.

12:30-1:30 Hands-On Exercise One

1:30-2:30 Hands-on Exercise Two

2:30-2:45 Break

2:45-3:00 Overview One

3:00-3:15 Overview Two

3:15-3:30 Wrap Up

Scorecard Review at a Board Meeting

Overview topics:
- Using a Scorecard report from a college in the region, showcase programs that have large numbers of skills-builders
- Using the LaunchBoard Program Snapshot Report on "How much money are students making?" show earnings data for skills-builders and completers in these program areas
- Using the LaunchBoard Program Snapshot Report on "What kinds of students are taking courses," contextualize findings for a program that primarily serves skills-builders by showing students' ages, full-time status, and prior awards.
- Introduce participants to a guide that describes ways to flesh out information on skills-builder pathways so that the college can clearly explain who these students are and how they fit into regional labor market demand

Hands-on exercise:
- Identify which programs have the largest volume of skills-builders at your college
- Determine whether these programs are serving primarily skills-builders or also include completion pathways
- Compare earnings for skills-builders and completers
- Discuss which programs cater to skills-builders and which attract completers
- Evaluate implications for marketing, matriculations requirements, and repeatability
- Plan for technical assistance and funding to improve data usage in this area

Accreditation Benchmarking

Overview topics:
- Using the Milestones and Success tabs of the Program Snapshot Tables, demonstrate time trends, regional comparisons, and statewide averages and clarify how these could be used for benchmarking purposes
- Using the Program Snapshot Report on "Which Colleges have the Most Effective Programs?" discuss how this information could help determine how high to set goals

Hands-on exercise:
- Assess time trends related to program-level course success, persistence, and completion
- Review comparison data on program-level course success, persistence, and completion rates within the region
- See comparison data on program-level course success, persistence, and completion rates across the state
- Review the top five colleges for completion rates in this program area
- Identify appropriate benchmarking amounts
- Plan for technical assistance and funding to improve data usage in this area

Reviewing Employment and Earnings Data

Overview topics:
- Clarify the various sources of information on employment and earnings
- Explain key caveats regarding various sources of employment and earnings data and how to assess whether the data are representative
- Walk participants through the Wage Tracker and explain how it differs from Salary Surfer
- Walk participants through employment information in the CTEOS tab of the LaunchBoard
- Walk participants through the Program Snapshot Reports on "Are students getting jobs?" "How much money are students making?" "Are students making reasonable wages?" and the Employment tab of Program Snapshot Tables

Hands-on exercise:
- Compare median earnings for completers and skills-builders
- Review multi-year figures on median earnings
- See other contextual information such as employment in field of study, part-time versus full-time work, and starting a business
- Benchmark earnings against salaries for related occupations
- Understand whether students attained a living wage
- Determine how this information could inform educational planning and counseling
- Plan for technical assistance and funding to improve data usage in this area

Equity Planning

Overview topics:
- Provide an overview of additional characteristics to consider for CTE students such as attending multiple colleges, full-time status, and prior awards
- Explain various ways to calculate disproportionate impact and which methodologies are included in the LaunchBoard
- Using the LaunchBoard Program Snapshot Report on "What kinds of students are taking courses," show student characteristics
- Using the LaunchBoard Program Snapshot Tables, provide additional information on student characteristics
- Using the LaunchBoard Program Snapshot Report on "Are there equity gaps in student success?" walk participants through equity gaps related to completion

Hands-on exercise:
- View gender, ethnic, and age demographics
- Determine rate of full-time enrollment

- Examine proportion of students who already have earned a certificate or degree
- See the volume of students in various special needs groups (foster youth, financial aid, basic skills)
- Understand whether student are taking courses at multiple colleges
- Clarify which ethnic groups show disproportionate impact for completion
- Document the size of equity gaps in completion for specific ethnic groups
- Determine how this information could inform student support resource allocation
- Plan for technical assistance and funding to improve data usage in this area

Program Review Supply and Demand Analysis

Overview topics:
- Using the LaunchBoard Program Snapshot Report on "Are we training the right number of students for available jobs?" walk participants through the characterization of supply and demand
- Describe key caveats including TOP code designations, low-unit certificate reporting, non-CCC graduates, skills-builders, and other qualified workers
- Direct users to the guides on labor market information
- The local Centers of Excellence rep will describe available services to support labor market analyses

Hands-on exercise:
- Document the gap between community college completers and available jobs in related occupations
- Determine the occupations with the most jobs in your region, at both the associate degree and certificate levels
- Consider additional skilled workers who may be competing for these jobs
- Assess the alignment between program content and available jobs
- Evaluate whether it would be wise to grow the program
- Plan for technical assistance and funding to improve data usage in this area
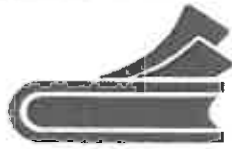
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CURRICULUM COMMITTEE
Wednesday, December 16, 2015, 2:00 PM
CCC Confer
888-886-3951, www.cccconfer.org
Passcode: 133648
(Meet & Confer Access Available, Closed Captioned)

MINUTES

Members Present: John Freitas, Ginni May, Tiffany Tran, Vivian Varela, Michael Heumann, Lori Bennett, ~~Sofia Ramirez Gelpi~~, Diana Hurlbut, Bernard McFadden

Minutes by Ginni May

I.   Call to Order and Adoption of the Agenda – John called the meeting to order at 2:03.

II. Approval of the December 2, 2015 Minutes – approved after correcting M. Heumann's name spelling.

     NOTE: Michael and Bernard live far enough away from Moorpark that they can qualify for lodging the night before the January 11 meeting.

III. Effective Curriculum Processes – Paper (Resolution 9.01 S15)
     a. Review of progress – sections from Sophia, Tiffany, Michael, Ginni
         Ginni has done a first round of editing on Tiffany's and Michael's drafts.
         John has done a first round editing on Ginni's draft.
         John and Ginni are working II and have made some suggestions.
         Michael has sent something to Vivian.
         Diana will review the section that Sophia submitted.
     b. Timeline for bringing to spring plenary – first draft to committee January 11, first reading by Exec February 5, second reading by Exec March 4, John will send a draft to the committee for proofing on January 11, ACTION – keep sending drafts to John ASAP!

IV. Assigned resolutions – review status
     a. Resolutions that still need to be addressed – 7.05 F14; 9.04 F12
         i.   7.05 F14 – No official state definition of basic skills exists – we don't have a formal definition besides that in the Poppy Copy, which is reiterated in our Guide to Basic Skills from 2008 as well as in the BSI guide. Should we have a formal definition, or just create a set of guidelines? Discussion ensued. We now have CB21 rubrics, which we did not have when the Poppy Copy was created. We could come up with a more detailed statement or set of guidelines. John recommended taking this item to Exec for direction. In addition, the CC will put together a group to work on a statement regarding the Basic Skills Definition based on guidance from Exec at January Exec meeting.
         ii. 9.04 F12 – Ginni and John to write a Rostrum article

V.   Spring Regional Curriculum Meetings – are they needed, feasible? There are many spring meetings taking place: IDI, AI, AA, Plenary, Noncredit Regionals, CI, etc. The committee is offering to help with the Noncredit Regionals and other events as needed.

VI.   Meeting calendar for spring – John sent this out based on our DoodlePoll results. Calendar was adopted with the understanding that meetings that are not needed can be cancelled and the May 25 in-person meeting will be moved up to early May or late April.

VII. SACC Report – After January 14 meeting the PCAH will go out for review. It is being split into 3 (three) documents, with some that can updated as systems change. A low-unit certificate Work Group was established. Currently, these certificates don't appear on transcripts nor are the colleges given credit for completion. Discussion ensued. It was requested that lots of examples be included in the PCAH.

Question: Couldn't there be non-substantial program updates that are automatic with non-substantial course updates. John will take this to SACC.

There will be a Work Group on Stand-Alone Course Approval to brainstorm parameters for stand-alone courses.

Cooperative Work Experience Units – at SACC the minimum unit credit for work experienced was raised. Title 5 gives a minimum of 1 unit for 60 hours unpaid or 75 hours paid work experience per term. There was an interest in allowing fractional increments. A resolution to explore this may be needed.

Send any possible SACC items to John before January 5.

VIII. Other items on the radar
      a. Curriculum Institute – start thinking of ideas!
      b. Regional coordination survey results (https://www.surveymonkey.com/results/SM-8J3HHWP2/) – we need to pare down the duplication and examine the inconsistent responses.

IX.   Announcements
      a. Next meetings – Monday, January 11, 2016, 10-3 at Moorpark College
      b. CTE Curriculum Academy, January 14-15, Napa Valley Marriott
      c. Instructional Design and Innovation Institute, January 21-23, Riverside Convention Center
      d. Accreditation Institute, February 19-20, Marriott Mission Valley, San Diego
      e. Academic Academy, March 17-19, Sacramento Grand Sheraton
      f. Spring Area Meetings – April 1st (Areas A and B), April 2nd (Areas C and D)
      g. Spring Plenary Session, April 21-23, Sacramento Convention Center/Sacramento Grand Sheraton

X.   Adjournment

Status of Previous Action Items:

      a. Meeting calendar – in progress. The committee approved the calendar through January 11, 2016. The spring calendar still needs to be determined.
      b. Regional coordination survey – in progress. The survey was distributed to the field on October 8. The deadline for responding is November 1. Staff will compile the results and draft a summary report.
      c. Effective curriculum processes position paper – in progress. The white paper will be incorporated into the position paper. The paper outline needs to be approved by the Executive Committee at its 11/4 meeting, with draft paper going to Exec for a first reading in February and

action in March for approval by the body in April.

d. COR paper revision – in progress. A workgroup will review the 2008 paper and identify which parts need to be updated. The outline should be submitted to the Executive Committee for approval by it's February meeting.

e. Separate definition of Basic Skills for ESL (Resolution 7.05 F14) – in progress. The committee will research definitions of basic skills and bring back for discussion at the January meeting.

f. Availability of major prep classes (Resolution 9.04 F12) – in progress. Ginni and John will draft a Rostrum article.
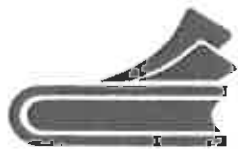
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Faculty Development Committee
Thursday December 3rd, 2015
10:30 AM – 12:30 PM

Members Present: J. Adams, R. Cabral, A. Foster, C. Rutan, K. Oborn, K. Schaefers, C. Smith

Meeting began at 10 AM

1. Order of the Agenda: The agenda was approved as presented.

2. Approval of Minutes – September 26, 2015: The minutes from the September 26th meeting were approved without changes.

3. Debrief from Fall Plenary Session FDC Breakout: The plenary session breakout was well attended and many of the suggestions that came up had already been discussed out the September FDC meeting. Alternative means of professional development included consolidating multiple regional topics into a single weekend, the use of podcasts, and increasing the use of webinars. Suggestions from the breakout session may be included in the ASCCC professional development plan.

4. Update on Resolution 19.03 Spring 2013

   > *Resolved, That the Academic Senate for California Community Colleges work with statewide bargaining organizations and other relevant constituencies to develop training materials and/or other guidance to help local colleges and districts establish effective training processes for faculty engaged in peer evaluation.*

   This resolution was initially assigned to as task force in 2013-14. That task force did breakout sessions at both fall and spring plenary, but were not able to collect many best practices to be disseminated. The 2014-15 Professional Development Committee recommended that this resolution be assigned to Educational Policies to research the best practices. C. Rutan reported on conversations with the Educational Policies chair, D. Davison, to have Educational Policies research best practices in peer review and the Faculty Development committee would use that research to develop a new module for the Professional Development College. This recommendation will be submitted for approval by the Executive Committee in January.

5. Barriers for Professional Development: C. Rutan reported on discussions about potential barriers that have come up during the professional development meetings of the Institutional Effectiveness Partnership Initiative. These barriers include having time to attend more in person trainings and cost of attending those events, both barriers that have been previously discussed at FDC when looking at other means of offering professional development. The information was provided to update the committee about other professional development conversations that are happening at the state level and to show how timely the conversations for the professional development plan are.

6. ASCCC Professional Development Plan:

   The committee reviewed the draft notes for the professional development plan that were developed at the September meeting. J. Adams describes that the plan needs to include goals, objectives, and actions for each objective. The first goal proposed was to "Deliver a comprehensive professional development program for all faculty in the California community colleges." It was suggested that a single goal might be sufficient for the professional development plan. Objectives for the plan include diversifying the faculty in the California community colleges, evaluation of professional development offered by ASCCC, offering professional development using different modalities, and increase partnerships with other statewide organizations. C. Rutan and J. Adams will consolidate all of the suggestions into a draft plan that will be discussed at the next FDC meeting.

7. Scheduling Next Meeting: The next FDC meeting will be held using Zoom on Monday, January 11, 2016 from 1 PM until 3 PM.

Meeting adjourned at 11:45 AM

Approved January 11, 2016

Respectfully submitted,

Craig Rutan
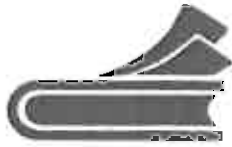
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ASCCC Noncredit Committee
Minutes
October 26, 2015
9:00am-10:00am

Meeting Type: Call Confer

1. Agenda approved and note-taker assigned; Roll call
   Present: Cheryl Aschenbach, Diane Edwards-LiPera, Alicia Munoz, Julie Nuzum, Jan Young.
   Absent: Melody Nightingale, John Stanskas
2. Approved September 28 minutes
3. Important Dates and Information
   - Fall Plenary November 5-7 (Irvine) *Diane, Jan, and Julie will present*
   - Curriculum Regionals November 13 & 14 (North & South)
     Cheryl shared that as part of a noncredit breakout, Ann Lowe from College of the Canyons will be presenting information about how Canyons converted their arithmetic classes to noncredit.
   - ASCCC Noncredit Committee December 4 *at Glendale College*
   - ASCCC Noncredit Committee January 11 @ 9am, CCC Confer
   - Instructional Design and Innovation Academy January 21-23, 2016 (TBD)
   - ASCCC Noncredit Committee February 1 @ 9am, CCC Confer
   - ASCCC Noncredit Committee February 29 @ 9am, CCC Confer
   - Academic Academy March 17-19, 2016 (Sacramento)
   - ASCCC Noncredit Committee April 4 @ 9am, CCC Confer
   - Spring Plenary April 20-23 (Sacramento)
   - ASCCC Noncredit Committee May 2 @ 9am, CCC Confer
4. Noncredit Liaison Update
   - *The expectations for noncredit liaisons developed at our last meeting are on the Executive Committee agenda for action on November 4.*
5. Association of Community and Continuing Education (ACCE)
   - *Last year, Madelyn Arballo from Mt. SAC was an ACCE liaison to the ASCCC noncredit committee, and she's interested in continuing to work together this year. We'll make sure she's invited to future Noncredit Committee meetings.*
   - *On November 12 ACCE is holding a Southern Regional meeting at South Orange CCD's Anaheim campus. Cheryl will be attending.*
6. BSAC Update
   - *Cheryl and Madelyn Arballo are co-chairs of the Chancellor's Office Basic Skills Advisory Committee this year.*
   - *Interesting info from a Chancellor's Office update at the BSAC meeting: Ten largest programs of CDCP produce 81% of the noncredit courses; 32 smallest produce 19%. Many don't produce any noncredit CDCP FTES currently.*
   - *Many districts do not understand how to create noncredit programs. Some need assistance with coding courses correctly. Jan pointed out that ACCE can provide a coding presentation.*
   - *Discussions are underway about combining elements of SSSP, SEP, and BSI plans.*
7. Fall Plenary noncredit breakouts (Update)
   - They Showed Us the Money, Now Give Them the (Non)Credit: Effectively Implementing CDCP Noncredit (with ASCCC Curriculum Committee)
     Representatives of College of the Canyons will be presenting with Cheryl and John Freitas. Cheryl and John will present noncredit basics while COC folks present on their transition of arithmetic courses from credit to noncredit.

- Are You Talking about Noncredit on Your Campus? You Should Be
  Jan, Julie and Diane will facilitate a presentation about how noncredit should be part of the discussion around SSSP, SEP, BSI, AB86/AEBG, Workforce Taskforce, and more.

8. Instructional Design and Innovation Academy
   Takes place January 21-23, 2016.
   Cheryl submitted two proposals on behalf of the Noncredit Committee

   Panel: Utilizing Noncredit in Innovative Ways to Increase Student Success
   Have you wondered about noncredit courses but aren't quite sure how they can be used? Noncredit isn't just for ESL! Join this panel of representatives from colleges who are using noncredit curricula in ways that serve basic adult education needs (AB86/AEBG), workforce needs, and basic skills needs. Learn about what they're doing, how they implemented the courses and programs they have, and what roadblocks they encountered. Leave with innovative ideas for developing and using noncredit on your own campus.

   Noncredit: An Innovative Approach to Serving Students
   In 2014-2015, six community colleges districts generated 62% of the statewide noncredit FTES while the next five highest generated only 13% combined, less than each of the top two noncredit FTES generating districts. If you're one of the schools outside the top eleven and are interested in how your school can generate more noncredit FTES to meet student needs, join us for a brief overview of noncredit as well as discussion about the role that noncredit education plays in CTE, adult basic education, transitioning students from adult school to community college, supporting credit courses, and serving as prerequisites for basic skills classes.

   - *Cheryl and Diane will be attending the IDI; Jan and Julie will not be. Others are unsure at this time.*
   - *Ideas for panel presenters included examples of SSSP-funded noncredit assessment courses, Pasadena College's noncredit Disabled Students program, CTE Stacking certificate program with medical front and back office certificates, Southwestern's pre-apprenticeship program or noncredit retraining readiness program, Glendale's math pre-assessment course or noncredit accounting course, or Cypress/North Orange's pharmacy tech program with overlapping credit and noncredit paths.*

9. Other
   - Jan suggested we build a list of model programs to share with interested colleges. This could involve doing a survey to gather input about types of programs and key contacts to serve as a resource for others. Everyone agreed this is worth exploring.
   - What about having a manual about how to do noncredit? There is a resolution for Fall Plenary to update the Senate's noncredit paper and the Chancellor's Office Noncredit-at-a-Glance document, but maybe a how-to manual is also necessary.

10. Adjourn
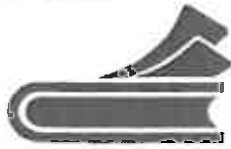
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ASCCC Noncredit Committee
Minutes
September 28, 2015
9:00am-10:30am

Meeting Type: Call Confer
Meeting Name: ASCCC Noncredit Committee Meeting
Telephone Conference Line: (888) 450-4821
Participant Passcode: 315147
Presenter Passcode: 2005590

1. Agenda approved and note-taker assigned; Roll call
   Present: Cheryl Aschenbach, Diane Edwards-LiPera, Alicia Munoz, Melody Nightingale, Julie Nuzum, John Stanskas, Jan Young.
2. Approved August 31 minutes
3. Important Dates and Information
   - Agenda Items for November Executive Meeting due Oct 20
   - Area meetings October 23 & 24
   - ASCCC Noncredit Committee October 26 @ 9am, CCC Confer
   - Fall Plenary November 5-7 (Irvine)
   - Curriculum Regionals November 13 & 14 (North & South)
   - ASCCC Noncredit Committee December 4, Location TBD
   - ASCCC Noncredit Committee January 11 @ 9am, CCC Confer
   - Instructional Design and Innovation Academy January 21-23, 2016 (TBD)
   - ASCCC Noncredit Committee February 1 @ 9am, CCC Confer
   - ASCCC Noncredit Committee February 29 @ 9am, CCC Confer
   - Academic Academy March 17-19, 2016 (Sacramento)
   - ASCCC Noncredit Committee April 4 @ 9am, CCC Confer
   - Spring Plenary April 20-23 (Sacramento)
   - ASCCC Noncredit Committee May 2 @ 9am, CCC Confer
4. Adult Education Block Grant (AEBG) Summit update (Information)
   Diane Edwards-LiPera, Melody Nightingale, and Cheryl Aschenbach attended the AEBG Block Grant Summit in Sacramento on September 24-25, 2015.
   Highlights of the meeting included:
   - *The template for the Governance Structure of each consortium needs to be submitted.*
   - *The money allocated to each consortium needs to be spent.*
   - *Best Practices*
     - *The Pasadena Consortium has created a new noncredit CTE program for developmentally disabled adults.*
     - *IBEST is currently being used at NOCCCD to help accelerate student progress as they pursue academic or career pathways.*
     - *College of Marin and Tamalpais Adult School have created seamless transitions between schools for adult school students.*
5. Noncredit Resolution (Information)
   Committee reviewed draft resolution calling for update of the 2009 Senate noncredit paper. The Curriculum Committee has also developed a resolution to revise the Senate noncredit paper as well as the Chancellor's Office Noncredit At-A-Glance document. The committee agreed that combining the papers into one document is a good idea and that a single resolution would be appropriate.
6. Fall Plenary noncredit breakouts (Discussion)

- They Showed Us the Money, Now Give Them the (Non)Credit: Effectively Implementing CDCP Noncredit (with ASCCC Curriculum Committee)
  Members or guests of the ASCCC Curriculum Committee are planning to speak on this topic with Cheryl and John Freitas.
- Are You Talking about Noncredit on Your Campus? You Should Be
  Jan, Julie and Diane will facilitate a panel discussion. Cheryl will be the moderator. Cheryl will draft a description and send it to the presenters.

7. Noncredit Liaison – Expectations (Discussion/Action)
   This is in response to a resolution from spring to identify a Noncredit Liaison. A list of expectations needs to be created for the position. The committee looked at the expectations of the CTE Liaison and made some revisions. Cheryl will send the draft around for review and then will submit it for action at the November Executive Committee meeting.

8. Call for Presentations: Instructional Design and Innovation Academy
   Takes place January 21-23, 2016.
   The deadline for proposals (individual or panel) will probably be extended, but priority will be given to those proposals that are submitted early.
   The focus of the proposals should be on instructional design and innovation.
   Possible topics for proposals:
   - *Seamless transitions from adult schools to community colleges.*
   - *Noncredit and/or CTE support courses for credit courses.*
   - *Panel discussions should focus on what the group did and what the process entailed.*
   - *Panel discussions may be used as a basis for break-out sessions.*
   - *A breakout should be devoted to a presentation by the Chancellor's Office on noncredit program as pre-requisites/co-requisites for credit programs.*
   - *An update on noncredit certificate programs should be provided by the Chancellor's office*

9. Other
   - Update on FON requested by Jan. John filled everyone in on current status.

10. Adjourn
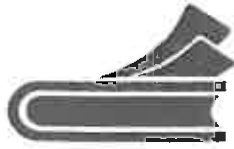
Academic Senate
for California Community Colleges

L E A D E R S H I P .   E M P O W E R M E N T .   V O I C E .

ONLINE EDUCATION COMMITTEE
Monday, 11 January 2016
10:30 AM – 11:30AM
CCC Confer
Participant Passcode: 531488
Toll free number: 1-888-450-4821
AGENDA

I. Call to Order – 10:35am
    a. Members present: Dolores Davison (chair); Wheeler North; Joe Perret; Sanya Soyemi; Fabiola Torres

II. Approval of the Agenda – Approved by consensus with addition of item IV(c)

III. Discussion items, with action as needed
    a. Review of IDI breakouts
        i. Online Professional Development (Friday morning) – Fabiola, Sanya, Dolores – focus on part time opportunities, non traditional PD, use of online modality; Fabiola to take lead
        ii. Constructing Learning Environments (Friday afternoon) – Fabiola, Joe, Dolores – need for faculty involvement in construction of both physical and online classrooms; pedagogy and need for faculty participation. Fabiola and Joe to talk off line to create.
        iii. MOOCs and High Touch Courses (Thursday afternoon) – Dolores, Sanya, Fabiola – use of contact, high touch, personal touches to attract and connect to students (increase in retention) – Dolores to take lead
    b. Preparation for OE Regionals
        i. College of San Mateo, Friday, 8 April -- confirmed
        ii. TBD (Glendale?), Saturday, 9 April – to be confirmed by David Morse
            1. Breakout topics –agenda with possible breakouts approved by exec last weekend; committee will narrow topics to 6 options and volunteer to be involved – all committee members
            2. General session – what to cover – updates, initiatives, general topics (accreditation, curriculum, CCCCO) – Dolores, Wheeler, John Freitas (Curriculum chair)

IV. New Business
    a. Resolutions assigned to OE
        i. 7.03 (S15): Accurate Information in the CVC – maybe not be an OE committee topic; will check with David Morse/Julie Adams
        ii. 9.01 (S15): Online Education Rubrics – cover in Rostrum article with links/references to effective practices?

          iii. 9.07 (S15): Definition of Regular, Effective, and Substantive Contact – may involve Curriculum, SACC, others if Title 5 changes become necessary

          iv. Dolores will check on any additional assignments and update the committee

    b. Breakouts for Plenary session (topics) – Accreditation and OE (being done at the AI but might be worth bringing up to Senate presidents); topics due by 21 January; will submit "Hot Topics" as place holder

    c. Annual Report – committee report due in February; Dolores will start draft and distribute for additions/comments

V.   Announcements

    a. CTE Curriculum Academy – January 14-15, Napa Valley Marriott

    b. Instructional Design and Innovation – January 21-23, Riverside Convention Ctr

    c. Accreditation Institute – February 19-20, Marriott Mission Valley - San Diego

    d. Academic Academy – March 17-19, Sheraton Sacramento

    e. Online Education Regionals – April 8-9

    f. ASCCC Spring Plenary – April 21-23, Sacramento Convention Center

VI.   Adjournment – 11:27am

Part-Time Task Force Meeting Notes (DRAFT)
January 13, 2016

Present: Wheeler North, Julie Adams, Roseann Berg, John Freitas, Kristen Huyck

Update on Executive Committee Discussion: The discussion at the January Executive Committee was reviewed. Adams reminded the group that Exec directed the PT Task Force to develop a near-term and long-term plan with goals for the ASCCC to work on part-time issues. Adams also recommended that another in-person meeting be planned for the spring to flesh out the plan. Adams articulated the following possible goals: professionalizing the part-time faculty, developing a part-time research agenda, and ?

ACTION: Adams will solicit/survey potential actions/activities from the members of the task force that align with the articulated goals.

Spring Plenary Planning: North suggested that a spring plenary breakout be designed to encourage full-time and part-time faculty, as well as administrators, to attend so that there can be a conversation about how to meet the needs of part-time faculty. Huyck and Berg were asked if they can attend plenary. Both will try to attend one or two days if possible. Possible resolutions: encouraging local senates to establish mentoring programs for part-time faculty. ASCCC to work with local senates. Regional approaches to professional development, networking. Perhaps assessing effectiveness of the Chancellor's Office registry.

ACTION: Freitas will work on resolution.

Part-time Caucus: North noted that the Part-Time Caucus cancelled its meeting at the fall 2015 plenary session. There was a discussion about what happens if a caucus repeatedly cancels meetings. There was a concern expressed about the inclusivity of the current Part-Time Caucus. North will bring an agenda item to the Executive Committee about the responsibilities of caucuses.

Rostrum Article: Article submitted for September Rostrum will be reviewed and edited as needed for submission for the February Rostrum.

Professional Development Modules: Adams will start focusing on the PD modules once CTE Curriculum and Instructional Design Institute. North will send out a Doodle poll to determine a possible meeting date in February or March (???)

Increasing Part-Time Faculty Participation: there is a concern about the participation on this task force. Adams and North will discuss this offline.

Announcements: CTE Curriculum Institute, Instructional Design Institute, Online Education regional meetings, Noncredit regional meetings, Spring Plenary

Adjourned at 11:19.

Fall Southern Workshop
November 12, 2015

NEW MATH: PLANS + PARTNERSHIP = POTENTIAL

9:00-9:30am	**Continental Breakfast**
9:30-9:45am	**Welcome** **Jarek Janio, Ph.D., ACCE President, Faculty Coordinator, Santa Ana College** **Valentina Purtell, Past ACCE President, Interim Provost of North Orange County Community College District**

CONTINUING EDUCATION TRACK

9:45-10:45am **The Latest on the Institutional Effectiveness Partnership Initiative (IEPI)**

Hear the latest update on the Institutional Effectiveness Partnership Initiative (IEPI) efforts to date, and plans for this year, including changes to the Framework of Indicators, colleges that are involved in Partnership Resource Teams, upcoming specialized training activities, the Online Clearinghouse of effective practices and the new IEPI Communications Plan. Come learn about possibilities for ACCE to partner with IEPI related to workshops/statewide trainings focused on CDCP and noncredit.
-- *Facilitator: Theresa Tena, Vice Chancellor of Institutional Effectiveness, California Community College Chancellor's Office*

| 10:45-11:00am | **BREAK** |

| 11:00am-12:00pm | **SSSP Updates from the Chancellor's Office** |

Our Noncredit SSSP Plans have just been submitted to the Chancellor's Office. What's next? In this session, Chris Graillat will recap the plan's guidelines and share new developments at the state level, including the new funding formula's transitioning timeline and the MIS/accountability measures specific to noncredit core services of orientation, assessment, education plans, counseling services, and other/follow-up services.
— *Facilitator: Chris Graillat, SSSP Specialist, California Community College Chancellor's Office*

| 12:00-1:00pm | **LUNCH** |

| 1:00-2:00pm | **Adult Education Block Grant (AEBG), AB104** |

Learn more about the implementation of the Adult Education Block Grant, a collaboration between community colleges and K-12 adult schools. The AEBG budget bill (AB 104) outlines specific requirements that consortia must follow to align and deliver regional educational services and create pathways to post-secondary and employment. Hear the latest AEBG updates and then ask questions about AEBG, upcoming requirements, and accountability metrics.
--*Facilitator, Neil Kelly, Specialist, California Community College Chancellor's Office*

| 2:00-3:00pm | **Roundtable Discussion- AEBG** |

Wrap-up the Southern Workshop with a panel discussion facilitated by Neil Kelly from the Chancellor's Office. Panelists are heavily engaged with Regional Consortia Implementation and will discuss challenges, opportunities, and share best practices that will benefit adult educators in navigating through AB104.
Facilitator: Neil Kelly
Panelists:
— *Jesse Crete, Adult Education Block Grant Project Director*
North Orange County Regional Consortium;
--*Dr. Jim Lancaster, Dean of Curriculum, Career/Technical and Continuing Education, Citrus Community College;*
--*Dr. Alfred Ramirez, Dean, Workforce Development, Continuing and Community Education, Glendale College;*
— *Jose Vargas, Vice-President, Continuing Education,*
Rancho Santiago College

BSAC Meeting – October 15, 2015

$60 million Transformation Program; $10 million CSU Partnership Program

Council of Chief Librarians have asked to be represented in this group; they have representatives on other committees. They see themselves as integral to basic skills and BS resources and feel the library perspective is important to discussion. There is no interest in adding a CCL representative now.

Ginni suggested we have co-chairs with a faculty member and an administrative member. Eric shared that we anticipate meetings once a month and there is a lot of work to do so co-chairs could be useful. Alketa, past chair, agreed. The committee is in support of the idea. Bylaws need revision, so MSCU. Cheryl elected for ASCCC. Madelyn Arballo elected for administration.

Mission statement. Ginni proposed a revision to include mention of Academic Senate and Chancellor's Office specifically in the first sentence. Mission statement was revised to remove any reference to composition.

Committee meetings.
LeBaron shared that the type of work we can expect to be doing: advanced integrated planning (includes SSP & SEP), review of BS & other expenditure plans, feedback on RFA development for Transitions and Partnership, plus other ideas/tasks generated by the committee. LeBaron felt that a combination of live and conference. First project according to Eric is the RFAs. LeBaron said he could set up a process to collect input from groups. CSU also wants to be involved in Transitions RFA.
Next meeting: Dec 10 10-3 tentative (review RFA after getting input from our groups).

LeBaron: BOG Retreat BS Update
September retreat included two presentations: one on Workforce recommendations and a second on basic skills. BS included a range of presentations including 3CSN, Eric shared info, Vice-Chancellor gave information. Eric shared that intent was to share some success stories with BOG. BOG has expressed interest in BSI (since it's been around since 2007). Another presentation is scheduled for January at the regular Board meeting for another update to share the work done on the two RFAs as well as reporting whether we've moved the needle enough given the investment in BS. Are we making the difference?   Background: system invested 2007 $33 million initially annually in BS. $20 milliion starting in 2009. Now $70 million (1 time money), so it gets a lot of attention. Susan offered that she has stories regarding positive impact of BS, and LeBaron encouraged us to connect personal stories to BS when possible; he may need more information. Kathy Ilowsky reminded everyone that there is a Basic Skills Completion book available that has research-based documentation on practices throughout our system.

LeBaron: CCC System Budget Request for Basic Skills Initiative

This year we got almost $1 billion dollars more than in the past. Another budget change proposal has been submitted for nearly another $1 billion. One item that was noted in the request was an additional $20 million on-going for BS on top of regular $20 million. That was approved by BOG and is at the Dept of Finance. We'll find out in January with the release of the budget if it's included in the Governor's proposed budget (based on proposed revenues).

3CSN Plans for 2015-2016 (Jeanne Costello for Deborah Harrington)
mission – curricular and instructional redesigns in support of …
funded by BSI – professional development in support of BS student success. RFA created, housed at LACCD.
Theory of Change – use communities of practice models and networks. All leaders are practitioners.
According to Eric, 3CSN can be looked at as a vendor from within the system. Yet Ginni pointed out that there isn't any connection to the ASCCC.

Barbara Ilowsky shared that NADE Conference in March also includes a 2-day pre-session.

Noncredit and CDCP Update
Madelyn is on ACCE board. Emphasis is on AEBG, Noncredit SSSP, CDCP equalization funding. All provide an opportunity to expand services and better develop infrastructure especially an increase in full-time faculty in noncredit. Another emphasis is leveraging resources to serve all of our students – intergration of plans as much as possible rather than duplication. One of the biggest is AEBG. We're also still holding out hope that noncredit progress indicators will be included in Title 5 – changed from may to shall. Some colleges are electing to use progress indicators now, but the incentive isn't built in yet. She also indicated that there is some interest in updating the Basic Skills Completion book to further include noncredit successes based on research.

LeBaron shared CDCP update.
Must report number of CDCP courses and programs created annually – required by statute coming out of SB361.   2014-2015 42 districts used CDCP (30 did not). 10 largest CDCP districts represent 81% of all of the CDCP-approved courses (not necessarily offering).   June 30 approved Cert Completion: 514; Cert Competency 94. Short-term vocational is biggest area: 283 completion & 39 competency. ESL/VESL second biggest area.

Eric – Basic Skills by the Numbers – comparing BS Cohort Tracker with Course Completion Rates
Suggests both are needed – not one over another. Course Completion rates system-wide 2007/08 to 2014/15 demonstrate positive trends in ESL but not in English, reading, or general math over the last three years.
This committee needs to consider the future computations to decide what advice to give to CO regarding changes in analysis to support BS strategy implementation. Suggestions that we consider having a work group to explore the feasibility, plus to look at how to make the measurement methods consistent between the different plans.

BSI Plan Summaries

The plan responses (101 total; others granted an extension) have been compiled into a single spreadsheet. Demonstration of responses to Question 4a sorted by type of treatment using the e-resource (with the potential to update the e-resource along the way). Question was asked about how SEP and SSSP were reviewed, and whether that would be useful for us. No analysis was done prior; just full plans were received and reviewed. There was a disconnect between rubrics and plan construction, so much was learned. Alketa suggested that we do a similar process to SEP/SSSP if we want to give feedback to the colleges – that was helpful to colleges. A rubric is something that was considered important only if given to colleges in advance. LeBaron would like to see a working group to discuss how to organize this information in the future (for next version) for analysis and for sharing across the system – suggest a process as an outcome of the work group's effort. **Madelyn, Alketa, Kathy all volunteered**. Everyone else was encouraged to share input with the other three. Ajani and Jillian from the CO will also support their efforts.

CCC Basic Skills Transformation Program discussion SB 81 (look at language sent by LeBaron in June)

LeBaron sent language for both programs to the committee in June; not much has changed as it was approved by the Legislature. Jeff Spano and Paul Steenhausen were both present and can support discussion around the Transformation Program. $60 million one-time money – must be allocated this year. Colleges would have two additional years to expend the funds.

Paul – is there a chance for Success Center help to make the T-grant a big success? How can we get the biggest bang for our buck? Idea: provide support for colleges who want to apply for these funds. In applications, colleges must identify two or more evidence-based strategies. Suggestion to provide help on the front end to help colleges think about the evidence-based strategies available. Invite teams from colleges to workshops, have colleges with effective practices to serve as resources, and have them work together to think through a college's application. Goal would be that college leaves with an outline of their application. There would also probably need to be some technical assistance once colleges are selected. Suggestion from Jeanne Costello to consider ways to fund organizations (like 3CSN) to support college efforts instead of putting money directly into colleges. LeBaron shared that the trailer bill language is very prescriptive and applications must be made by colleges (not organizations). Additional suggestion from Barbara to pull together a sample of colleges who have implemented a strategy but haven't yet institutionalized it yet – discuss with them what it would take to institutionalize the effort. Mistake would be to spend the money studying programs and projects. LeBaron said we are interested in supporting the e-resource product that has been published from within the system. Alketa pointed out that there needs to be some thought as to how pt faculty are involved since they teach BS students, as well as some consideration of collaboration with K-12 – is there room for collaboration? Ginni suggested expecting the emphasis to be on scale rather than new programs – as Barbara talked bout. Paul said the legislation certainly supports scaling up.

CCC Partnership Pilot Program Ed Code 88700

Grants to be given for CCCs who partner with CSUs to deliver BS Education to CSU students. Expectation of 5 $2 million grants. Funds must be encumbered by June 30, and colleges have two years to spend the funds.

Considering a regional approach. Intended that CSU students needing remediation would do it through CCCs. Julie A recommended that this program be taken to ICAS for discussion since it involves multiple systems and should be driven by faculty rather than administration within the systems – LeBaron and Julie will talk more about this for the January ICAS meeting. At the same time, BSAC can continue to talk about it.

Integrated Planning

Basic Skills, Equity, and SSSP – three categorical programs that have $500 million allocated between them. There is an interest at the CO to integrate the planning for these three plans. With the help of IEPI & Student Success Center, the CO would like to put together an event to bring people together to talk about how to integrate the planning. Would like a workgroup to work with CO to put that together. LeBaron will either request funding to do this, or Julie A suggested that it could be a part of the IDII in January. He needs a workgroup from this committee to participate in planning. Jeanne also shared that 3CSN has already been doing some integrated planning workshops in different environments. LeBaron also suggested that colleges create plans in spring in advance of budgeting the following year rather than planning to spend this year's funds next year as has been the practice for BSI funding (and the other plans to some degree as well). Workgroup: **Jeanne Costello, Susan Gaer, Cheryl Aschenbach**

Update on noncredit progress indicators

Ad-hoc this summer. Came to the conclusion they would support a T5 change. Had to see about mandanted costs, did a survey to determine impact, and had internal discussions. In support of noncredit grades for CDCP courses. MIS has set up the ability to college SP grades. Need to meet with legal affairs to address T5 changes. Grade reporting would become a condition of participating in a CDCP program; LeBaron thinks noncredit repetition may become an issue if students are receiving completed grades (not SP or NC – only a passing grade) – may become an unintended consequence. The question is whether we'll need to address repetition or not. The top 7 are being polled to see how that might impact their programs.

Begin to think of notion of 3 plans. LeBaron will get templates for us to discuss. Start by looking at three documents for key integration points. Ask Jeanne about the 3CSN crosswalk she mentioned – first the WHAT. The second part is the WHO – how do we lead this effort? Breakouts? General Session? Brainstorm how to accomplish this.

BSAC Meeting – Sacramento, CA - December 10, 2015

Submission timelines – BSI plans 2016-2017
- 2014-2015 date was 10/15/14
- 2015-2016 date was 10/01/15
- Both submission dates are 25% into fiscal year
- For the first few years, the BSI $$ wasn't in the January budget so time was given for schools to pull plans together for submission in October
- There have been discussions at CO about moving BSI submission dates to spring. It seems more sensible to do plans in advance of fiscal year.
- Proposed submission date for 2016-2017 of May 16. We will know what money is present by January and February based on P1 as well as P2 (end of April).
- Allocation list is on the website. One third of schools get $90,000. Anything between 4800 & 5000 FTES gets $90,000; more for those with more FTES.
- Advantages and disadvantages:
    - Adv-Dialog could happen in spring rather than as everyone comes back to get a semester started.
    - Adv-Plans could be developed before spending commenced rather than 25% into the funding year.
    - Disadv-could be more difficult to do the process (RFPs, review process) on some campuses in a shorter period spring 2016. Suggestion: move date for 2017-2018 to give colleges more lead time to prepare for the shift.
    - Disadv-while initial allocation may be known in January, revisions may be made in April with P2, which may lead to the need for last minute changes to a campus's plan. Plus, some colleges/districts kick plans back locally if budget doesn't match allocation. LeBaron pointed out that the recalculation in October will also change numbers a little bit; it's difficult to be exact. Suggestion for submission later in May or in June to allow more time for P2
    - Disadv-P2 only affects credit since noncredit relies on positive attendance and isn't determined until the end of the semester. This makes budgeting for
- 2016-2017 may be too soon; 2017 is better for the adjustment from October to end of spring. Instead of mid-May, June 15 is suggested.
- Suggestion that expenditure reports be submitted by September 1. The earliest they can be requested is 30 days after end of fiscal year, but schools have preferred more time to prepare the reports. Have been October 1, but there is interest for moving them forward.
- This effort only applies to BSI, not SEP and SSSP because those are 3-year plans that aren't completed and submitted annually (even though that is happening now).

Workgroup on reading 2015-2016 BSI Expenditure Plans (see handout from workgroup)
- A rubric should be going out with plans so campuses can know what they're being measured against.
- It may be useful to look at extended performance rather than single-year performance
- Interest in having a 1-day workgroup meeting to pull together information beyond the info Jillian already pulled together. Interest in seeing what assistance colleges need for measuring and reporting. Suggestion that this group meet in LA area sometime in February.
- There can also be people with specific expertise in areas to look at the
- Definitely want to look at activities to see where colleges are spending the funds.

- Once everything has been read and reviewed, a rubric could be created to give better information to colleges as well as to share some of the best practices being seen in plans.
- The group also looked at the expenditure report from this year, and there were questions about why some of the data was being collected differently this year (z score); some felt the data submitted was a lot of work without much information generated. Perhaps RP Group could give suggestions for how we can best collect useful data.
- Suggestion to return to previous expenditure report method with addition of addressing achievement gaps and commenting on how those gaps are being addressed.
- LeBaron's feedback is that the z score was intended to inform the narrative. CO isn't locked into numbers for numbers purpose but have been asking about the differences between the data points and the z score was intended to help determine if results are significant.
- The data needs to be looked at to see if distributions are approximately bell-shaped, and if they aren't, then the calculation is meaningless. The assumption is that the data was examined to determine if the calculation was appropriate and useful. If that wasn't done, we're calculating for the sake of calculating.
- LeBaron shared that the impression of the BS program by the legislation is that the program has been ineffective. The idea is that if you're not aware whether you're being effective or not, it becomes a moot point to do the BS programs. While the z test may not be necessary, there is direction in the legislation to collect and calculate certain data.
- Concerns exist about the data being used for the BS cohort tracker because we are measuring the wrong things for success. Transfer level math isn't necessary for certificates or non-transfer degrees, yet those students are counted with transfer-oriented students in the data tracker. There is the perception that we aren't doing enough to help BS students succeed, and this may be accurate, but not to the point the data tracker suggests and not to the point that all populations are being affected the same way.
- What can we do to change the perception by communicating the fact that the data isn't accurate? Can we weed out the populations designated as certificate or vocational certificate and keep only those declaring undecided or transfer.
- LeBaron shared that based on 88810 and funding practices, colleges may not be able to receive funds for anything outside the six practices designated, and those practices won't fund anything below three levels of basic skills.
- May need to get RP Group and CO IT to work together to explore a way to add a tool to tracker so students are calculated based on educational goal and expected level of basic skills attainment. Discussions also need to include the number of noncredit students and separate indicators for them.
- Next task: this workgroup needs to identify the items on the BSI plans that need to be pulled for review by the committee. Then the entire committee will need to meet to review the plan. Need a date in February – February 18 in LA.

New workgroup on project reporting variables
- 88810 reporting component identifies 7 variables as the floor for reporting. Others can be reported, but seven provide the absolute minimum. Alketa started a conversation after our October meeting about the reporting requirements for 88810 and other variables we might consider measuring. A workgroup of RP Group members and members of CO IR staff with Academic Affairs staff may meet to discuss reporting elements. An invitation also extended to LAO office because it will be compiling the report that is sent to the legislature.

- o Do we compile more than 7 variables? If so, what other variables. Eric Nielsen suggests 15, but this group will need to have conversation.
- o Do we need to do a rigorous evaluation plan?
- o Besides the e-resource, is there some other way of gathering evidence to include practices as effective. What measures do we include? What is acceptable as "evidence-based"?
- o Alketa (BSAC rep) + 3 RP Group + Eric Nielsen (Chair as BS Specialist) + Alice (Head CO IR) & 2 CO IR reps
- o Suggestion to include a faculty member – a BS practitioner
- o This group would have a very short timeline because it's tied to the RFA development. After that task, the group could proceed to discuss data tracking and scorecard metrics with BSAC.

Workgroup on integration of plans
- • As part of discussion about what type of event to have, the memo about the Student Success Conference came up – BSAC should have been informed because the event could be an opportunity to accomplish workgroup goals.
- • CO internal meeting yesterday. LeBaron met with Denise & some of her staff that oversee SEP and SSSP. Pam also spoken to separately. All were in agreement that BSAC should work with Student Services division to collaborate on the possible of integrating into the event.
- • Chris suggests that we look at Student Success Strand or Other Areas of Focus for a place to put presentations about coordination of plans and effort.
- • Workgroup will meet via CCC Confer ASAP to discuss what we need to do then follow up with Chris Graillat.
- • LeBaron would like to develop a sixth strand for CO SSC Conference for Coordination/Integration of plans to make the effort and information more visible and increase the level of importance.
- • Chris G's suggestion to also explore highlighting/encouraging the spread of funds across areas serving students disproportionately and use of SEP funds for BS and noncredit.

Career Ladders Project and Contextualized Learning Models – Naomi Castro
- • Career Ladders Project – nonprofit. Fosters educational and career advancement through research, policy initiatives and direct assistance to CCs and partners. Look to CCs as a way to foster workforce and economic development and to pull together students and industry.
  - o Utilize a trade as a springboard to master a basic skill and move beyond
- • Excited about high impact practices in basic skills.
  - o More accurate placement via multiple measures
  - o Career pathways that align with English and math
  - o Instructional innovations to help students get through coursework including acceleration and redesign
  - o Integrated support services for students
- • Contextualized Teaching and Learning (CTL)
  - o Instructional strategies designed to help students learn basic skills by putting them in context of a skill/trade
- • Evidence of student success, persistence, progression, motivation, and engagement
  - o Chuck Wiseley – did dissertation comparing CTL to non-CTL developmental math
- • Levels of CLT

- o Low, mid, or high depending on amount of engagement between classes, instructors, and industry
  - o Could be contextualized for a specific trade or for general trades or clusters of careers
- Career Advancement Academy
  - o Initiative funded by CO. Started in 2007. Framework that provides industry-responsive training with CTL and transition support
- Resources available in PPT that Naomi provided for LeBaron – it was shared with us.
- Barbara reminded everyone that CTL is included in the Basic Skills document produced by CO with assistance from Learning Works
- Question about process for contextualizing – Who does it? What's needed?
  - o Incentives to help instructors work together is helpful
  - o Support for instructors – professional development – summer institutes, workshops, etc
  - o Existing course outlines can be used.
  - o The key is having the right faculty teams – willingness to try new things, willingness to collaborate, willingness to adapt. Synergy matters.

RFA Process – BS Student Outcomes and Transformation (see timeline via email)
- Target is to release RFA January 10 with Regional Bidders Proposal Conferences in early February (3 separate 1-day events)
- Projects start July 1 with 3-year implementation per Ed Code. Grants end June 30, 2019. Reporting period includes period through June 20, 2020.
- Paul Steenhausen – Student Success Center – proposal trainings/Bidder's Conference
  - o Recognize programs in BS document, Senate award winning, or other recognition as models and have presenters provide specific info about their strategy for attendees of the conference
  - o Suggestion to include a CAI rep (Jennifer Coleman, CAI Director or Craig Rutan, faculty rep) for #1 because it's the system's own effort, rather than highlighting competing efforts
  - o There is recognition that some possibilities on the initial list are controversial and we need to be careful not to suggest that the CO is endorsing any particular approach. Balanced options need to be available to attendees.
  - o Discussed possibilities for each of the six categories
  - o Training will be supported by the IEPI PD grant (awarded to Chabot College)
- Proposal reading for grants process
  - o Submission via electronic format
  - o Grants manual has rules about review and scoring that we will follow
  - o Do we come together in Sacramento to read and score or have grants sent to us in advance to read then travel to a location to discuss?
  - o Training could be provided virtually in advance to ensure inter-rater reliability
  - o Committee expressed preference for having grants to review in advance, then having time for discussion afterwards
  - o Readers will be BSAC members + additional people as needed. 15-20 would be idea. LeBaron expects 70-75 applications

Partnership Pilot Program (CSU partnership)
- 5 applications, regional (consortium groups) with CSU
- Legislation is very prescriptive for this grant.

- LeBaron should be able to share the draft of this one for us next week (once the draft of the other is finished)
- Can use the same reading/rating training process for this one as the other.

NOTES:
LeBaron is unplugging as of Jan. 1 for 90 days to complete his dissertation. His duties will be temporarily handled by others in the office; actual assignments TBD.

Next meetings:
January 28 BSAC 8-9:30 CCC Confer
February 18 BSAC in LA (Reading BSI plans)
March 16 BSAC – Grant Norming 4-5pm CCC Confer
March 28 BSAC – Grant Rating/Discussion 10-4 in LA (LA Valley or LA Pierce?)

Director's Collaborative Committee Meeting
Monday, September 28, 2015
Chancellor's Office, Sacramento, California

Attendees: Alice Van Ommeren, Anna Stirling, Barbara Illowsky, Bonnie Peters, Caryn Albrecht, Chris Graillat, David Shippen, Erik Skinner, Gary Bird, Jeff Holden, Jennifer Coleman, Joe Moreau, John Makevich, Jory Hadsell, Ken Sorey, LeBaron Woodyard, Lou DelZompo, Mia Keeley, Michelle Pilati, Pam Walker, Pat James, Paul Steenhausen, Rico Bianchi, Sandoval Chagoya, Sarah Tyson, Steve Klein, Theresa Tena, and Tim Calhoon.

Opening and Introductions:
Alice Van Ommeren opened the meeting at 10:06 am. She reviewed the agenda and had members introduce themselves.

Minutes:
The minutes of the last meeting were not provided to the committee prior to the meeting today, so approval will be considered at a later time.

Approval of Charter:
The draft charter was developed by Gary Bird and Bonnie Edwards early in 2014 and had been presented to the committee for review and revision. Some revisions were made in June of last year. The revised draft charter was presented to the committee today for review and approval or editing.

The purpose of the Director's Collaborative Committee is to:
- Ensure interoperability between projects,
- Help to avoid duplication of efforts with professional development, tools developed, and RFPs sent out for vendor selection, and
- Keep all the project directors informed of what is going on with all the projects.

The committee will meet quarterly, with two in-person, and two virtual meetings.
There were no edits, comments, or objections to the Charter.

The Charter was approved.

Project Director Updates, Timelines, Sustainability, and Concerns:
Online Education Initiative (OEI):
OEI has been pursuing a busy schedule. The Course Design Rubric was completed in January and has now been used to review 80-90 courses for the Exchange. Colleges outside of the pilot are also allowed and encouraged to use the rubric as well. The course list for OEI was built by looking at core courses needed for ADT that were also in highest demand and filled the quickest; seventeen course titles were selected and are listed on the OEI website. Online Readiness Modules, along with the Smarter Measure assessment, were launched in August, largely due to the efforts of Bonnie Peters and Anita Crawley. Pilot colleges are using both the modules and the assessment, and other colleges in the system are making use of the modules which were developed under a Creative Commons license, and are available online. Eight full launch colleges are in Canvas now and using both of tutoring and readiness tools within their OEI courses. Those courses have also been enhanced for accessibility and through a review process using the course design rubric. OEI courses will make up the body of the Exchange which will allow students to take courses at other colleges. Barbara Illowsky is working on embedding basic skills resources into those classes in the pilots. There are no courses that are specifically for basic skills, but since some of the courses have no prerequisites, some students with those needs will end up in the pilot courses and need to make use of basic skills resources to support their success.

Jory Hadsell has been working on academic integrity solutions including both proctoring and plagiarism detection tools. That RFP is going out now in partnership with the Foundation, so that it can be piloted in the spring and be ready for use when the Exchange launches in the fall. A proctoring network is also being organized through the DE Coordinators to provide proctoring on site at any college in the network. Bonnie is putting out an RFP for a counseling platform that will connect online students to counselors, and she has been in communication with David Shippen and the Education Planning Initiative (EPI) on areas of overlap. At this point there is a lot of time and energy being spent on the Exchange, which will mean that the mechanism will exist if the economy takes a turn for the worse. However, there are other elements to OEI that can be used by colleges even if they are not interested in participating in the Exchange.

Pam Walker noted her appreciation for the work being done and encouraged strong communication with CIOs, CSSOs, and faculty senates on campuses to make sure that there are intersections with all areas. It is important that the good work of embedding basic skills in the pilots doesn't get missed by the colleges. Pat James explained that anything that goes out to DE coordinators also goes out to CIOs as well. She also mentioned that they are thinking about having a CIO and CEO summit since OEI hasn't had as much direct contact with CEOs especially from the pilot colleges. OEI is simultaneously starting up the Consortium, which will be the overall governing body; it will begin as a pilot consortium with twenty-four colleges, but eventually there will be the opportunity for outreach to other colleges. Pam reiterated the need to make sure that CSSOs are involved so that the valleys that can develop do not continue. Pat noted that when the reciprocity agreements were forged last spring there were Student Services officers involved in those communications.

The process followed for the selection of the CCMS began in April 2014 and ended with a nearly unanimous decision to select Canvas in February of this year. There were many stakeholders involved, and both faculty and students were quite pleased with what they saw in the demonstrations and interviews. Since then the contract has been signed and ratified and the project is supporting colleges using Canvas in various ways. The primary focus is on the eight pilot colleges currently implementing Canvas with OEI courses. There is an average of three courses per college, with twenty-seven total courses in the eight pilots; Steve Klein noted that implementation has gone fairly smoothly. There are a total of eleven colleges in the system which will be doing a full Canvas adoption and five other colleges that were already on Canvas and have now moved over to the OEI negotiated pricing. The pilot is in year one, and OEI is projecting 50% of colleges adopting Canvas within three years.

A full campus adoption for colleges means that OEI will pay 100% of the cost for Canvas for projected college adoptions, at least through the 2018/19 year. Continued funding of 2/3 to 100% is anticipated after ongoing depending upon the level of funding. Full adoption means that a college agrees to fully transition off their existing CMS after eighteen months; this will help to demonstrate the success of the project. Projections for 90% of colleges coming on by the end of the fifth year were calculated pretty aggressively but also seem to be fairly accurate based on interest expressed and the current status and timing of CMS contracts.

Alice wondered if the reason colleges are looking at Canvas is based on interest or the cost; Steve explained that it is probably a combination of both. The project is making Canvas very affordable by paying 100% of the cost through 2018/19 based on grant funding, but the product is also very modern and well-developed to meet the needs of students and faculty; no one would be interested in switching if that wasn't the case. There were nearly 70 people in the room, and 40 of those were voting members of the committee when the nearly unanimous decision was made to go with Instructure as the vendor with Canvas. The decision was based on what was best for students and could also evolve going forward. This is a modern platform, built for the cloud, and designed to work for students in a mobile environment. Despite the fact that Blackboard had about 40% of the CCC market while Canvas only had about 5%, Canvas had built the right product at the right time, with the capacity to ramp up easily that was needed for the system. Canvas is also being adopted across the country, which increases the knowledge base across

users. Another important factor was the fact that this was not just a product, but a partnership with Instructure; they had a roadmap and a vision, and they understood the vision of the OEI. They were what they said they were and that has been a credit to the company.

The eleven colleges that are doing new full campus Canvas implementations include:
- 3 of the first eight pilot colleges,
- 3 of the second sixteen pilot colleges, and finally,
- 5 colleges in the system that are not part of the pilot that also wanted to switch to Canvas.

With those eleven added to the five colleges in the CCC system that were already Canvas customers, there will be sixteen colleges on Canvas this first year. All of those colleges fall under the same pricing negotiated by OEI, because the project felt it was important to have a contract that addressed all of the colleges equally.

Some colleges are hesitant to make the change to Canvas because they don't know what will happen after 2018/19, but it is important to recognize the power that the CCC system has in negotiating contracts. This contract was beneficial to the system as well as for Instructure. Strategically it is important to keep vendors hungry and to minimize lock-in; so we should continue to look at new products coming up and treat it as an ecosystem where the vendor will want to support the CCC because it is mutually beneficial. OEI will also be looking toward preparing a Budget Change Proposal to cover the cost to continue centralized funding for Canvas. It would be cost effective for the system. If the existing funding is extended it would cover about 2/3 of the cost for the whole system. Colleges that sign on with Canvas are receiving a contract that shows the real cost for Canvas and the current 100% coverage by OEI which helps with communication about the cost. Currently the CCCs are paying a total of $14.5M for LMSs, and providing Canvas for 90 colleges would cost only $7.5M. Even if colleges needed to pay for 1/3 of the cost, that would represent 1/3 of about ½ of what they are paying now.

OEI is working with colleges and Unicon to upgrade their authentication with Shibboleth and a mini-grant program is anticipated to help support the rest of the colleges in the system in making that transition. Canvas provides guided implementation, training, and Tier 1 support, and additional training is being provided by @ONE at no cost to colleges. There are a lot of resources being provided to help campuses, including resources to help with campus discussions about whether or not to make a transition to Canvas. The transition decision is an important one, and there needs to be full campus buy-in to make that commitment.

The OEI Course Exchange is both a concept and a process to allow for a student to take an online course offered by another college if both the student's college and the college offering the course are in the Exchange. The Exchange will be piloted with the eight full launch colleges beginning one year from now, in fall 2016. This will provide the opportunity to have access to some courses from another college, but not to complete entire programs. The intent is to have agreements so that students will not be required to go through additional steps for enrollment; those business processes are what is being agreed upon among the eight pilot colleges. The home college will receive the credit, and the teaching college will receive the FTES.

There are three ways that colleges can make use of OEI resources:
- A college may not want Canvas, and not want to participate in the course Exchange, but it does want to use project resources: tutoring, readiness, etc.
- A college may want Canvas, and project resources, but not be sure that they want to participate in the course Exchange, or
- A college may want Canvas, participation in the Exchange, and also wants to use project resources.

All three levels of participation are supported and encouraged by OEI, and there are colleges engaged at all of these levels.

At this point the technical elements of the Exchange are starting to be built. The first development sprint is underway and involves OEI working Lou DelZompo and the Technology Center. The reciprocity agreements among those eight pilot colleges must be finalized including defining what it means to determine residency status, financial aid, and so on. There is a large continuum of what the Exchange will include; the first release will be for the easiest agreements that can be formalized through a data exchange, while one of the last might be financial aid considerations. This is a long term development product. Those reciprocity agreements need to be finalized and have been sent to the Chancellor's Office for approvals. Joe felt that the draft document was superb; so when that is final it will be ready to go. The team is identifying and assembling the centralized architecture and registration workflows from the eight pilots, and developing user stories. The new update of the CVC Catalog was released in the spring; it greatly increased functionality. The next development cycle will incorporate C-ID information, as well as having a content update.

There are concerns from colleges about how courses will be advertised to students, and the idea being discussed so far is that of first offering only local region options (within the college or district) and only once the available local options have been exhausted, will the same registration screen be able to present Exchange options from OEI. At that point the student will be presented with centralized pre-registration and so on.

There is some discontinuity between the OEI and EPI initiatives that would be helpful to overcome regarding how offerings are being provided. EPI selected Hobsons as a vendor for an education planning and degree audit tool, and the Starfish tool for Early Alert and retention was also included in that contract. However, although many schools already have an education planner and degree audit tool, many of those schools are interested in Starfish. Starfish is enormously popular and on a technical level it would be really helpful for colleges to be able to get Starfish coincident with their Canvas implementation.

Common Assessment Initiative (CAI):
CAI has seven different work groups that have been meeting for over a year. Prior to July groups were meeting singularly, but now they are being brought together so that general questions can be answered together. The content area work groups originally came together around developing the competency maps and are now working on item development and actual test content. The test development vendor, Link Systems International, has also met with the work groups twice to look at how test items will be developed from the competency maps.

English and ESL met together recently to determine how they will interact within the test. The recommendation is that based on pre-registration questions students will enter the assessment for English/ESL and the testlet adaptive model will move students seamlessly into or out of English and ESL as needed for that student. This means that students will not need to choose the test that they take and they will still be given the questions that appropriately determine their competencies. The outcome could in certain cases provide a dual recommendation for placement depending upon what programs the school has in place for English/ESL. This will be a huge move forward and CAI believes it will serve students better. The English and ESL work groups also talked about writing samples and what will be offered to colleges. The recommendation from the work group which will be going forward to the Steering Committee is to put out an RFP for a technology driven solution which will leverage the use of existing work and prompts from the field as well as the use of technology going forward.

The outcome of the test for both English/ESL and math will be some kind of a profile of student performance; it will not just be a raw number. As a result, there will be additional work needed locally to determine placement from that profile of competencies.

CAI is also using the work from the Multiple Measures Assessment Project (MMAP) to inform which multiple measures will be offered through CCCAssess. There is some pilot college overlap between the two projects and they are currently convening with regard to non-cognitive variables.

At this point the project is looking at some kind of dual recommendation report from the test, standard versus customized. Once a student has taken the test their high school data could provide another potential recommendation which could be considered for placement. Version 1.0 could be the standard model with standard components, and version 2.0 could have additional customization in regards to the model along with additional multiple measures.

The Test Development Process work group is currently looking at what type of approval to seek from the Assessment Standards work group, and is leaning toward not selecting a standard option and instead doing something different. Dr. William Fisher, from the UC Berkeley BEAR Center has been brought in to provide a team with psychometric expertise. This will also allow for the ability to leverage statewide resources and national and international advisors. He is also aware of work that has been done in terms of competency based test building and the results that come out of it, which is, so far very theoretical, but also interesting.

The Professional Development work group is collecting FAQs, project information, coordination of dates/offerings, and putting out an RFP for Video Production through Saddleback. They are working on trying to coordinate dates and offerings for professional development, which is a challenge, because all of the calendars are really impacted. The project is hoping to leverage statewide activities and have a presence without having to schedule a separate event. That way information can be provided while attendees are at another conference. The pilot project team plans to roll out one set of resources to test them and then they will be repackaged to go out to the rest of the colleges with the leveraged assistance of the Professional Development work group.

The Platform work group is meeting regularly to provide input into the user interface, interoperability, and reporting, through their work with the team at Unicon. The user interface is being developed and Unicon provides demos on current development to get feedback. There is also the ability on Basecamp to debate what should be made available as part of the project. John Hadad is the product manager for CCCAssess and is driving the project development. He uses the direct feedback from demos, and ongoing spring planning for development.

Overall, the project is working on defining success for the project. What can be rolled out the field and celebrated as a success, what is the minimum viable product for release, and what are the expectations? Some people feel that the product has to be better than every possible thing being used by anyone in the field, while others feel that it isn't possible to make everyone happy, so instead the goal should be to start at the minimum threshold and build upon it in the future. Colleges are seeing this as an opportunity to make changes that they have wanted to make for a long time, but previously didn't have data to support or for other reasons the time wasn't right to make changes. The project has been looking at what guidance and suggested best practices to provide.

The project is focused on assessment, not placement. This is a very important message to share. Members have learned to be careful with the language used to describe what the project will provide in terms of resources without dictating specifics. There will not be a single traditional cut score, instead a student profile of results matched to competencies, maybe in a graphic representation will be provided. That profile will be used by local colleges to determine placement. Jennifer Coleman explained the concern for Omar, a representative student, who is having challenges getting started in school. The issue of whether or not anything is being fixed if the same placement is not offered at different colleges has been brought up. CAI is using this as an opportunity to encourage regional discussions about how differing placements would affect students. Additionally, the assessment approval model that ends up being used will also determine what is needed locally in terms of validation.

The current timeline begins now and is focused on item quality and piloting specific content items, as well as looking at non-cognitive variables. Spring 2016 will be for field testing including on the

platform and test validation. The summer 2016 will be for approval and revisions, then finally in the fall 2016 there will be a phased release beyond the pilots with a focus on implementation.

The scale of the beginning of the pilot of the project has expanded significantly beyond what was originally anticipated since the sunset of Compass in November 2016 has been announced. The pilot process will now begin with the original pilot colleges, followed by sister colleges of the pilots, then Compass using colleges, and other colleges in the system. To the extent possible, the goal is to keep colleges from having to come up with an interim solution. Right now, at the pilots local implementation teams are being set up including: assessment center staff, faculty, IT, researchers, administrators, and so on. Jennifer is working in conjunction with the Chancellor's Office to put together a list of launch dates to be released to the field so that colleges can make plans. Colleges have to get on board, and some will want on right away, while others will want to wait as late as possible.

There are a number of factors that will be addressed now and on an ongoing basis with CCCAssess. It will not be a static product once it is rolled to the field, the test will need to be refreshed and approved; changes as a result of SBAC/Common Core will be needed in the near future. It will be important to maintain security of the system and the security of the test bank of questions, while also looking at how to accommodate access remotely and other current practices. How will English/ESL writing samples realistically be graded since there is not a cave of graders living under the Chancellor's Office?

The original timeline and work plan assumed purchase of an existing product, instead the project decided to build the test. As a result there is more work needed for test approval, and many of the people who would normally be involved in that review are participating in the creation of the test. Therefore it is important to make sure there are enough people who do not need to excuse themselves from the approval process to actually provide a high quality review.

Additionally ongoing faculty participation is critical to the creation of the test, and at present there are concerns about losing support for faculty participation over stipends. Jennifer noted that the issue has to do with what faculty is paid and whether that amount is a fair and equitable amount. The project has a really good relationship with the Academic Senate and contracted with the Academic Senate for representatives. The Executive Committee set the rates for faculty reimbursement, and is paying those rates. There is incredible faculty participation at a very deep level and CAI does not want to lose that participation because the project is moving into a point where there will be review of the items and actual test content. Faculty participation is essential, so the team hopes that the issue can be resolved right away.

Communication and the coordination of communication can also be an issue; Jennifer routinely gets contact from people in different departments at the same school, who have not spoken to each other. As she goes out to talk to different stakeholders she has also found that assessment center directors are ready, but the other element of how a student's results map to the local curriculum still needs to be done; that background piece is going to be important and will be huge amount of work. Another challenge is that sometimes there are local culture conflicts between departments that may cause problems. Sandoval is working on client management and tracking those local contacts so that people can be encouraged back toward integrated work at the local level. There may be mini-grants available to colleges to fund that work creating the local placement models. This work involves mapping the results to your local curriculum. Final decisions about how the output of the assessment will look have not been made yet; afterward, that mapping will need to be locally defined. There is also a local concern on the part of some colleges with respect to access to researchers. Some research departments have been restructured and they have concerns about how they will accommodate the local validation that will be needed. Finally, continuing to reinforce the message that if a test is used, colleges will be required to use CCCAssess if they want to continue to receive funding is critical.

Chris felt that it was important for the Chancellor's Office to think about how the phase in of CAI and its tie to SSSP and when funding will be cut off needs to be thought out carefully so that colleges can plan for what to do with respect to their existing contracts with Accuplacer and so on. Sarah agreed that it is important to ensure in the timeline the capacity to allow realistic time to get colleges on board. Jennifer noted that because of when the Compass announcement came out, the project has been able to provide direction to the developer that the scaling will need to be quicker and that aspect of need is being factored in now.

There will be two repositories for the assessment data. There will be a central data warehouse for storing the results when the student takes the test, those results will go to the colleges so that students don't have to carry paper. There will also be a backend system that will be used to store MIS, CCCApply, CalPASS data, etc. and the use cases for that data regarding security and workflow. How to get a more regular flow of data in a secure way and how to manage that will be important. John Hadad is working on who will have access, and what data governance should look like. Alice emphasized that the Chancellor's Office wants to continue to receive follow-up information from those in depth meetings as well.

Education Planning Initiative (EPI):
David Shippen, provided an overview of the scope of the EPI and a demonstration of the current Student Services Portal. The project has a pretty broad scope with potential touchpoints with the other initiatives in the following areas:
- Application authentication and authorization
- Workflow integration of data and movement toward synergy in data use
- Multi-college use
- Training materials and professional development
- Marketing
- Reporting and metrics

There are three elements of the EPI that many in the system want right away: the portal, the Starfish Early Alert and retention tool, and version 2.0 of the Curriculum Inventory. These tools are especially important to the system so communication is especially important to avoid rumors and misunderstandings. There will be grants to help colleges with implementation of various tools, and the project is working on developing a good process for ongoing operations.

The portal is being built using an iterative development process on secure and scalable infrastructure so that it can expand quickly for peaks and troughs of use. It has been extensively student-tested. Much of the last year has been spent on the foundation of the portal; now that the foundation work has been done the portal is at a point where development will move a lot faster. The portal will eventually include CCCApply, College and Career Explorer, and other student service tools. The project is looking at how to deal with the fact that the Luminis Portal is no longer being supported, which affects forty colleges. The portal will link together actions by the student into a student profile and workflow. Later, machine learning will be applied to interact with students in a meaningful way by: sending messages, prompting actions, and putting things in their calendar. The current version of the portal has a crisp, clean, modern looking interface. The branding, logo, and background images will be configurable by individual colleges using administrative tools.

The main content supplied to students will be presented in a center area carousel of checklist boxes. These are items that are either required of students or recommended to them. Each of the checklist boxes contains links out to tasks for the student to complete and a progress bar that fills in as they are completed; the progress bar was specifically added based upon student input. Administrative tools for the college allow the content of the checklists, number of checklists, etc. to all be entirely configurable. The design is responsive so that the portal is accessible on iPhones, laptops, etc. There is also a pin board with an app launcher with links out to portlets or sites which is configurable by the institutions and acts as a consolidated list of tools and resources that can be searched and saved by the student for easy reference.

The portal will not come with a high level of preconfigured content, instead a series of tools will be provided so that non-technical individuals in colleges and districts will be able to create content for use by their campus. The campus staff will be able to configure elements by using a form to decide on the name and the number of items on the checklist and then to develop an information page, a questionnaire, or a form with branching questions, as needed for the checklist.

Students will be able to access some tools in the portal as an unattached student before applying to college, and will be able to use it after the application process as well using their Open CCCID, even if the student's college is not interested in using the portal. Additionally, colleges may decide to use the whole portal or individual portlets within their college specific portal.

The contract with Hobsons has been signed for an Education Planning/Degree Audit tool and that contract includes Starfish, an excellent retention tool. There are eight pilot colleges that have finished contracting paperwork and are now starting implementation of those tools. The pilot colleges will be helping to develop tools and knowledge to be leveraged by the rest of the CCC system to make Hobsons and Starfish easier to implement and use. David emphasized that the project is in the business of promoting education planning, but not necessarily Hobsons; colleges may decide to remain with their existing education planning and degree audit tools, and still make use of the student portal and Starfish for retention.

Additionally, all colleges will benefit from work done behind the scenes in several other areas. EPI is also working on C-ID, ASSIST, Curriculum Inventory, and e-transcripts. The first version of C-ID is no longer supported and version 2.0 is in the design phase. There will be thirty workflows developed using business process management (BPM); Mt. SAC has been engaged as a grant manager for that development. ASSIST Next Gen now has APIs in place and the project is working on supporting the rollout, help desk, and work flows. The Chancellor's Office Curriculum Inventory system supported by Governet is obsolete. Version 2.0 is in the design phase with the CCC, and they are intending to use the same BPM tool as C-ID using the business processes documented by the CCC Technology Center. Emphasis will be focused on data quality and web services. There will also be Steering Committee oversight of project development. Finally, a dedicated product manager, has been hired to work on the ongoing deployment of e-transcript through the end of 2015. Steps are being taken toward: a California e-transcript standard, a student ordering portlet, and a potential RFP. Currently if you want to send a transcript, the transcript is left on the Speede Server to be picked up by whoever you are sending it to; that means that the student's PII and record is sitting there until it is picked up. Through work with PESC, a transition to a system where the transcript will be transferred directly from one party to another without a third party in the middle is being made; this will really streamline the process. That work with PESC will form a new foundation for e-transcripts within California and throughout the United States. What E-transcript California is promoting is an electronic transcript standard for all vendors to follow; if Credentials, Parchment, and all others use the same standard behind the scenes it will simplify the exchange process for everyone regardless of vendor used. Lou explained that if a college connected with everything being developed with EPI there would be fourteen different integrations. He will be developing a project to address those integrations.

Related to transcripts, Pam asked whether there will be resources related to prior learning for Veterans within EPI. Barbara explained that OEI has been looking at ways to be able to provide credit for prior learning to Veterans, and found that typically prior learning would form parts of CTE courses and not full General Education courses. It might be possible to develop a smaller online course to be put together with the work on an Army or Navy transcript of prior learning to make for a complete CTE course. With respect to air flight, FAA regulations require taking the whole course to receive credit. She also noted that most Veterans are not looking for CTE in the area of their military service; they are almost always interested in transitioning over to Business or Finance. Tim put in a peer request with Gartner and the CIO for the Army schools; they are very interested in figuring out how to integrate the training programs. Barbara asked Tim to keep her informed about any progress.

<u>TTIP North:</u>
CCCApply, which is still under TTIP, has four more colleges or districts coming on which means that there will be 100 colleges on CCCApply. There are twelve colleges that have given commitments to be live by the spring, which will leave only Allan Hancock College left to bring on to have the whole CCC on CCCApply. The International application will be released this fall; there has been a lot of accessibility work done the last 3-4 months to have it ready for review by the state auditor. Open CCCApply is the account set up system for students attached to CCCApply and there are now 2.5 million student accounts set up through that system. A data scientist has looked at the data to determine whether there are many duplicate accounts and with a sampling of about 300,000 accounts, he found only .3 of 1% duplication, which is not bad, but they will also be working on reducing that. As great news, colleges are also now starting to replace use of the social security number as identifier with the CCC-ID.

There was a large problem with CENIC of old networking equipment and routers, with more than 100 that needed to be replaced. There were many redundant circuits that were lost during the recession that also needed to be replaced so that if one circuit was cut, service would not go down. Equipment needs to be replaced and refreshed. Additionally, the system is looking at upgrading colleges with saturated and close to saturated circuits. Finally, there are 77 eligible off site centers that will be connected into the CENIC backbone. Gary Bird and Tim Calhoon are working on that large CENIC circuit project, right now there are about thirty circuits completed and another seventy-six in progress.

The Information Security Center put out a survey in 2013 and found that 63% of colleges in the system consider their information security programs to be "immature," with 76% not having even one full time employee on information security. Jeff Holden worked with SAC and ISAC to launch an information security standard to help provide awareness to all of the colleges in the system about keeping data secure. He is working on providing security assessments to colleges to provide scanning and help them evaluate their overall security situation. This year the security team will be come out with an offering for scanning software which will scan source code for vulnerabilities. These tools and programs are also being used to audit and control the internal security for the Technology Center and its initiatives. Jeff noted that the system is moving in the right direction, and a new survey will be sent out next week.

The Technology Center is also setting up an Accessibility Center which will provide the same kinds of guidance, tools, and information, that the Information Security Center has been offering for data security, in the area of accessibility. The Accessibility Center will survey colleges and provide offerings for scanning and accessibility. It will be helpful to have a database of common web platforms to provide to colleges and also be able to provide audits and controls for Technology Center offerings. Ken thought that providing those kinds of guidelines or best practices and documenting improvements would be helpful to other projects within the system; CalPASS probably needs to adhere to accessibility guidelines as well. Sean Keegan, the accessibility specialist will help to meet more stringent standards for accessibility especially for the public elements that are audited.

<u>TTIP South:</u>
Rico Bianchi talked about some of the ongoing offerings provided by TTIP South. CCCConfer includes Collaborate, Ultra and ConferNow. Collaborate and Ultra (with good accessibility features planned for deployment fall 2016) will have LTI integrations available on most LMS. Both types of recordings are automatically added to 3C Media Solutions. ConferNow (also known as Zoom) will be available for deployment for instructional courses in the spring/summer of 2016. It will have new keyboard "hot keys" to provide for better accessibility. A caption window will also be available in spring 2016. As of October 10th Zoom came out with a capacity of fifty participants for all pro accounts (a large capacity account will still be needed for groups larger than fifty). LTI integrations are available on most LMS. Again with this product, recordings are automatically added to 3C Media Solutions.

3C Media Solutions provides video on demand and LTI integration is available on most LMS. Amazon S3 Video conversion will be available in spring 2016, and Wowza streaming in the summer/fall 2016. 3C Media Solutions provides a really easy to use form to request DECT funded captioning. DECT funding captioning when done at the college is more involved; the college has to apply for it, they are given a certain amount of allotment which the instructor has to go through the DE coordinators to access and be reimbursed for. With 3C Media solutions the instructor creates the video, puts it in 3C Media Solutions, requests captioning, and within three days it is added. The only problem is that ease of use has made it very popular; in one month the cost was $28,000. TTIP South is now working with Gary and Alice to revise the process and to figure out a model for the system that is easy to use. Also under 3C Media Solutions is 3CMENOW for event coverage. Additionally, UStream and podcasting accounts are available.

Collaboration tools for 3CMedia will be available in fall 2016. Right now the Amazon account is provided per user, but they are planning to provide it for colleges at a discounted rate. Lou explained that the Technology Center is looking at being looped in to standard with Amazon and suggested that TTIP North and South should partner up and pool resources; Rico agreed.

Part of the storage for TTIP South used to be on a private area of YouTube, but little by little they are changing to Amazon S3. There will be a lot of resources provided there. TTIP South has also been working with Paul Steenhausen at the Chancellor's Office to catalogue professional development resources.

TTIP South and @ONE put on the Online Teaching Conference again this year, June 15-17 at the San Diego Convention Center. There is system-wide participation in the OTC each year. Next year the OTC will be held in the same location. The search for a venue for 2017/18 has already begun in order to find a large enough venue, since this year there were over 1000 attendees. When the OTC was first brought back there were 200 participants, and last year there were over 700 which shows that people really do want to get together. There was more online than face-to-face participation during the recession.

The old CETC Ambassador Program is being resuscitated by providing DE Coordinators with stipends to help with bi-weekly communications to colleges about technology project resources. It will be useful to have collaboration between the various initiatives about what needs to be communicated. In TTIP South they scraped the @ONE website to gather 50,000 or so email address. They don't have everybody, but there are about 35,000 faculty email addresses. Committee members felt that the ability to send email to faculty members would be a tremendous resource. However, coordination is important so that people are not spammed.

Anna Stirling reported on the support in professional development activities @ONE is providing for OEI with two primary focuses: involvement in the course design review and the Canvas migration process. The Introduction to Teaching with Canvas course will go live October 19th. There will be both facilitated and self-paced versions available. There will be four live "Canvas Conversations" offered that will be available under the community college license at Canvas deployment. There will also be regional "Train the Trainers for Canvas Introduction" that will be offered as face-to-face workshops for pilot schools before December; the intent is to have two trainers from each pilot school.

The Online Education Standards and Practice (OESP) course has its foundation in OEI and @ONE rubrics and it is being offered in pilot delivery as a course in Canvas. That course is on track for public delivery in spring 2016, and will also be offered in both facilitated and self-paced versions.

There are currently 98 graduates from the new twelve week @ONE certification program. The old program took thirty-two weeks, while the new program consists of five courses that are each four weeks in length and has portfolio development built into the program. There are eleven people going through the final review of their portfolio development with another class of sixteen

ready to begin. The five courses that make up the certification will be updated and moved into Canvas as well. @ONE will continue to support Introduction to Moodle and Introduction to Blackboard until they are no longer needed. They are now developing out the schedule for fall and spring. There has been a pretty good participation rate in the @ONE trainings and Anna feels they have been successful in getting more information out to the system. However, @ONE has no staff; they use contractors throughout the system, primarily faculty, so it can be hard to meet demand; that is why they have been moving to "train the trainers" modeled programs. They are hoping to bring on additional resources by January or February of next year. @ONE has been providing a lot of support to OEI and will be talking to the other projects in terms of the best ways to support them.

Cal-PASS Plus:
Cal-PASS Plus is starting year four of a five year cycle and Ken reported on what has been happening over the last year. They have been able to provide data reports back to colleges via data dashboards and the Launchboard. They have been working on bringing together a number of different CTE programs and other transition pathways from high school to college, community college to four year institution, and so on. There has also been some work with special populations, including foster youth dashboards, student athletics, and some work around a STEM pipeline. There is a major effort to answer questions about what is happening at those key transition points.

A big part of the work in the last year has been renewal of the MOUs from around the state, 80% expired in June 2015, so that has required going to every school in the state and getting them to renew their agreements. That work is largely done, with only 1-2 college districts that are stragglers. Cal-PASS Plus is also seeing increasing traction with the CSUs and UCs. The purpose of that work is to connect the data and answer questions via regional learning collaborative. They are able to jump start that collaborative work when complete data sets can be pulled together. A lot of the work from multiple measures has come as a result of that regional work being partnered with RP Group effort.

The STEPS Project came from testing whether connecting regional data sets could provide a more robust picture of student capacity. That project has grown and is now up to twenty-nine community colleges (those names are on the RP Group website) that are piloting some type of multiple measure from the high school transcript; results from early adopters are promising, particularly around equity. In a number of early pilots, schools are doubling, if not tripling the number of students going into transfer level courses. There is great faculty buy-in and there will be events on October 27th (at Cyprus) and 28th (in the Bay Area) that will bring colleges together for discussion.

Communications and Coordination:
John Makevich explained that OEI has decided to consolidate their messaging regarding that project down to a weekly update sent to SPOCs (who are sometimes Deans or faculty members). They will also be starting the Consortium soon, so they want to be able to simplify and reduce the amount of messaging.

Alice asked the projects to keep TRIS, Academic Affairs, and Student Services aware of conferences and events that leadership members will be doing presentations at, so that attendance can be coordinated with Chancellor's Office staff where appropriate. The request came from recognizing that there should be coordination regarding statewide consultation councils and the role that each person can play in user groups, small work groups, and larger statewide gatherings. Members clarified that there are a wide variety of events they are attending and there is a fair amount of coordination between the initiatives. Access to the management calendars can be provided in order to make the best use of exceptional opportunities. Pam mentioned that she hadn't known about the CalPASS Plus equity work and reiterated the need to keep from having separate silos, it is important for new CSSOs, CIOs, and equity officers to know about all of the work that is happening so that opportunities are not lost.

Sandoval explained that there is a Master Marketing Calendar along with existing calendars within each initiative and Google does allow for the blending of calendars. He felt that coordination with fall events has been covered pretty well. He then reviewed background for how the initiatives came about ultimately as a result of the Student Success Initiative and the Student Success Task Force recommendations. The way the RFA for the initiatives was developed in eight sections there was an attempt to be comprehensive in taking the good work around Student Success back to the system. The goal is to use technology as a tool for the collective good of supporting the practitioners in the system. Sandoval sees his role as one focused on coordinating communication to provide support and promote collaboration between all TTIP, TRIS, and CCC Technology Center partners. Some of the opportunities for coordination in 2015/16 involve use of: events calendar, internal news cycle twice monthly, customer relationship management software, PR support and tracking, marketing firm, and websites/social media.

Top events in the fall time frame:
CCC RP Group Student Success Conference October 7-9
CIO Fall Conference October 28-30
Academic Senate CCC Fall Plenary November 5-7 (CAI has a session scheduled there combining CAI and Multiple Measures)
Student Senate November 13-15
CC League Annual Conference November 19-21

Additionally, the ASCCC Innovation and Instructional Design Institute and Spring Plenary, both in the spring, are events that will have the opportunity for participation and heavy presence from the initiatives.

CISOA is in March and the cut off for presentations has been extended; the TRIS division will be at CISOA.

Sandoval felt that there were opportunities for coordination within the internal news cycle of the CCC TechEDge News and the CCC Technology for Student Success News. He said that most articles will penetrate to 1000 people depending upon the story. Tim explained that the hardest stakeholder group to reach is the faculty. Rico will work with Sandoval to reach the faculty members who have self-subscribed through @ONE.

In terms of PR support and tracking, Sandoval uses Meltwater News Service for news media monitoring, media data base/PR distribution, and wire distribution. There is also local and regional PR support with pilot colleges, as well as coordinated state PR for the Chancellor's Office. There are also opportunities for coordination with customer relationship management (CRM) software using ZOHO, a CRM which is integrated with Google Apps and has a specific and verified database of contacts. There is also an RFP in progress due for release in October for a Technology Center Marketing/PR Firm, which would be a multi-year partnership with 1-2 awardees, intended to be for the remaining calendar life on the grants.

New brand development is near completion with the initiative websites, they will also be supported with social media. Full development of print collateral and a shared resource approach will allow for collaboration and cross pollination. There is also opportunities for coordination with the Step:Forward student marketing campaign. That campaign is focused on increasing student awareness of the steps of orientation, assessment, and education planning. Obviously, there are opportunities for messaging overlap with those three elements and the initiatives. Bringing the Step:Forward messaging into the portal will provide for "point of sale" communication with students right at the time they submit their application.

The existing shared resources that are available at the Technology Center are: director, editor, copywriter, graphic designer, pilot support, and multimedia development. A project manager

position is being developed and is expected in October/November. Sandoval would also like to see social media experts, PR specialists, and video production on his team.

Some potential channels of communication to consider are blogs attached to project websites and site messaging. Additional ways to increase collaboration include: hold a student portal branding summit, continue to assess existing resources/needs, amplify messaging for all projects, refine outreach to practitioners/stakeholders, and report out more during Director's Collaborative meetings. Tim suggested that for the portal branding, a smaller group should come up with a list of possible options for a larger group to evaluate.

Members noted that it might be helpful to find ways to send out TechEDge or the Student Success newsletter in a way that embeds it in a message from the leadership of stakeholder groups, like Julie Adams embedding it in an email sent to the Academic Senate members; or consider rebranding it with a departmental approach if it could be done with cohesion.

Professional Development Coordination:
Rico provided an overview of the CCC Professional Learning Network website that Paul and Anna have been working on as a location to: gather resources, make connections, find speakers, look at a calendar of conferences, and so on. MyPD will be a feature for faculty, staff, etc. to develop their own professional development plan. The regional summits last November found this was a feature that attendees and especially adjunct faculty thought was highly desirable. They can identify what skills and competencies they want to develop over the next year and use this location to establish those goals, and keep track as competencies are acquired. LeBaron noted that it would be helpful to use the calendar and My PD to keep track of Flex Day offerings and individual plans even over the course of several years. The network will also be a place for all three initiatives to consolidate their professional development resources. This will help with identifying and disseminating best practices for all three initiatives as well. There is also the possibility of expanding it so that colleges could put their own content. Paul explained that materials and resources could be placed into the network in a variety of ways, including through the use of a review panel or teams of reviewers using a rubric, or material developed by recipients of state awards. Currently the Speakers Directory includes those who have spoken at conferences over the last year or so. In the future, keynote speakers would be added, and people from outside of the system who want to be included would submit some sort of letter or application. Pam expressed concern that there might be the potential for stakeholders to post comments that might not be appropriate, and members agreed that forum discussions would need to be moderated in some way.

Lou mentioned that this website was built using WordPress, and that particular platform has had a lot of security issues, so it is important to be very aware of patching it on a regular basis, and it might be a good idea to consider the use of single sign-on. Rico noted that they haven't found a way to have single sign-on with Confer especially with adjunct faculty. Lou and Tim confirmed that it would be necessary for @ONE to become an authenticator. Lou also noted that if desired, the network might be able to be put into a Canvas plug-in with a scaffold.

Rico suggested that there be a separate discussion of single sign-on at a future meeting, to try to help address the issues involved with adjunct faculty who teach at 3-4 different colleges. Pat agreed, and noted that OpenCCC provides students with a system ID, but there is not an equivalent for adjunct faculty. Lou noted that there is a technical solution, and it comes down to an administrative choice in how the system is set up.

Discussion and Wrap Up:
The group decided that it would make sense to continue to meet quarterly having the first meeting of the year in person, with the next meeting occurring on-line. There was agreement that having a shorter period of time set aside for updates would be useful, to allow more time for discussion.

David suggested that a document repository be set up as a location for the Charter, style guides, etc.

Next Meeting:
The next Director's Collaborative meeting will be on January 13, 2016 at the Chancellor's Office in Sacramento.

Adjournment:
The meeting was adjourned at 3:30pm.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: *GEAC Meeting Notes*		Month: Feb.	Year: 2016
		Item No:	
		Attachment: YES	
DESIRED OUTCOME:	Awareness	Urgent: No	
		Time Requested: none	
CATEGORY:		**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The CSU system office and CSU Academic Senate hold a meeting of the General Education Advisory Committee, GEAC, prior to each CSU Academic Senate general assembly. Attached are the minutes and attachments from the meeting on January 19.

Other items of interest not in the attachments include:

1. *The CSU system is struggling with general education learning outcomes. There is a conference sponsored by WASC's Assessment Resource Council April 6-8 in Orange County. We may wish to send a representative. The website is www.wascarc.org.*

2. *There was considerable discussion regarding the California Community College Baccalaureate Degree Pilot Program. I spent considerable time explaining the various methodologies apparent across the country used to construct degrees of value.*

DESIRED OUTCOME:

None.

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

CSU **The California State University**
OFFICE OF THE CHANCELLOR

Chancellor's General Education Advisory Committee
Agenda for January 19, 2016

11:00 a.m. to 4:00 p.m.
Anacapa Room, CSU Office of the Chancellor

Contact the CSU Academic <u>Senate</u> to participate by phone or video conference.

11:00	1	Approval of agenda for meeting of 1/19/2016 and minutes of 11/3/2015	Bill Eadie
11:15	2	Liberal Learning Partnerships (Debra David report)	Ken O'Donnell
11:30 time certain	3	Math Education; Upper Division GE	Eric Forbes
Noon		Lunch	
1:00	4	CSU Institute for Teaching and Learning	Emily Magruder
1:30	5	Update on annual review of CCC courses proposed for GE	Ken O'Donnell
2:00	6	Upper-division GE in California Community Colleges	John Stanskas
2:30	7	Quantitative Reasoning	Ken O'Donnell
3:00	8	C-ID	Mark Van Selst
3:30	9	Other items, open forum	Bill Eadie
4:00		Adjourn	

GEAC MEETING

Nov. 3, 2015

Call to order at 11 am.

Present: Members: Chair Bill Eadie, Vice-Chair Mary Ann Creadon, Barry Pasternak, Catherine Nelson, Susan Gubernat, Virginia May [for John Stanskas], Joseph Bielanski, Mark Wheeler, Terri Eden, Mark Van Selst, Ken O'Donnell, Elizabeth Adams, Sean Walker, Jeff Spano, Jason Colombini. Guests: Steven Filling, Christine Miller, Debra David, Denise Fleming

Approval of agenda for meeting of 11/3/15 and minutes of 9/1/15

- Agenda: Approved.
- Minutes of Sept. 1, 2015: Approved.

Introduction of members and guests

Liberal Learning Partnerships

- Debra David reported that the Compass Report has been receiving much positive publicity and response. They are working now on proficiency initiatives through the AAC&U sponsored Faculty Collaboratives Project. This project is a ten-state initiative with, here in California, 10 CSU and 4 CC members, who are working with different existing proficiency initiatives (e.g., the WICHE initiative, Lumina Foundation work, Degree Qualifications Profile) to develop proposals to increase proficiency at individual campuses.
- Debra announced that she will no longer be the Passport representative.
- Questions arose about the involvement of the CSU in WICHE in particular, and the extent to which our participation in these initiatives lends weight to the projects.
- Debra said that ours is not a buy-in effort, but only an educational and informational resource for WICHE and for us.
- Responses came from committee members who testified to the value of the involvement on their campus of some of these initiatives.

- Upon questioning, Debra said this hub of proficiency initiatives has funding right now through September 2016, but the intention is to keep the hub going and so figure out how to do that, and under whose aegis it will be maintained (e.g., AAC&U, or the Chancellor's Office, or under the ASCSU). Debra said she would prefer it was under the ASCSU because it is a faculty project.
- Chair Eadie said we will check up on this again and see where it is going and who will take over the hub.

Critical Thinking Standards in Interstate Passport

- Mark Van Selst discussed the critical thinking outcomes developed by Interstate Passport, saying that in California these outcomes don't exactly fit our critical thinking outcomes, though they do fit the AAC&U rubric. WICHE has not yet figured out how to know if, or communicate how, the student achieved the skills of the outcomes, and scalability is a problem.
- Ken O'Donnell said that many campuses are interested in how to determine that a student has achieved critical thinking skills, so the guidelines are useful.
- Barry Pasternak worried that campuses with engineering programs in particular, which have removed critical thinking courses from the GE requirements, and have second language learners, will have a particularly difficult time determining the success of these outcomes and the ability to communicate them.
- Susan Gubernat expressed a concern about scalability, and the tendency towards standardization and homogeneity that it encourages. Outcomes should be local and based on what a campus needs and has available to it. Even this document, not meant as policy, suggests the advisability of homogeneity of standards, and drills fairly far down to specifics.
- Catherine Nelson noted that this was the second discussion of this meeting about proficiency standards, and the implied sense that proficiency standards matter more than taking a course. K-12 shows the

problem with this, where they have become accustomed to "teach to the test."

- Ken O'Donnell agreed that K-12 damaged themselves with much of the business about testing, but that this document accounts for nuance and is not designed toward teaching to the test.

Statway, Math Council

- Ken O'Donnell explained the import of the memo from the Chancellor's office extending the statistics pilots, whether through Statway or the California Acceleration Project. Now the question is how to keep algebra competence in the requirements, and what should be the floor. Forming the group to determine that was the ASCSU's job; extending the pilot through the memo was his job.
- Terri Eden expressed some confusion about the "statistics pathways" identified in the CO document, and what would be the consequences for the C-ID courses that have been approved for Associate Degree for Transfer. Mark Van Selst agreed, saying that adding in CAP or Statway may break the legislative mandate against additional units. Ken O'Donnell noted that these pilots and courses are only for GE, not for a major, but advisors and students will have to look out for their major requirement units.
- Mary Ann Creadon and Catherine Nelson reported on the discussion of Statway at the Math Council meeting they attended in October, noting that some on the Council still expressed strong opposition to Statway and the diminishment of algebra it allows. Math Council members were encouraged to participate in the Task Force being organized by ASCSU.
- Steven Filling reported that because of some troubling responses from the Chancellor's office about consultation in determining general education standards for quantitative reasoning, the ASCSU is first having a discussion with the CO about faculty governance of curriculum before the Task Force is instantiated.

- Ken O'Donnell suggested that the troubling language may have come from him as he tried to open the quantitative reasoning standards discussion to other constituents, although the CSU should have the final word on GE standards.
- Catherine Nelson and Susan Gubernat expressed concern about the CO response because it did not clearly indicate that CSU faculty are in a leadership position.
- Virginia May indicated serious concerns about CAP and Statway, suggesting that if the standards are being altered by the inclusion of these pathways, we should be open about that fact.

CSU Institute for Teaching and Learning

- Ken O'Donnell reported in place of Emily Magruder. He said her position is different from her predecessors because it is a long-term position that allows her to look at long-term issues such as assessment. They are now casting around for themes for their spring meeting.

Report on Pilots: SBCC, Online Oral Communication

- Ken O'Donnell reminded the group that a few years ago we allowed the testing out by faculty of online oral communication courses. Three CC faculty responded, and now there are four or five CC campuses doing such courses. It now looks as though we will accept, with standards, online oral communication courses.
- Susan Gubernat said that before approval is given, we should receive more advice from the discipline. Here is where a discipline council for Communication would be good, so they can talk to each other about this, and offer advice.
- Christine Miller worried that allowing more campuses to do these pilots implies approval before we have had full advice and consultation. She remembers GEAC specifically wanting this to be a very limited pilot.

- Discussion ensued that reminded people that what has been accepted is the possibility of more proposals.
- Virginia May asked how the pilot works so that when it is documented for transfer, the articulation officers know that it was an online course. Chair Eadie said he thought the online courses were not to be allowed for transfer, and Ken O'Donnell said that articulation officers were good about this fact, but don't always know, particularly if a course is taken out-of-state.
- Ken O'Donnell said that there will be an upcoming conference call about the pilots with representatives from GEAC, the discipline, and the participating faculty.
- The other oral communication pilot was part of a proposal by SBCC to modify the transfer curriculum by keeping a cohort together for two years and dispersing the oral comm requirements among other coursework for this cohort. A Communication faculty member would spot-visit those classes to see how the requirements were being met, and they would look at data for retention, also. The faculty member doing the visits was not happy with the caliber of speeches given, so Ken is going to take down that pilot from our web page.
- Susan Gubernat expressed concern about the dispersal of disciplinary content for GE, and our need to honor disciplinary expertise in GE areas.
- Jeff Spano commended GEAC for being willing to give this pilot a chance and allowing the SBCC faculty to come to their own conclusion about its efficacy.

Upper Division GE, Online Courses, and Transfer

- Sean Walker said that Senate Chairs are concerned about the transfer of upper division GE within the CSU. This will be more of a problem with the CC baccalaureate programs emerging. CourseMatch makes this problematic, also. Because upper division GE transfer is infrequent, there is little machinery for evaluation.

- Terri Eden said that articulation officers are involved with CourseMatch, however.
- Steven Filling said that lower division GE articulation has slowly migrated to upper division, and we should watch out for this.
- Catherine Nelson said that AA will prepare a resolution on this, urging campuses to develop policies for upper division GE transfer, with faculty in charge of developing these policies.
- Virginia May said that resolutions proposing what upper division GE is for CC will come up this week at CC Senate. Ideas include 6 units, including two courses remote from the major, and one idea suggested requiring written and/or orai communication requirements in the courses.
- Discussion ensued about a division between the CO, which wants to make transferability easy, and the Senate, which wants upper division GE be campus specific.
- Further discussion included remarks about online courses and transferability of CourseMatch, since those courses are considered the equivalent of in-residence courses. One could take all CourseMatch courses and fulfill upper division GE from another or other campuses.
- Elizabeth Adams suggested that online courses for lower division GE from other parts of the country are a bigger problem and need to be watched, because they are not rigorous courses in many cases.
- Catherine Nelson said that insuring the integrity of the articulation process is vital.
- Terri Eden said there is a need to identify the areas of upper division learning, and make clear what we want to take place in upper division GE.
- All expressed interest in what the CC Senate resolution about upper division GE would ultimately be.

Humanities and Skills Based Courses in Logic, First-Year Language

- Representatives from Mt. San Antonio College and Moorpark College participated via phone.
- Ken O'Donnell said that in the humanities we expect a certain kind of learning that is sense-making: taking disparate sources and pulling them together to discover and articulate meaning. Thus, we've said certain courses don't belong in humanities: logic never, and the first semester of foreign language generally, don't count for humanities GE. Bob Stewart from Mt. San Antonio objected to what they perceived as unfair treatment of ASL courses, and Matthew Morgan from Moorpark said the CSU is unclear about logic and its place in the humanities.
- Discussion ensued about the teaching of logic with pop culture examples, which contextualizes the logic, and whether, if a textbook were created that used such examples, the course could count for humanities.
- The question of whether or not the course could double count for Area A and for humanities came up, or if the course could count only in one area.
- Bob Stewart from Mt. San Antonio College was surprised that there was a decision to reverse the approved articulation of ASL, since it meets the criteria for GE humanities, as the course requires a sympathetic response evoked toward the culture. As the course is taught by him, it is an immersion experience (they don't talk during class, e.g.).
- Ken O'Donnell said that the specific request to our committee is whether or not we will accept the Moorpark logic course which uses a specific textbook that contextualizes the skills in pop culture examples, and if we will accept the Mt. San Antonio ASL course for GE humanities.

- Catherine Nelson suggested that the question for the committee is framed analogously to the Statway issue: is there enough humanities substance in these courses?
- Some members expressed hesitancy about their competence in reviewing a textbook, or their expertise about the humanities content in an ASL course.
- Ken O'Donnell said that perhaps we should strike a categorical denial of logic from the guiding notes, but say it is very difficult to give logic humanities content. As for ASL, contemporary language study suggests that all language is learned in context, so that some language courses might meet GE humanities content. His sense is that the preponderant opinion of the group is that we don't need to categorically deny approval for such courses. We should therefore come up with language that says that such proposals might be accepted.

Other Items, Open Forum

- Terri Eden said, looking at CLEP exams and ACE recommendations, there is a discrepancy in our coded memo for units allowed for the second level of language, particularly a discrepancy with regard to recent changes made by ACE. There is another discrepancy with units allowed for calculus. We should review such discrepancies.
- Ken O'Donnell said we could review these at a future meeting. Unit counts have always looked high, so if ACE is reducing units allowed, we can revisit this. We should ask language faculty what they think about this.
- Susan Gubernat asked about reviewing ambiguities in the guiding notes, and Ken O'Donnell said he would share revisions with the committee.

- Mark Van Selst asked if the campuses could be asked about the uniqueness of upper division GE on their campuses such that transferability does not work.
- Ken O'Donnell said he wasn't sure the CO will want to ask about what *doesn't* transfer, and Susan Gubernat asked if a campus would be punished if it asserted that its GE was unique and not amenable for articulation.
- Sean Walker suggested that perhaps we could frame a request to campuses positively, asking them "what is unique about your GE?" Then it would not be in danger of being subject to punishment.

The meeting was adjourned at 5 pm.

CST/EAP Participation	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015 Prediction	2015 Actual CAASPP/ SBAC
Number of students taking CST	440,205	461,682	465,986	466,353	469,457	473,085	470,349	468,583		484,993	455,953
Number of students taking EAP	317,056	346,038	356,169	369,465	380,837	385,144	386,324	387,405	335,951		
Participation Rate %	72%	75%	76%	79%	81%	81%	82%	83%		100%	92%

English	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2015
Number of students taking English CST	418154	440763	446153	447783	451575	446852	440116	435222			419,737
Number of student taking English EAP	312167	342348	352943	366949	378870	382915	383562	384722	332,065		418,802
Participation Rate %	75%	78%	79%	82%	84%	86%	87%	88%			92.1%
Number of students ready	48072	55206	60392	59381	77826	85506	86939	87318	82,270		96,540
% ready	15%	16%	17%	16%	21%	23%	23%	23%	25%	11%	
Number of students ready conditional							58468	56552	47,883		138,513
% conditional							15%	15%	15%	30%	
Number of students not ready	264095	282775	288599	303998	297630	293758	237642	240367	199,595		
% not ready	85%	83%	82%	83%	79%	77%	62%	63%	61%	59%	

Math Totals	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2015
Students Tested CST	184709	201827	209873	220321	231357	239911	246,277	253,004			418,893
Students Tested EAP	137067	141648	147885	169478	178667	190915	203,906	212,836	209,584		418,179
Participation Rate %	74%	70%	70%	77%	77%	80%	83%	84%			91.9%
Number of students ready	16120	17173	19442	22247	26056	29524	30,426	30,781	21,973		46,078
% ready	12%	12%	13%	13%	15%	15%	15%	14%	10%	11%	
Number of students ready conditional	58822	60697	62660	74467	75502	81849	92,831	97,378	85,576		75,401
% conditional	43%	43%	42%	44%	42%	43%	46%	46%	41%	22%	
Number of students not ready	62125	63710	65718	72688	77053	79486	80,596	84,623	101,777		269,700
% not ready	45%	45%	44%	43%	43%	42%	40%	40%	49%	67%	

The California State University
WORKING FOR CALIFORNIA

EAP English Results

	Ready	Ready Conditional
2013	87,318	56,552
2014	82,270	47,883
2015	96,540	138,513

EAP Math Results

The California State University
WORKING FOR CALIFORNIA
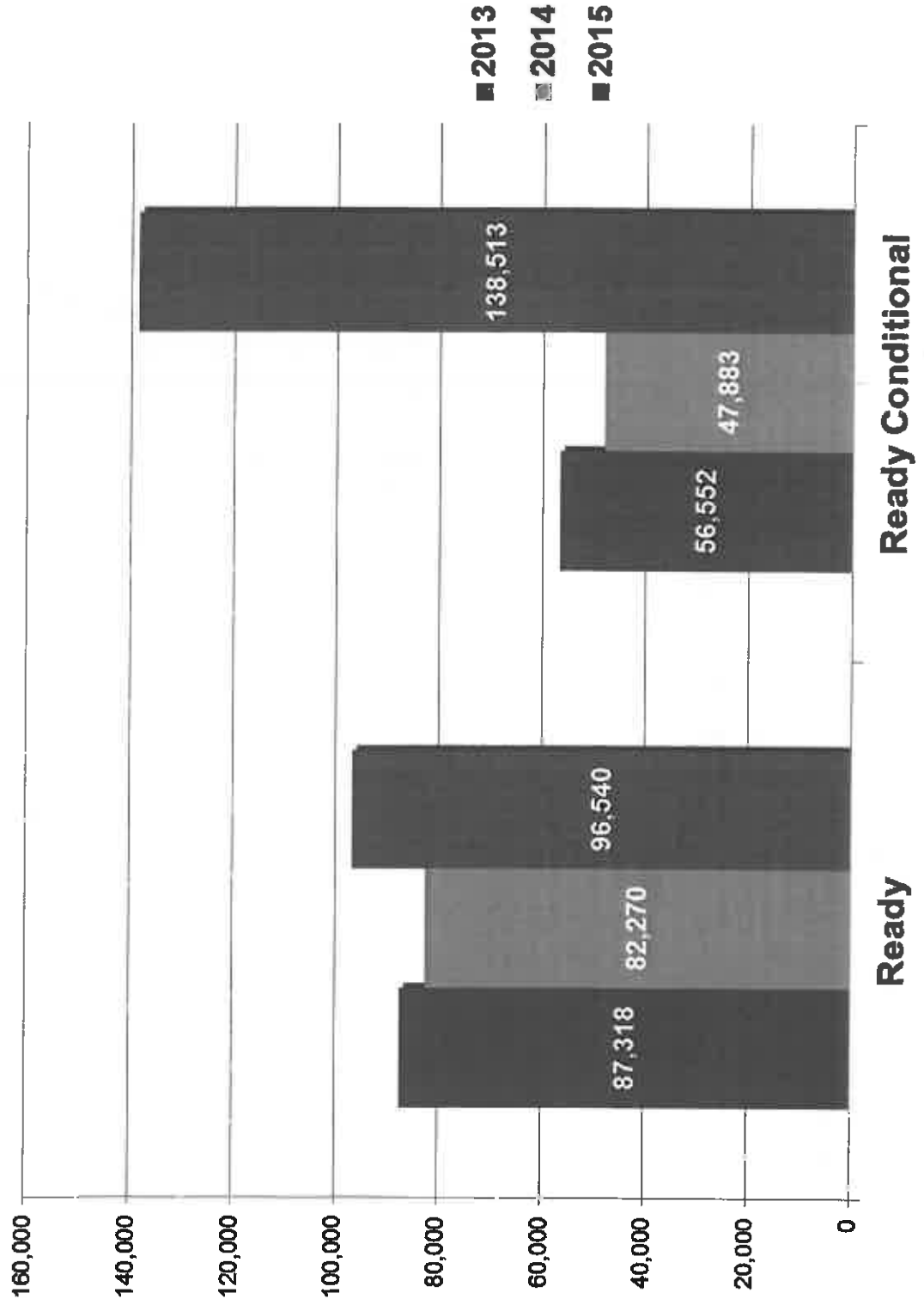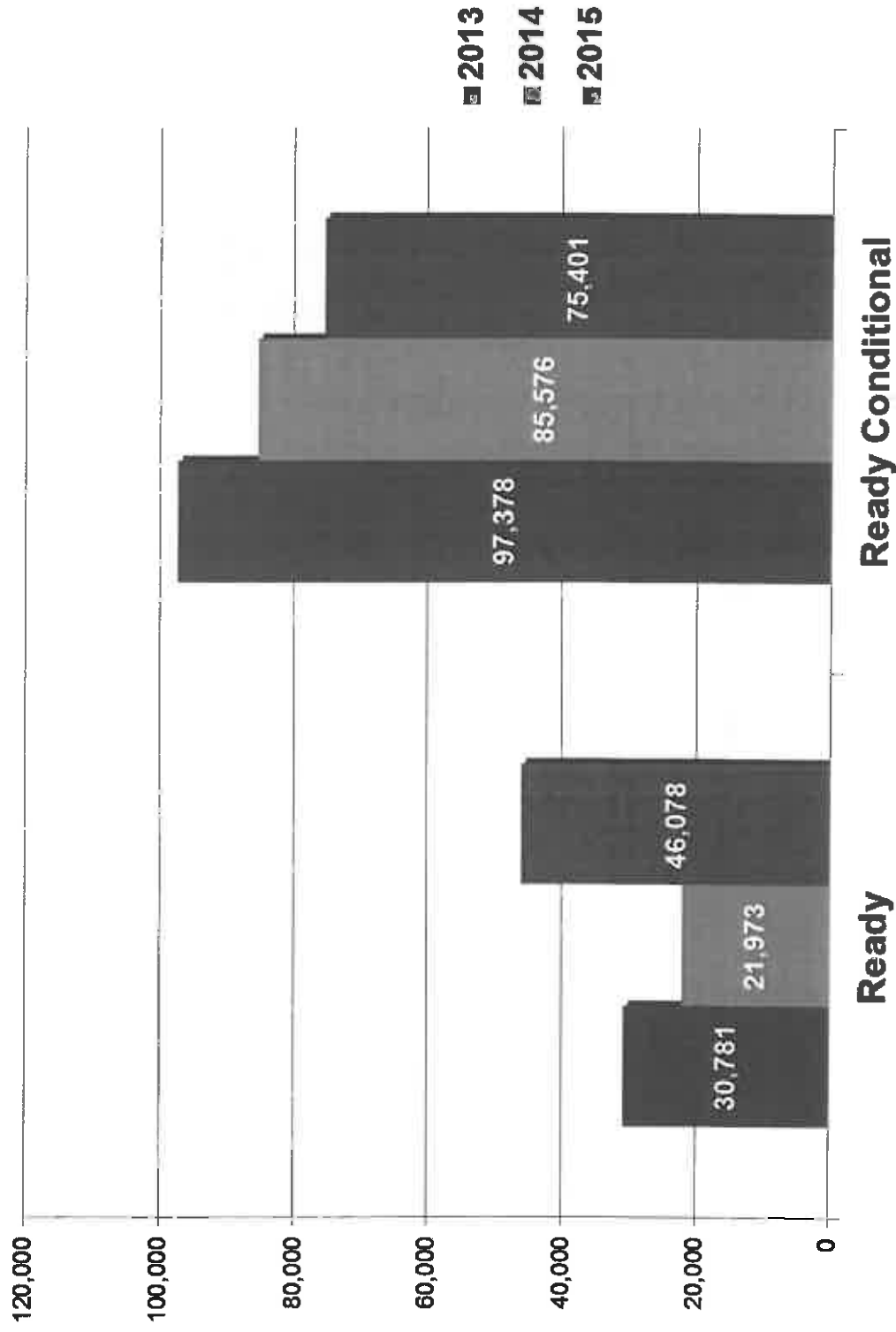
Economic Status – English
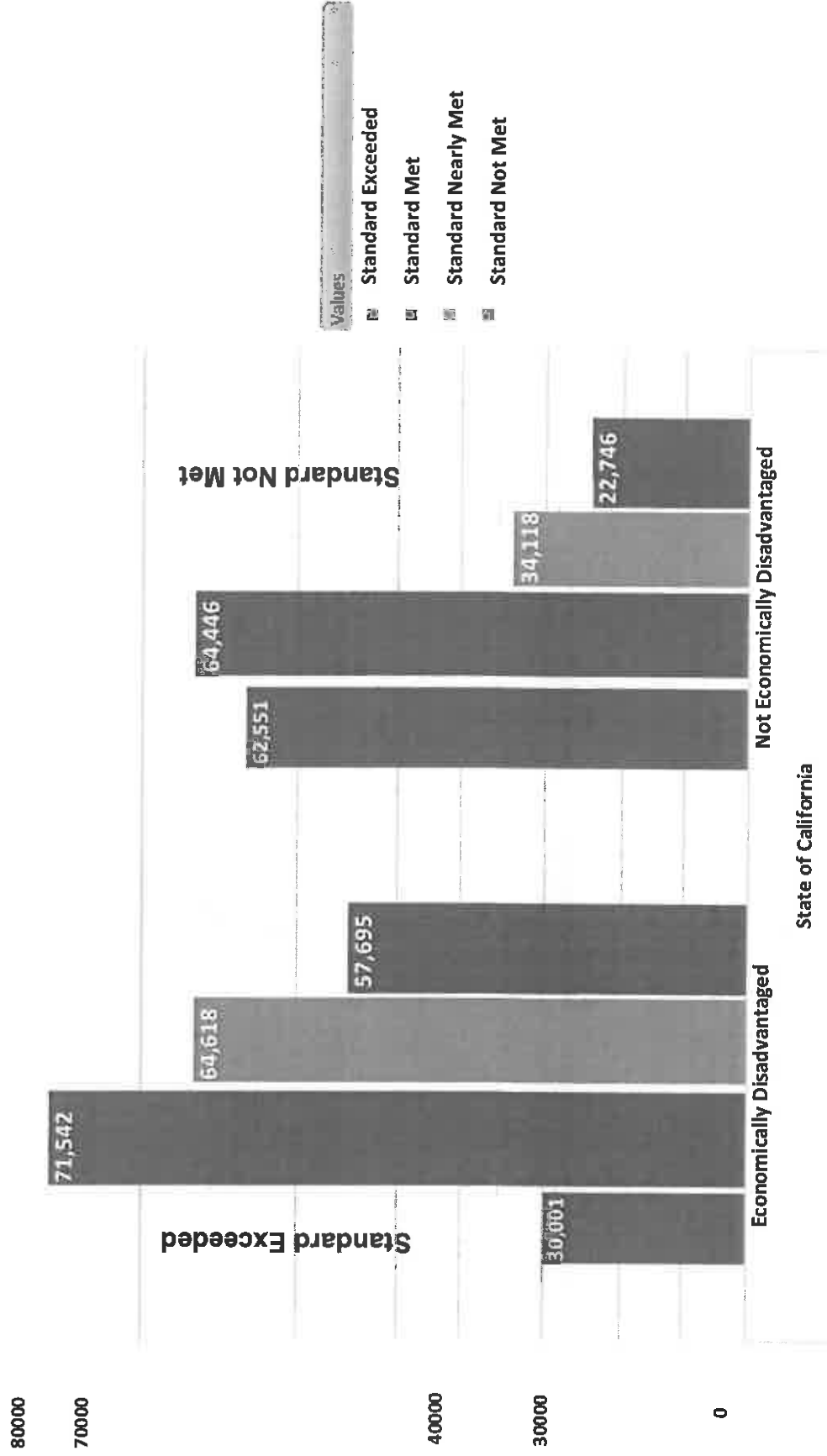
Economic Status – Math

Standard Exceeded

Economically
Disadvantaged

11,494

29,884

55,170

126,431

State of California

Not Economically
Disadvantaged

35,837

43,382

45,268

60,357

Standard Not Met

Values
- Standard Exceeded
- Standard Met
- Standard Nearly Met Standard
- Not Met

CSU The California State University
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Statewide Ethnicity - Math
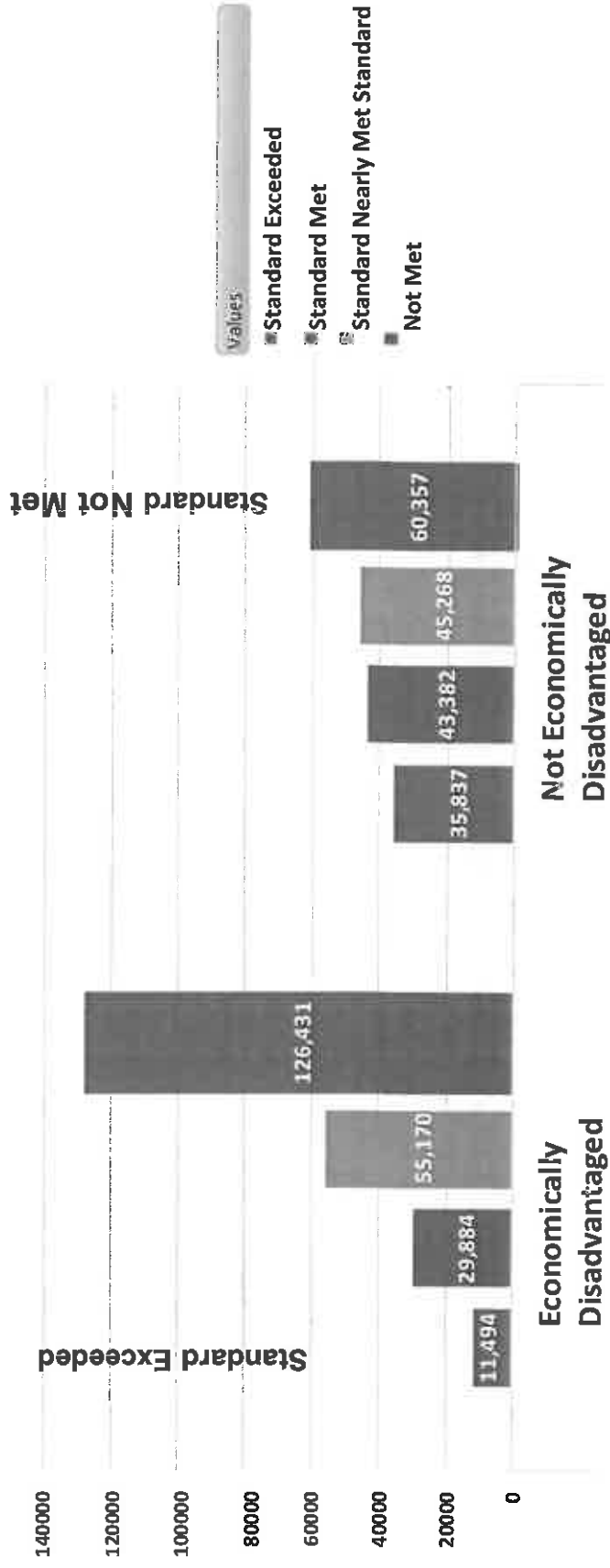
State of California

■ Standard Exceeded ■ Standard Met ▓ Standard Nearly Met ■ Standard Not Met

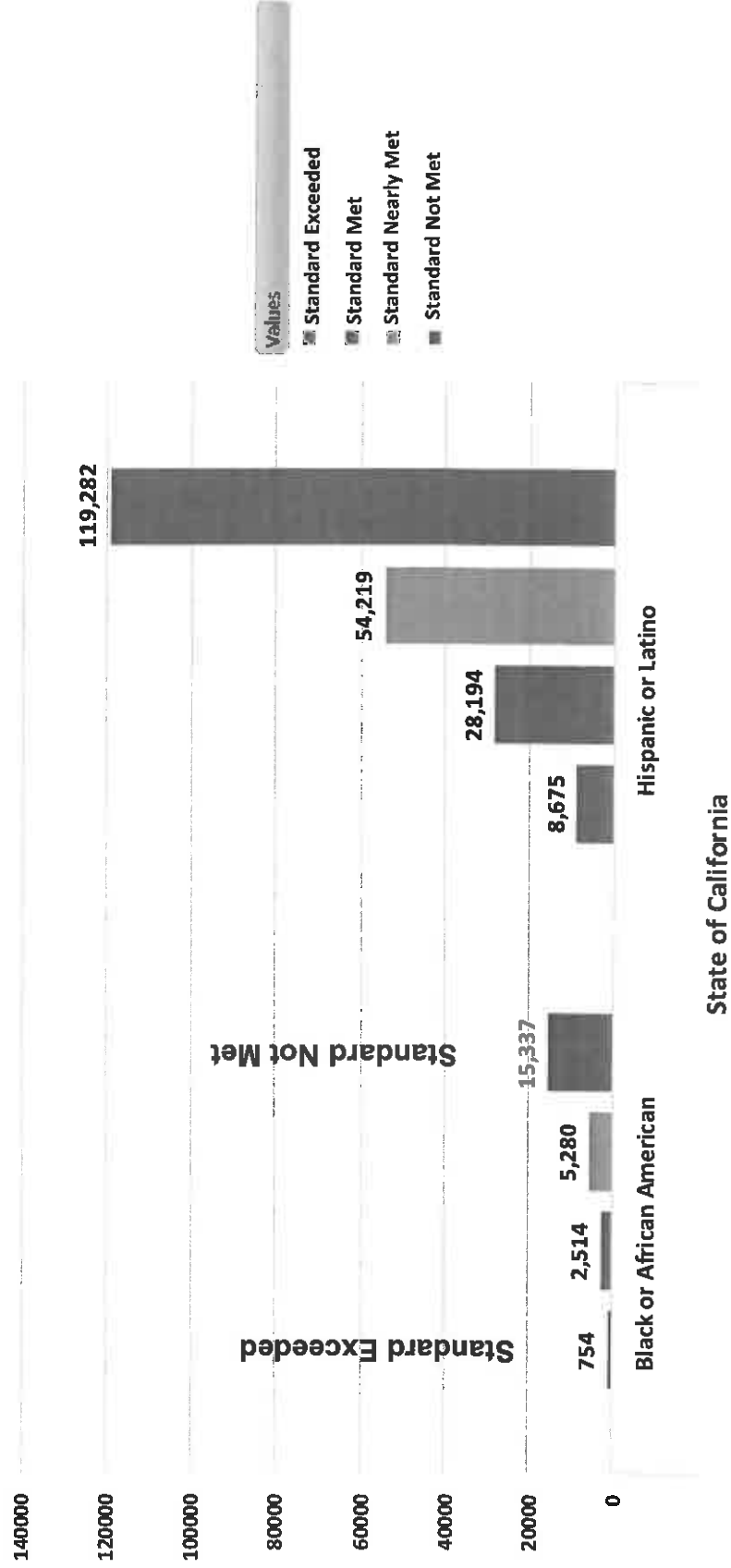CSU The California State University
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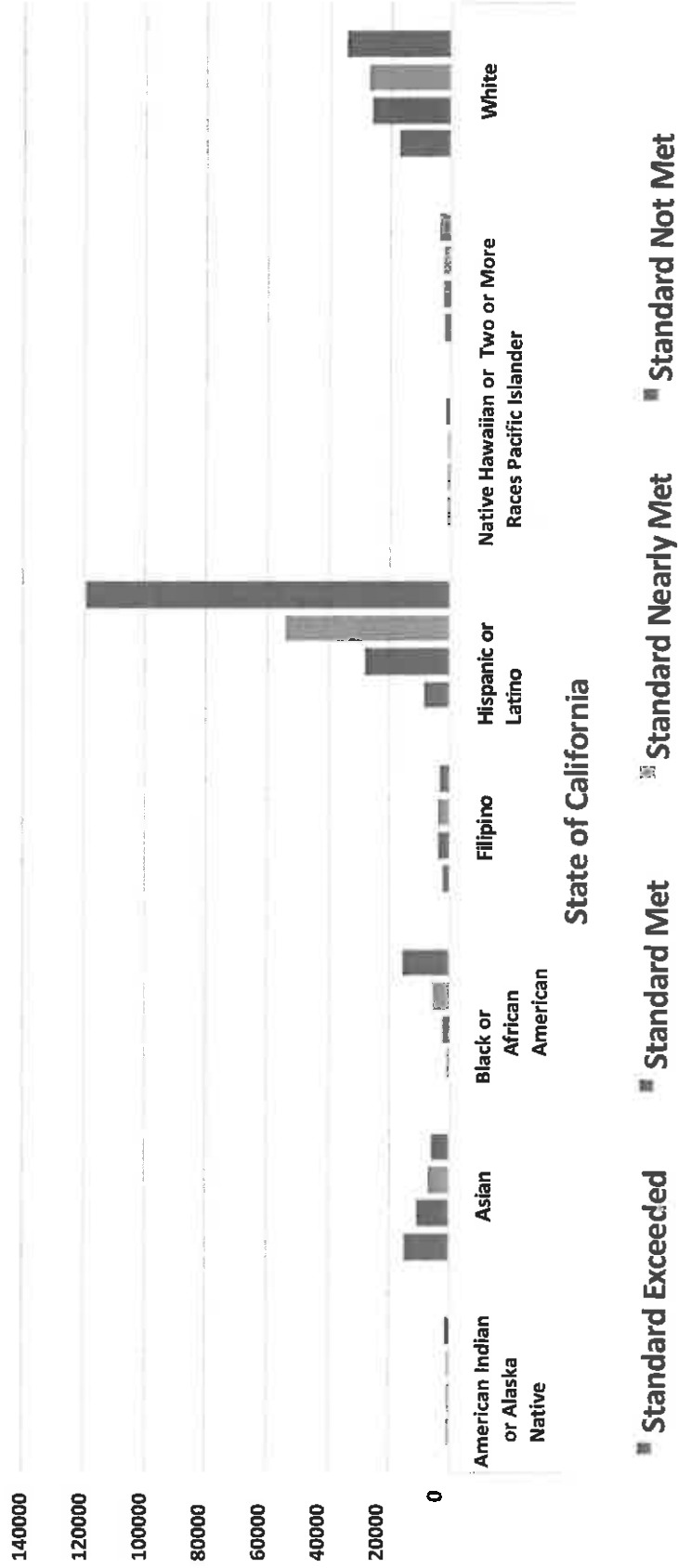
Latino and African American - English
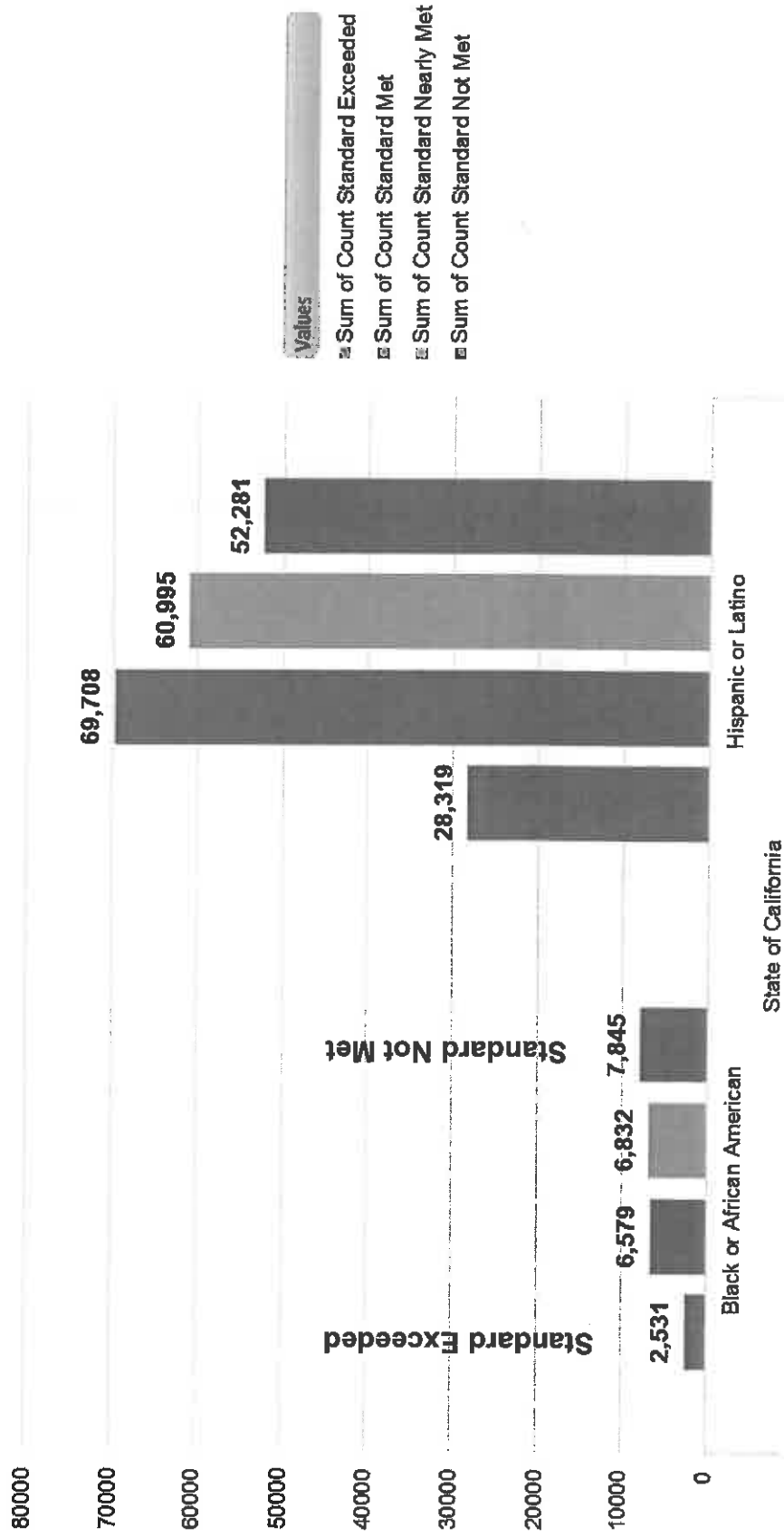
Latino and African American - Math

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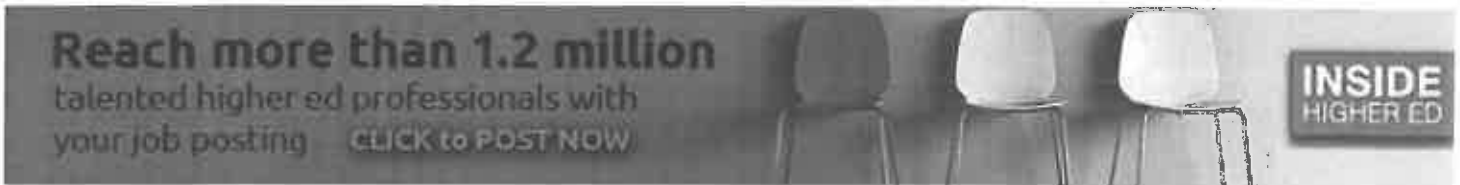
Survey of colleges finds that distribution requirements remain popular but with new features

Submitted by Scott Jaschik on January 19, 2016 - 3:00am

When colleges discuss general education reforms or announce curricular revamps, it's common to hear professors talk of the need to replace "cafeteria-style" approaches. Distribution requirements, critics say, may assure that all students take a course or two in such broad fields as the humanities, the social sciences and the physical and biological sciences. But the requirements don't necessarily encourage thoughtful integration of different fields of study -- and many students simply look for the easiest options to check the requirements off. (Think "physics for poets.")
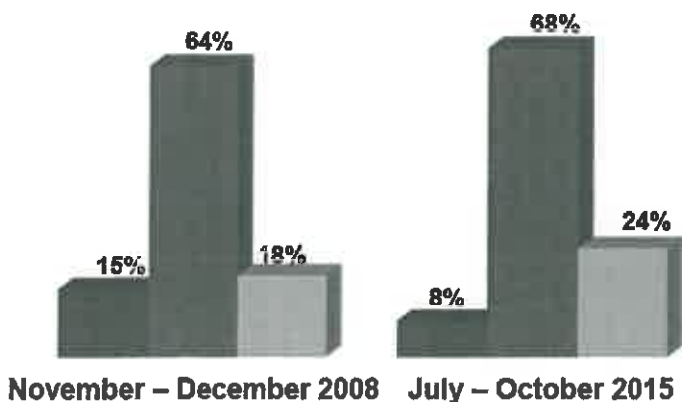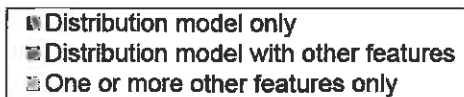
But for all the talk about moving past distribution requirements, it turns out that they are alive and well, but with twists that deal with some of the criticisms.

That is one of the key findings of a survey [1] -- released today by the Association of American Colleges and Universities -- of its members on issues such as general education, learning outcomes and teaching approaches. The results being released today are the second from a survey completed by provosts or chief academic officers at 325 AAC&U member colleges and universities.

Other key findings relate to a growing majority of colleges having intended learning goals or outcomes for all students, and some skepticism about whether faculty members are using technology in the most effective ways.

Distribution Requirements

Many general education programs have been built around distribution requirements. And the AAC&U survey suggests that relatively few institutions have abandoned them. In the 2015 survey, 76 percent of colleges reported using distribution requirements, down only modestly from the 79 percent of colleges that reported using distribution requirements in a 2008 survey. But the norm -- even more now than in 2008 -- is a distribution requirement plus other features for general education. In fact, the share of colleges relying only on distribution requirements fell nearly in half between the two surveys.

Legend:
- Distribution model only
- Distribution model with other features
- One or more other features only

Data labels: 64%, 68%, 15%, 18%, 24%, 8%

November – December 2008   July – October 2015

According to the AAC&U report, colleges are building on distribution requirements by also requiring common intellectual experiences of students, thematic courses, learning communities (in which groups of students take a common sequence of courses) and other techniques.

In the survey, academic leaders were asked to indicate the design elements of their general education programs -- and they could list more than one such element.

Design Elements of General Education, 2015 Survey

Element	Percentage of Colleges
Distribution model	76%
Capstone or culminating studies (in majors)	60%
Upper-level general ed requirements	46%
Core curriculum	44%
Thematic required courses	42%
Common intellectual experience	41%
Capstone experience (in general ed)	26%
Learning communities	22%

The University of Nevada at Las Vegas is an example of a university keeping distribution requirements but also adding other approaches to general education. So undergraduates across fields re still required to complete courses in writing, mathematics, fine arts and humanities, social sciences, and life/physical sciences, among other categories. But UNLV has added other required elements, such as a first-year seminar, a second-year seminar and new upper-division requirements in majors, leading to a "culminating experience."

Chris Heavey, vice provost for undergraduate education at UNLV, said the university was trying to more closely link its general education requirements to the major and to institutional learning goals.

But he said it was "very challenging for most institutions to go entirely away from distribution models because the structure and resources of the institution [have] probably grown up to support those offerings."

Debra Humphreys, senior vice president for academic planning and public engagement at AAC&U, said that "many people theoretically get that it's not adequate" to just create categories of courses for students, and to require them to take some number of courses in each category. But she agreed with Heavey that "institutions are still organized largely by disciplinary categories that correspond to knowledge areas." As a result, colleges "continue to chip away" at reliance on distribution requirements "but we're still not quite there yet" in terms of moving to an entirely new model.

Humphreys is encouraged by moves like that of UNLV's, which use distribution as a base for general education but don't leave it there. She also said it was important that general education requirements be linked to desired learning outcomes, as the survey suggests colleges are doing.

On learning outcomes, the survey found that 85 percent of colleges report that they have a common set of desired outcomes for all undergraduates, regardless of major. That figure is up from 78 percent in the 2008 survey.

Further, of those institutions that have a common set of learning outcomes for all students, there is consensus about some of the elements that are included. The table below shows, from the 2008 survey and the 2015 survey, the share of colleges reporting that these skills and knowledge areas are part of their learning outcomes.

Common Elements of Colleges' Learning Outcomes

Skills/Knowledge	2008	2015
Writing skills	99%	99%
Critical thinking and analytic reasoning skills	95%	98%
Quantitative reasoning skills	91%	94%
Knowledge of science	91%	92%
Knowledge of mathematics	87%	92%
Knowledge of humanities	92%	92%
Knowledge of global world cultures	87%	89%
Knowledge of social sciences	90%	89%
Knowledge of the arts	n/a	85%
Oral communication skills	88%	82%
Intercultural skills and abilities	79%	79%
Information literacy skills	76%	76%
Research skills and projects	65%	75%
Ethical reasoning	75%	75%
Knowledge of diversity in the United States	73%	73%
Integration of learning across disciplines	63%	68%
Application of learning beyond the classroom	66%	65%

Civic engagement and competence	68%	63%
Knowledge of technology	61%	49%
Knowledge of languages other than English	42%	48%
Knowledge of American history	49%	47%
Knowledge of sustainability	24%	27%

Humphreys said she was pleased by one of the topics that saw the biggest increase from 2008 to now: research skills and projects. She said this was consistent with the idea of working in teams and working to solve problems -- skills that employers seek and that promote cohesive learning that goes beyond one course or discipline.

Some of the scores on the list may be hard to explain. For example, the results suggest more colleges include study of a language other than English as a learning outcome. But a report from the Modern Language Association [2] a year ago found foreign language enrollments declining, and many foreign language departments in the last few years have found themselves the target of cuts.

The high percentage (85 percent) of colleges reporting that knowledge of the arts is a learning outcome is also at odds with the relatively few colleges that require arts study for all students. Humphreys said she suspected that the high figure was due to provosts looking at requirements for arts and humanities courses and counting them as arts requirements.

Are Students Aware?

The provosts were also asked whether they believed students were aware of the desired learning outcomes at their institutions. Only 9 percent said that they believed all students understood the desired learning outcomes, and only 36 percent said that a majority of students understood them.

Humphreys said that academics should be "very worried" about these findings. She said she worried that faculty members may spend lots of time developing a general education program consistent with their institutions' missions, launch the system with fanfare and then not do enough to promote understanding of it. That may mean that, a few years after a program launch, students may not know much about it.

The findings also point to a need for more of a focus on academic advising and for advisers to talk to students about the broad goals of general education, and not just requirements to be finished.

The completion agenda, she said, may make this more difficult. Many advisers are "under pressure to get students through as soon as possible," she said. That is admirable, but means that students aren't necessarily being asked about how course plans "relate to learning broadly," but rather are encouraged to find "an efficient way to get this done."

Technology and Online Learning

The survey also asked chief academic officers about their impressions on the use of digital tools by faculty members.

Thirty-six percent of survey respondents said they believed that most faculty members were using the tools effectively, while 61 percent said that some faculty members were doing so, and 3 percent said that very few faculty members were doing so.

Even if some of the academic leaders think that most of their faculty members are using digital learning tools effectively, most of the provosts want more.

Asked to respond to the statement that "all or most of our teaching faculty should be using more digital learning strategies in undergraduate courses or programs," 89 percent said that they totally agreed.

There is less of a consensus, however, on offering more online courses for undergraduates, with 26 percent of chief academic officers saying that was a high priority, 36 percent saying it was a medium priority and 38 percent saying it was a minor priority or a nonpriority.

Teaching and Learning [3]

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Links:
[1] http://www.aacu.org/about/2015-membersurvey
[2] https://www.insidehighered.com/news/2015/02/11/mla-report-shows-declines-enrollment-most-foreign-languages
[3] https://www.insidehighered.com/news/focus/teaching-and-learning

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